

**ROLE OF CO-OPERATIVE LEARNING FOR  
DEVELOPING SPEAKING SKILL OF MASTER LEVEL  
STUDENTS: A NARRATIVE INQUIRY**

**A thesis submitted to the Department of the English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Bidhya Khanal**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2020**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Bidhya Khanal** has completed her M. Ed. thesis entitled "**Role of Co-operative Learning for Developing Speaking Skill of M.Ed. Students: A Narrative Inquiry** " under my guidance and supervision .I recommend this thesis for acceptance.

Date: 03/10/2020

.....

**Dr. Tara Datta Bhatta (Supervisor)**

Professor

Department of English Education

Tribhuvan University, Kirtipur

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for necessary evaluation from the following  
**Research Guidance Committee.**

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department English Education

Tribhuvan University, Kirtipur

**Dr. Tara Datta Bhatta (Supervisor)**

.....

Professor

Member

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Ram Ekwel Singh**

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 01/03/2020

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis  
**Evaluation and Approval Committee.**

**Signature**

**Dr. Gopal Prasad Pandey**

.....

Reader and Head

Chairperson

Department English Education

Tribhuvan University, Kirtipur

**Dr. Tara Datta Bhatta (Supervisor)**

.....

Professor

Member

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Rishi Ram Rijal (Expert)**

.....

Professor

Member

Mahendra Ratna Campus

Tahachal, Kathmandu

Date: 03/10/2020

# DEDICATION

**Dedicated**

**To**

My father(**Dharma Raj Khanal**), mother (**Thagi Sara Khanal**), husband  
(**Khim Kanta Pokhrel**), sons (**Manish and Manogya Pokhrel**) and all  
English Language Teachers of T.U .of their selfless and everlasting love,  
patience and support to me.

## **DECLARATION**

I hereby declare that to the best of my knowledge, this thesis is original ;no part of it was earlier submitted for the candidature of research degree to any university.

Date: 03/10/2020

.....

**Bidhya Khanal**

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**Bidhya Khanal**

## **ABSTRACT**

This research study entitled " Role of Cooperative Learning for Developing Speaking Skill of Master Level Students: A Narrative Inquiry " aimed to explore the role of cooperative learning for developing speaking skill of M.Ed. student and to study the cooperative learning culture among the M.Ed. students. Keeping the objectives into considerations, five M.Ed. level English students were selected as the sample by using purposive non-random sampling strategy. Data for this study was collected by conducting semi-structured interview with the selected participants/students. I have visited and revisited the study area to collect and validate the data. After the collection of the data they are categorized into eight themes and analyzed descriptively. From the study it was found that co-operative learning has positive role for developing speaking skill of M.Ed. students. It was also found that, cooperative learning is beneficial for the students to develop various language skills, social skills and personal skills. It was also found that cooperative learning engaged the students in meaningful interaction for sustaining their speaking skill from regular feedback of their group members to their performance and also found that student had a positive attitude towards cooperative Learning.

The present study consists of five main chapters. Chapter one is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with reviews of the related theoretical literature, review of the related empirical literature, implications of the review and conceptual framework in relations to the role of cooperative learning for developing speaking skill of M.Ed. students and cooperative leaning culture among the M.Ed. students. Chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, ethical consideration. Chapter four presents the analysis of the data and interpretations

of the result. Finally, chapter five includes the findings, conclusion and recommendations of the study. The study ended with my reflection which was included my experiences regarding writing thesis.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

M .Ed	:	Master of Education
ELT	:	English Language Teaching
CL	:	Co-operative Learning
T.U	:	Tribhuvan University
ICT	:	Information Communication Technology
Prof.	:	Professor
Redg.	:	Registration Number
NELTA	:	Nepal English Language Teachers Association
C.U.P	:	Cambridge University Press
EFL	:	English as a Foreign Language
Vol.	:	Volume



# CHAPTER ONE

## INTRODUCTION

The present study is on “Role of Cooperative Learning for Developing Speaking Skills of Master Level Students: A Narrative Inquiry.” The first chapter of this study consists of background of study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

### 1.1 Background of the Study

Learning is a goal-directed act. It is an active as well as creative process that starts from the birth and continues throughout the life. In other word learning is a way of acquiring new knowledge, skills or modifying, behaviors and attitude. It is not compulsory, it is contextual. It may also be viewed as process, rather than collection of factual and procedural knowledge. Regarding this Gagne (1985) believes “learning is a change in human disposition or capabilities that persist over a period of time and is not simply ascribable process of growth.” Similarly, in the words of Knowles (2012), “learning is process of gaining knowledge and expertise.” So, in this regard it can be said that learning is positive as well as progressive process of changing human behavior.

In the process of learning learners use various strategies or activities like students collaboration, cooperate, share ideas to each other and reflect. Among these various techniques cooperative learning is one of the effective ways of learning. Cooperative learning is considered as one of the successful learning strategies in which small group of student work together on common issue or problem. Co-operative learning define variously by various scholars according to Olsen and Kagan (1992 as cited in Richards and Rodgers, 2016, p.192) say, “Co-operative learning is group learning activities organized way so that learning is dependent on the social structured exchange of information between

learners in group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of the others”.

Similarly, Richards and Rodgers (2016, p.192) define, Co-operative Learning as an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Moreover, Slavin (1980; Richards and Rennandya ,2002 as cited in Yusuf , Jusoh &Yusuf ,2019) adds Co-operative learning is described as a method where students work in small groups and are given rewards and recognition based on their groups’ performance .Similarly, CL is a tool of some methods which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. In this way it can be said that unlike autonomous learning cooperative learning makes use of coordinate effort among students and helps students to learn not only from teacher but from each other. Moreover, Checkering and Gamson (1987,p.3) say, Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work is collaborated and social, not competitive and isolated. Working with others often increase involvement in learning. Sharing one’s own ideas and responding to others’ reactions sharpens thinking and deepens understanding. Thus, learning is more like a team effort than a solo race.

On the other hand, English Language Teaching (ELT) is the field where different methods, techniques, tools have been in use since it beginning to make learners learn English language in an effective way. At first there was trend of teaching through teacher centered method which gives importance to the root learning. Those techniques and methods did not meet learners’ need and interest. So, scholars began to search alternative techniques which gave birth to student centered technique, like collaborative learning and cooperative learning. Richards and Rodgers (2016, p.192) say, Minority students might fall behind higher- achieving students in this kind of learning environment. Therefore, to overcome these problems co-operative language learning came into existence in the field of English Language Teaching (ELT).

Speaking is one of the basic components of foreign language teaching and learning in addition to listening, reading and writing since it provides learners with the opportunity to hold successful conversation as well as manage interaction. It is also one of the important skills of second language teaching and learning it is also sharing of idea, feeling, knowledge, interest, attitude and opinions with each other's. In general, speaking skill is the ability to build and share meaning through the use of verbal and nonverbal symbols in a variety of context. In the light of discussion, it can be said that speaking is a skill of comprehension, pronunciation and being fluent and accurate use of grammar and vocabulary. It has been extensively defined by many scholars in the literature from different perspectives.

According to Brown (2004), Speaking is the person's product of creative construction of linguistic string (as cited in Zohra, 2013) Similarly, Pakula (2019) says, Speaking is an important skill in language learning, but it is not easy to learn or to teach. Moreover, Thorunbury (2005 as cited in Zohra, 2013) defined, speaking as a natural integral part of the person's daily life.

Thus, for the successful teaching and learning speaking skill it must be need to follow the co-operative learning approach.

## **1.2 Statement of the Problem**

Development of speaking skill is the basic goal of language teaching but it is not an easy task. Accuracy and fluency in speaking is the very crucial part of the good speaker however, it is unavoidable that even higher-level students have lack of communicative competence in English language. Though students have good command over writing but they are less able to speak even basic clauses and sentences properly. It may be because of less opportunities of interaction in English, hesitation, ignorance of speaking aspect and mother tongue interference. Since having good command over speaking is mandatory. So, it is really important for student to have good speaking skill. Regarding this

the research carried out by Imene (2015) and Ahmed and Bedri (2017) have shown that co-operative learning is one of the best strategies for developing speaking competency but in our context due to the lack of co-operative learning culture students do not get the ample opportunity of interaction as a result they are getting weak in speaking aspect day by day. It may be also because of lack importance given to it. Basically, co-operative learning is designed to foster co-operation rather than competition to develop the critical thinking skills and communicative competence through socially structured interaction activities. Being based on my personal experience, as a semester student I have done cooperative work with my colleagues in presenting seminar paper and that really helps me to develop my speaking ability. So, present study entitled role of co-operative learning for developing speaking skill of M.Ed. students aim to explore the co-operative learning culture among students and role of co-operative learning for enhancing speaking skill.

### **1.3 Objectives of the Study**

The objectives of the present study were as follows:

- To explore the role of co-operative learning for developing speaking skill of M.Ed. students.
- To study the co-operative learning culture among M.Ed. students.
- To suggest the pedagogical implications.

### **1.4 Research Questions**

This study was oriented to find out the answers of the following research questions:

- What is the students' experience regarding co-operative learning?
- What role does co-operative learning play to enhance speaking skill?
- How often students involve in co-operative activity?
- How speaking skill can better foster through co-operative learning?

## **1.5 Significance of the Study**

This research was conducted having the aim to focus on role of co-operative learning for developing speaking skill of Master Level students. This study will be significant for the prospective researcher, experts, curriculum designers, teachers who tend to implement heterogeneous group teaching, language trainers and students who are going to pursue their carrier in teaching sector. Co-operative learning is the student-centered approach therefore this approach will be supposed to be beneficial for both teachers and the students by providing them an opportunity to take advantages of each other's expertise and strength. It will also be useful to the researchers who are interested to conduct for the research on this title. More importantly, this will be helpful to the students who feel hesitation work in group. Thus, it will be significant to stakeholder and write holders and those teachers, students who are directly or indirectly involved in the field of ELT.

## **1.6 Delimitations of the Study**

This study was delimited to the following areas:

- This study was limited to narrative inquiry research design.
- This study was limited to English Language students of M.Ed level of Kathmandu valley.
- The population was all the English Language students of M.Ed level of Kirtipur.
- The samples of the study were Five M.Ed Level English Language Students from the same university who were in writing thesis.
- The data was collected within fifteen days.
- The data was collected through semi-structured interview guideline questions.
- The sampling procedure of the study was purposive non-random sampling .

- The collected data were analyzed thematically.

## **1.7 Operational Definitions of the Key Terms**

**Co-operative learning:** An activity working together to accomplish shared goals.

**Narrative Inquiry:** The process of gathering information for the purpose of research through story telling

**Role:** The function assumed in a particular situation.

**Speaking skill:** The ability to speak accurately and fluently in English language.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Review of related literature is one of the important steps in the course of conducting a research. The whole study is directly or indirectly supported by the ideas of theorists, researchers and experts. This chapter consists of the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

#### **2.1 Review of Related Theoretical Literature**

In this chapter different theoretical concepts that are related to this study have been discussed. This theoretical framework facilitates the study by providing theoretical backup.

##### **2.1.1 Defining Cooperative Learning**

Cooperative learning is one of the most effective methods in the process of learning and it has gained its popularity in the field of education. It has been defined variously by various scholars .According to Zohra(2013,p.35) Cooperative learning is considered as the instructional method, through which student assist each other and complete each other's comprehension concerning a given task. Likewise," Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classroom , students are expected to help each other ,to discuss and argue with each other , to assess each other's current knowledge and fill in the gaps in each other's understanding" Slavin (1995 as cited in Zohra,2013,p.22). Similarly, Dillenbourg(1999,p.5 ) believes that , 'Collaborative Learning' is a situation in which particular forms of interaction among people are expected to occur, which would trigger learning

mechanisms, but there is no guarantee that the expected interactions will actually occur. Regarding the cooperative learning Roschelle and Teasley say, collaboration more specifically as “.....mutual engagement of participants in a coordinated effort to solve problem together,” (as cited in Dillenbourg ,Baker ,Blaye & O’Malley, 1996, p. 2). Cooperative learning is an effective teaching approach for second language learning.

Regarding the effectiveness of cooperative learning (Johnson, Johnson, and Holubec, 1994:2) state following points:

- ) Cooperative learning raises the achievement of all students, including those who are gifted or academically handicapped
- ) CL helps the teacher to build the positive relationship among students
- ) CL gives students the experiences they need for healthy social, psychological, and cognitive development
- ) CL replaces the competitive organizational structure of most classroom and schools with a team –based, high –performance organizational structure (as cited in Richards and Rodgers,2016,p.192)

Likewise, Brown (1994 as cited in Yassin, Razak and Massum,2018) defines, "Cooperative learning as a method in heterogeneous students work together on materials presented by the teacher in order to achieve a specific task". Similarly , Roschelle &Teasley(1995,p.70)define, cooperative learning as ”.....a coordinated ,synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem".(as cited in Dillenbourg, 1999,p.12).

So, cooperative learning as a group learning activity prepared in such a way, which makes learning more dependent on the socially structured exchange of information between learners in groups and in which each learners is held accountable for his/her own learning and the learner is motivated to enhance other peers' learning.



To sum up cooperative learning is one of the most effective methods in the process of learning and it has gained its popularity in the field of education. Cooperative learning aims to make the process of learning student-centered rather than teacher-centered. Moreover cooperative learning should be goal-oriented as the students should work together to achieve a specific task. Equal opportunity of participation among the students is an essential element in the process of cooperative learning.

### **2.1.2 Cooperative Learning in Teaching English**

Cooperative learning can be used to teach any imaginable subject, not just the English language. This strategy requires learners to participate and share their knowledge with other classmates. Once they start learning in groups, they will unobtrusively be engaged in oral practice. In contrast, when it comes to English, it is actually important to use cooperative learning strategy. It is well known that practice makes perfect; which refers to the expertise people gain when they repeat something many times. So, practice is an important component for learning and it is necessary for anyone to become an expert in skill. Cooperative learning can be applied to all areas of L2 learning; it is useable in grammar, oral skills as well as in listening comprehension exercises

.Regarding the usefulness of cooperative learning in teaching English, Yu(1995 and Kagan, 1995 as cited in Liang ,2002)claimed that ,Cooperative learning was an easy and perfect teaching model for EFL teachers and it could effectively accomplish communicative objectives. It means in recent years, cooperative learning has been applied to foreign language teaching in the classroom. Cooperative learning and the English as a second language or foreign language in classroom is a well integration. Similarly (Kristiawan,2013,p.87)says, Cooperative learning is implemented in the English class because there is an objective to create a situation where individual success is determined or influenced by the success of the group.

### **2.1.3 Types of Cooperative Learning**

There are three types of cooperative learning groups as stated by Johnson, Johnson and Smith (1998 as cited in Yassin ,Razak,&Massum,2018,p.645).

These three types are as follows:

- i) Formal Cooperative Learning
- ii) Informal Cooperative learning
- iii) Base Group Cooperative learning

#### **2.1.3.1 Formal Cooperative Learning**

Formal cooperative learning extends from one period to several weeks in order to achieve shared goals and complete a specific task or assignment .The teacher can use this to teach any subject or course after setting the goals for the students and explaining the principles of cooperative leaning in order to make the cooperative learning method fruitful.(Yassin,Razak,& Massum,2018,p.645)

In formal cooperative learning ,the groups are formed from 3to 5 students and they should be heterogeneous and the students can start studying according to the cooperative learning strategy assigned to them by the teacher who shall be there to supervise them(Almuslimi,2016 as cited in Yassi, Razak, & Massum,2018, p.645).

#### **2.1.3.2 Informal Cooperative learning**

Informal cooperative learning lasts from few minutes to a class. Teacher use this types to enhance direct instruction such as presentation, discussion and summarizing .The teacher can ask the students to discuss a question the teacher gives them or to summarize the main points of the lesson .So, it is temporary and does not last for an extended period.

### **2.1.3.3 Base Group Cooperative Learning**

This types of cooperative learning might last for one year or more .The participants should show a kind of commitment and they should provide support and encouragement to the other students .This type is also helpful when the learner wants to master a course and complete it successfully .In this regard Almuslimi (2016 as cited in Yassin , Razak,& Massum, 2018,P.645)argued that base group is helpful for socially isolated learners who are chosen carefully and then divided into groups and this type of cooperative learning is mainly used to improve social skills among the students.

### **2.1.4 Elements of Co-operative Language Learning**

Cooperative learning is an outcome of joint effect of different ingredients to orient learning for success of shared goal and also it is a method of promoting learning through students' cooperation rather than competition. It is a method of effectively using students' group in a classroom .It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. These elements are to be organized and structured in a way to determine the learning activities towards social interaction and interdependence. Elements of cooperative learning is also known as principle of cooperative language learning. Olsen and Kagan (1992 as cited in Richards and Rodgers,2016,p.196) propose the following key elements of cooperative learning:

#### **a. Positive Interdependence**

Positive interdependence is the most essential characteristic and heart of cooperative learning. It assumes that students must believe that they "sink or swim together". It is a sense of working together for a common goal and caring about each other' learning when students work in cooperative team with essence of 'all work for one and one works for all' which ensures the students learn valuable interpersonal skills that are socially, academically and

vocationally beneficial to them. Within cooperative learning situations, students have two responsibilities: 1) learn the assigned materials, and 2) ensure that all members of the group learn the assigned materials. The technical term for that dual responsibility is 'positive interdependence'. Positive interdependence promotes a situation in which students: 1) see that their work benefits group mates and their group mates' work benefits them, and 2) work together in small groups to maximize the learning of all members by sharing their resources to provide mutual support and encouragement and to celebrate their joint success. When positive interdependence is clearly understood, it establishes that:

- i) Each group member's effort are required and indispensable for group success as an indispensable for group success. i.e., there can be no "free riders").
- ii) Each group member has a unique contribution of each group member to make the joint effort because of his or her resources and /or role and task responsibilities (Singh and Agrawal, 2011, p.4).

Thus, students work in cooperative team with the essence of 'we sink or swim together' to promote team building activities and other tasks that deal explicitly with the development of social skills needed for effective teamwork.

## **b. Group formation**

Group formation is an important factor in creating positive interdependence.

This factors involved in setting up groups include:

- deciding on the size of group: This will depend on the tasks they have to carry out, the age of the learners, and time limits for the lesson. Typical group size is from two to four.
- assigning students to groups: Groups can be teacher-selected, random or student-selected although teacher-selected is recommended as the usual

mode so as to create groups that are heterogeneous on such variables as past achievement, ethnicity, or sex.

### **c. Individual Accountability**

Individual accountability refers that all students are actively involved and responsible from their own learning. It assumes the essence of ‘we each do our fair share of group's work.’ In cooperative learning classroom each learner is personally responsible for his or her own learning process and its outcome. Each team member feels in charge of their own and their teammates’ learning and makes an active contribution to the group. Richards and Rodgers (2016, p. 197)," Individual accountability involves both group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with a whole class, with group members, or with another group." Hence, each individual student’s performance is assessed and the result is assigned back to the individual group to make each member a stronger individual in his or her right. Individual accountability is a necessary requirement for cooperative learning to occur emphasizing learning as a core process of cooperative group task. Thus, each member of the team is regarded important and it accountable for contributing his or her share of classroom task.

### **d. Social Skills**

Cooperative learning should aim to develop small group skills and social skills of each individual. Students should be taught the social skills for high quality cooperative and be motivated to use them. It is essential for students to have sufficient social skills, involving an explicit teaching of appropriate leadership, communication, trust and conflict skills so that they can cooperate effectively. In this regard, Richards and Rodgers (2016, p. 197) say, Social skills determine the way students interact with each other as teammates. Usually some explicit instruction in social skill is needed to ensure successful interaction.

## **e. Structuring and Structures**

Structuring and structures refer to ways of organizing student's interaction and different ways students are to interact such as Three-step interview or Round Robin.

### **2.1.5 Process/Procedures of Cooperative Learning Practices**

Cooperative learning is not a haphazard rather it is a systematic planned and well-organized activities of the students. Students go through several processes. According to Johnson and Johnson (2010 as cited in Giri,2019) have stated the following processes;

#### **2.1.5.1 Mutual Understanding**

Mutual understanding is one of the process of cooperative learning where students show the sympathy of each person for the other. Cooperative learning environment engages in building and maintaining mutually shared cognition, leading to perceived performance. Interpersonal and socio-cognitive processes have to be taken into account to understand the formation of mutually shared cognition, resulting in higher perceived team performance. In cooperative learning students do not hesitate to put the ideas or thoughts there is no sense of fear.

#### **2.1.5.2 Group Formation**

Group formation is also the effective process of cooperative learning where student forming the association of their classmates to work as a group and direct their actions towards the accomplishment of a common goal. The job of each group members is independent and hence the performance of one will affect the entire group performance. And it is also a complex and important step to design effective cooperative learning activities. Through the adequate selection of individuals to a group it is possible to create environments that help the occurrence of meaningful interactions, and intellectual growth. In

adequate formation of group can motivate students and hinder the learning process. Thus, formation of group is one of the important steps in collaborative learning.

### **2.1.5.3 Task Division**

Task division is another process for cooperative learning where students divide the task in different group and complete the task individually and it is also the work where student breaking down their task in different parts to make up the whole. Students get different tasks accord to the nature of the students. The teacher can also give different tasks to the students share and put their arguments in certain tasks. According to the nature of the group the teacher provides the tasks. If there is not teacher the students can also select the different tasks and they can argue.

### **2.1.5.4 Time Management**

Time management is also the another process for effective cooperative learning in English language class. It is the process of organizing and planning how to divide the students' time between specific activities. In cooperative leaning practice time management is major step, time is not enough for teaching and learning, in certain time the students are requested to complete their tasks. In collaborative learning students get the topic or problem and they put their arguments respectively. Teacher has given the time accord to the nature of problem.

### **2.1.5.5 Sharing**

Sharing is the joint use of a resource or space. It is also the process of dividing and distributing the task. In cooperative learning students share their ideas, emotions, messages, and thoughts and so on. Students share the ideas about the problem in their own group and other friends add something on this problem or

issue. Due to cooperative learning students get the chance to familiar with the socio-cultural aspects of the learners.

#### **2.1.5.6 Student-student Interaction**

Student-student interaction is a vital part of any course experience. In a cooperative learning this interaction happens naturally, as students listen to each other's comments, ask each other questions, and build rapport through frequent contact. In cooperative learning everyone gets chance to put own view or thought in issue or problem. With the help of interaction their learning becomes long lasting. Students are dividing in the groups and they interact to each other and they build up their confidence in given topic or problem.

#### **2.1.5.7 Critical Thinking**

Critical thinking is another process of cooperative learning. It is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and /or evaluating the task by observing the situation. Different studies of cooperative learning claim that the active exchange of ideas within small groups not only increase interest among the participants but also promotes the critical thinking. It is believed that cooperate teams at higher level of thoughts and retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinker.

#### **2.1.6 Teachers' Roles in a Cooperative Classroom**

The role of the teacher in cooperative language learning differs considerably from the role of the teacher in traditional teacher-directed teaching. The teacher's role changes from a deliverer of information to a facilitator of learning. The teacher has to create highly structured and well organized environments for classroom instruction.



In this regard Calderon( 1990)says, "The role of teachers using CL method shifts from transmitters of knowledge to mediators of learning" (as cited in Altamimi and Attamimi,2014,p.30) This role involves facilitating, modeling, and coaching .

#### **2.1.6.1 Facilitator or Facilitating**

Facilitator involves creating rich environments and activities for linking new information to prior knowledge, providing opportunities for collaborative work and problem solving, and offering students a multiplicity of authentic learning tasks. This may first involve attention to the physical environment. For example, teachers move desks so that all students can see each other, thus establishing a setting that promotes true discussion. Teacher may also wish to move their desks from the front of the room to a less prominent space. Finally, teachers facilitate cooperative learning by creating learning tasks that encourage diversity, but which aim at high standards of performance for all students. These tasks involve students in high-level thought processes such as decision making and problem solving that are best accomplished in collaboration. These tasks enable students to make connections to real-world objects, events, and situations in their own and an expanded world, and tap their diverse perspectives and experiences. Learning tasks foster students' confidence and at the same time, are appropriately challenging. Benjarano (1987,p. 485 as cited in Bayat,2004)

#### **2.1.6.2 Modeling**

One's thinking and demonstrating or explaining something. However, in Modeling has been emphasized by many local and state guidelines as sharing collaborative classrooms, modeling serves to share with students not only what one is thinking about the content to be learned, but also, the process of communication and collaborative learning. Modeling may involve thinking aloud (sharing thoughts about something) or demonstrating (showing students

how to do something in a step-by-step fashion). In terms of content, teachers might verbalize the thinking processes they use to make a prediction about a scientific experiment, to summarize ideas in a passage, to figure out the meaning of an unfamiliar word, to represent and solve a problem, and to organize complicated information.

### **2.1.6.3 Coaching**

Coaching involves giving hints or cues, providing feedback redirecting students' efforts, and helping them use a strategy. A major principle of coaching is to provide the right amount of help when students need neither too much nor too little so that students retain as much responsibility as possible for their own learning.

### **2.1.7 Students' Roles in a Cooperative Classroom**

In cooperative learning the essential role of the students is as a group member who must work with other group members to make certain that everyone in a group has mastered the content being taught .In cooperative language learning student plays the major role.

In this regard Richard and Rodgers (2001 as cited in Soraya,2010,p.45) report that within CL work , "each group member has a specific role to play in a group, such as the noise monitor, who checks and test the information regularly, the turn-taker monitor, who gives the chance to express other views in a group, the recorder ,who is responsible for writing down group thoughts and answers, and summarizer, who makes a short description of the main ideas that are necessary.

Similarly, the role of the learners in cooperative learning according to Almuslimi (2016 as cited in Yassin, Razak,& Massum,2018,p.648) presents:

- a) Facilitator: he is the responsible for keeping the students on task.

- b) Recorder: he is the student who writes the decision of the group and their answers.
- c) Summarizer: he is the students who responsible for summarizing the answers of the students.
- d) Reporter: he is the student who provides the ideas of the group to the other group.
- e) Time-keeper: he is the student who is responsible for keeping the time of the task.
- f) Questioner: he is the student who ask questions.
- g) Praiser: he is the student who is responsible for encouraging the students by using praising words.

Regarding the learners' role in cooperative learning Richards and Rodgers (2001 as cited in Pacheco Maldonado, Rozo Banoy, Suarez Quinche,2011) state that, learners are aware and responsible for planning, monitoring, and evaluating their own learning having in mind that learning is a process that requires students' direct and active integration of groups works and participation in the activities .On the other hand ,pair grouping is the most typical cooperative learning format, ensuring the maximum amount of time that both learners spend engaged on learning tasks. For example Pair task in which learners alternate roles, involving partners in the role of tutors, recorder, and information shares.

Therefore, some role of students when they working in groups are to discuss the materials to be learned with their classmates ,helping and giving a hand to each other to obtain a better understanding of the topic proposed ,and encourage their partner to work hard to finally get a common goal. Moreover, through cooperative learning activities, students become directors, and tutors of others, contributing there to students feel more comfortable because the lessons are coming from their peers.

### **2.1.8 Speaking Skills**

Speaking is a productive skill like writing but speaking occurs in an oral mode. It takes place in different situations where we are conveying the message verbally and non-verbally. In other words, speaking is an activity when people use their voice to deliver their opinions, suggestions, information even criticism. According to Sharma(2018,p.98),Speaking is one of the most important skills of language which is used to express the ideas and to communicate with each other in a civilized world.

Similarly,Fulcher(2003 and Morozova,2013 cited in Jepakosgey,2018) say, Speaking as a verbal use of language as a medium through which human beings communicate. It is an important skill which people need for their day to day communication. It is also one of the four related skills in English which are listening, speaking, reading and writing. English speaking skill should therefore be developed alongside these skills so that these integrated skills will enhance communication competence of the learners. Similarly, Brown (2004 cited in Zohra,2013) believes ,Speaking is the person's product of creative construction of linguistic strings. In other words, for him Speaking is a productive skill in which the speaker makes choices of lexicon, structure and discourse that are observed and interpreted by the listener. Moreover, Thorunbury (2005 cited in Zohra,2013) says ,Speaking as a natural integral part of the person's daily life .In other words, it is an activity which is carried out by both ordinary and specialized people to do their basic functions according to their specific needs. Attempting to illustrate the process of speaking fluently in foreign language, Thorunbury claims that speaking is a complex skill that involves in addition to the knowledge of vocabulary, grammar, and pronunciation a command of skill and another type of knowledge.

Thus, speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of the assessment as well.

## **2.1.9 Components of Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants and the purpose of speaking. Regarding the components of speaking Brown(2007 as cited in Jepkosgey,2018,p.24) states that oral communication can be maintained by having three components which include; accuracy, fluency, pronunciation and intonation,

### **2.1.9.1 Accuracy**

This is the mastery of phonological elements, grammar and discourse. It is also the linguistic competence that deals with the correction of utterances to get the correct communication. Thornbury (2005 as cited in Jepkosgey,2018,p.25) says, speaking English accurately means doing without or with few errors in both grammar and pronunciation.

### **2.1.9.2 Fluency**

Fluency refers to one's ability to speak smoothly and easily .Is is the matter of way someone speaks the language without any trouble like thinking the word confusing the ideas.

According to the Richards (2006 as cited in Jepkosgey,2018,p.25)Fluency is the ability to speak eloquently without pausing with no hesitation makers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. Similarly, Fluency is perhaps seen as a dynamic notion comprising the underlining cognitive mechanisms and the social environment (Segalowitz,2016 as cited in Pakula, 2019,p.98). Learners often fail to speak fluently due to lack of confidence and having anxiety about making errors

.Grammatical competence can help learners perceive the structures of English language correctly which eventually leads to their fluency( Trent,2009 & Latha, 2012 as cited in Jepkosgey,2018,p.25).

### **2.1.9.3 Pronunciation and Intonation**

It is the production and perception of the significant sounds of a particular language in order to achieve meaning in the context of language use. (Carter & Nunan, 2004 cited in Jepkosgey,2018) say, that pronunciation is the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation. Listeners only understand what a speaker says when there is a proper pronunciation and this makes communication easy.

Pronunciation is therefore important in both academic and social interaction in the way students are able to participate and interact in their community. There is a relationship between pronunciation and intonation in English language speaking. Learners need to know the stress, intonation and pitch of the structures they are using in their English language speaking. According to Mahripah (2014 as cited in Jepkosgey,2018), pronunciations of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. Pronunciation includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Pronunciation includes both supra-segmental and segmental features and they all work in combination when we speak therefore, they are usually best learned as an integral part of the spoken language (Gilakjani, 2012,p.120).

### **2.1.10 Cooperative Learning in Speaking**

Cooperative learning can be used to teach any imaginable subject, not just the English language. This strategy requires learners to participate and share their knowledge with other classmates. Once they start learning in groups, they will unobtrusively be engaged in oral practice. In contrast, when it comes to English, it is actually important to use cooperative learning strategy. In English language the demand for speaking mastery is inevitable due to the globalization. It is believed as one of the most significant ability to be improved in language students. However, learners of English language often express difficulty in speaking because of the lack the ability to use the language appropriately in social interaction (Malmir and Shoorcheb,2012 as cited in Lucena and San Jose , 2016,p.67). Through cooperative learning method, speaking activities can be highly motivated and students can be willing to open their mouth instead of being afraid of making mistakes in front of the whole class. If teachers have set up the activity properly, and can give useful feedback, students will get tremendous satisfaction from it (Meng,2010).

Cooperative learning offers a proven and practical means of creating exciting social and engaging classroom environment to help students to master traditional skills and knowledge as well as develop the creative and interactive skills in today's society (Lucina and San jose,2016).Moreover, Cooperative learning activities designed to sustain and develop positive attitudes towards students with different levels of learning and cultural backgrounds. Learner learn to regard their classmates as valuable source of support and encouragement in their efforts to become successful socially, linguistically, and in their academic career(Madrid,1993 as cited in Ahmed, and Bedri,2017,p.34).That means in cooperative learning ,students have the advantage of managing their own learning in a way in which they are interested.

Thus, the use of cooperative learning allows many opportunities for the English learners to practice the language in a very comprehensive way.

### **2.1.11 Cooperative Learning and Second Language Acquisition**

A fairly extensive number of researches have been presented in investigating the role of cooperative learning strategy on second language acquisition and students' perceptions of their own language experiences. The use of cooperative learning allows many opportunities for the English learners to practice the language which leads to more promotion in acquisition a way that helps them to become more confident in using and producing English when working in groups. In this regard, Fathman and Kessler (1993 as cited in Liang, Mohan & Early,1998,p.140) ,believe that ,cooperative learning can maximize second language acquisition through providing opportunities for both language input and output. They continue to add that many researchers have compared teacher-led discussions with pair discussions to ensure the amount and variety of student talk in both contexts. Their results reveal that when students work in pair they produce a significantly greater amount and variety of student talk than if we compare it with when the teacher-led discussions. They do not only talk more but also produce a wider range of language functions (e.g., rhetorical, pedagogical, and interpersonal)

Similarly, Basta (2011, p.129) states that, the popularity of (CL)and had a positive impact on almost all aspects of language acquisition and language learning, linguistics, methodologists, and pedagogies have started carrying out further examinations of CL and its three vital variables. This means that cooperative learning fosters both language acquisition and language learning because every student learns and communicates with students almost in the same level and age. As well, Krashen (1985;Kagan 1995 ,as cited in Basta,2011,p.129) points out three vital variables of cooperative learning as:



1. **Input:** Krashen believes that second language acquisition theory could be applied to any foreign language learning. He continues to add that second language acquisition theory is a key to successful mastery of any language.
2. **Output:** Krashen's theory of second language acquisition is also used to explain the second variable of cooperative learning which is known by "output" in which Krashen believes that interaction is crucial for foreign language learning in the context of natural linguistic and the context of the classroom.
3. **Context:** in addition to "input and output" there is another factor that fosters second language acquisition and learning known by context. These three variables of cooperative learning have been mentioned above can facilitate language acquisition and learning and show that communicative language teaching can best be implemented in English classroom by using cooperative learning strategies. It is clear that group investigation requires students to seek information from a variety of sources inside and outside the classroom. A central role to group investigation is students' cooperative planning of the learning task.

## **2.2 Review of the Related Empirical Literature**

The empirical literature review is an act of reviewing the related researches carried out before. It is as written summary and critique of research relating to the particular issue or problems. Several researches have been carried out in the field of cooperative learning under the department of English education and abroad. Some related research works which facilitate in the research work were reviewed in the following line.

D C (2015) carried out a research on "Co-operative Learning: Perception of Bachelor Level Students" by adopting survey research design. His aim was to explore the views of bachelor level students on co-operative learning in ELT class. Non-random purposive sampling was used as sampling procedure. The

population for this study was 40 students of B.Ed. third years from three different campuses of Bajura district. Questionnaire was major tool for data collection. The overall findings of this study showed that a considerable number of the students were familiar with co-operative learning premises, components, principles and so on. They were found more theoretical than practical for implementing this method. However, some students were still in confusion about co-operative learning and its appropriateness in ELT.

Likewise, Paudel (2014) carried out a research on “Teacher Perception on the Role of Collaboration in Teaching Speaking”. His aim was to find out the teacher’s perception on the role of collaboration in teaching speaking. He used survey design for this study. Forty secondary level English teachers of Pokhara valley were the population for the study and he used purposively sampling procedure to select the respondents. He used primary and secondary sources to collect the data. Questionnaire was the major tool for collecting data. The collected data were analyzed descriptively using simple statistical tools. His finding was that teachers have positive view towards the role of collaboration for teaching speaking effectively and perfectly.

In the same way, Regmi (2011) carried out research on “Collaborative Learning for the Development of Vocabulary”. His aim was to find out the effectiveness of collaborative learning in learning Vocabulary. The researcher adopted survey research design for this study and forty secondary level’s students of private school and ten English teachers of Pokhara were the population of this study. Non -random judgmental sampling was used as sampling procedure. Questionnaire was used as the major tool for data collection. The major findings were that ninety five percent of secondary level students have positive attitude towards collaborative learning and sixty percentages of them are provided with a supportive and favorable environment for collaborative learning within their institutions.

Similarly, Poudel (2015) carried out research on “Teachers’ Perceptions on and Practice of Collaborative Learning Developing in Speaking Skill” by adopting a survey research design and purposive sampling procedure. His aim was to find out the teachers’ perceptions on practices of collaborative learning in developing speaking skill. Questionnaire and classroom observation, check list were the major tools for data collection. He selected 20 secondary level English teachers from Taplejung district for the population of the study . The findings of his study showed that collaborative learning provided opportunities for learners to develop their learning and communication strategies. Similarly, Seventy percent teachers were agreed that working in pairs and groups students could increase their fluency and command over speaking skill. Although collaborating learning is important in developing speaking skills, It was found that only 66.67 % English teachers were interested in creating this skill. Similarly, it was found that teachers rarely used collaborative games in developing speaking skill of the students.

Likewise, Saphari (2018) carried out a research on “Practices of Cooperative Learning in Heterogeneous English Language Class”. The main objectives of the study were to find out practices of cooperative learning in heterogeneous English class and to find the effectiveness of cooperative learning in heterogeneous English language class and also to suggest some pedagogical implication. The design of the study was ethnography research design. Secondary level English teachers of Kailali district were the population for the study. The sample of the study was five English teachers of secondary level. Researcher used purposively sampling procedure. Primary and secondary sources of data were in cooperated to meet the objectives of the study. The study found that, the practice of cooperative learning in heterogeneous ELT classroom is difficult but not impossible. The cooperative learning can be implemented with the help of different useful strategies, like group work and pair work . To use cooperative learning in heterogeneous class was difficult because of lack of time, lack of physical facilities and classroom management.

The researcher found that the cooperative learning was very effective in heterogeneous English language class.

In the same way, Zohra (2013) carried out a research on “Implementing Cooperative Learning Technique in Teaching Speaking Skill ”.In the case of secondary year LMD students of English at Biskra University. The aim of this study was to investigate how EFL teachers implement cooperative learning technique in the classroom and to explore the effectiveness of implementing cooperative learning in developing learners’ oral skill. The study was based on qualitative design. For the population of this study, the researcher had used 540 second year LMD students’ at the division of English at Biskra university. The researcher used random sampling procedure to select the 50 respondents. The researcher used interview and observation as the tools for data collection, both primary and secondary sources of data were used. The findings were that learning in small groups developed learners’ oral skills and confirmed that the implementation of cooperative learning techniques comprises some negative aspects like creating noise in the classroom and groups’ conflicts.

### **2.3 Implications of the Review for the Study**

The central focus of the literature review is to find out and analyzed what has been done before in the field of co-operative learning activities for developing speaking skill of M.Ed. students. It provides the clear concept of improving speaking skill of M.Ed. students while involving in cooperative learning activities in the ELT classroom. It also provided a clear idea that what has been done till the date and what is remaining to do in the appropriate works helped in understanding the theories of cooperative learning in relation learning speaking skill. And it gives a noble idea in developing creative conceptual framework of the role of cooperative learning for developing speaking skill of M.Ed. students. The study further supported to find out the gaps in the study area. Moreover, the review of the literature also provided the clear map for the research work. It assisted to analyze the prevailing activities of cooperative

learning in relation speaking skill of different level of students. I reviewed the studies of different scholars like Regmi (2011), Poudel (2015),D C (2015),Saphari (2018),Paudel (2014) and Zohra(2013) .These works provided me various ideas to conduct the present research practically and it helped me to formulate the objectives ,make research questions ,improve methodology and contextualized the findings .Moreover ,this previous research work help me to interpret the result and make this research scientific and systematic.

To mention the work, I reviewed sequentially at first I reviewed the D C (2015) from this I got the information about the present condition of the collaborative learning which helped me to choose the topic of present study. I also reviewed Paudel (2014), Regmi (2011),and Poudel (2015) about the role of cooperative learning for developing speaking skill and also about the perception of teachers on cooperative learning which helped me to make the research questions and formulate the objectives and to make the conceptual frame work of my study. And I reviewed the Saphari (2018) from this I got the idea about the theoretical back up the cooperative learning. Similarly, I reviewed the international thesis of Zohra (2013) which helped on the methodological part of present study.

## **2.4 Conceptual Framework**

Conceptual framework refers to the mental picture of the process what will be done in the research. In another word, conceptual framework is a theoretical mental image of the researcher toward proposed research. It also calls pathway or road map of a research which explain relationship between variables themes of the study. Conceptual framework of the proposed study is presented in following diagrammatic form.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter of the study consists the research design and method of the study, sample population and sampling strategy, data collection tools, sources of data, data collection procedures, data analysis and interpretation procedures, and ethical considerations of the study. In this study interpretation I adopted the following methodology to fulfill the objectives of my study.

#### **3.1 Design of the Study**

Research design is believed as a roadmap of a researcher which guides us in every step of research. It guides the research particularly in the theoretical, analytical and practical underpinnings, which provide the framework for the research. Regarding the research design Kothari(2004,p.31)says, "the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection ,measurement and analysis of data".

There are so many designs and methods to carry out the research .Among them I adopted qualitative research method in general and Narrative Inquiry research design in particular to complete this study. The narrative inquiry is based on interpretative research paradigm that takes participants' experiences as the central phenomenon. It gathers lived experiences and in depth data from the researcher and participants .Regarding the narrative inquiry design Clandinin & Connelly(2000,as cited in Clandinin,Caine,Lessard & Huber ,2016,p.15) say : Narrative inquiry is a way of understanding experiences. It is collaboration between researcher and participants over time, in a place or series of places, and in social interaction with milieus. An inquirer enters this matrix in the midst and progresses in the same spirit, concluding the inquiry still in the midst of living and telling, reliving and retelling, the stories of the experiences that made up people's lives, both individual and social. It means narrative inquiry is

a way of collecting information for the purpose of research through story telling or sharing their lived experiences which help the researcher to gain deep understanding of the particular situation.

Similarly, Webster & Mertova (2007, pp.3-4) states “narrative inquiry attempts to capture the whole story; whereas other methods tend to communicate understanding of studied subjects or phenomena at certain points, but frequently omit the important ‘intervening’ stages”. It studies problems as forms of storytelling involving characters with both personal and social stories. It requires going beyond the use of narrative as rhetorical structure, to an analytical examination of the underlying insights and assumptions that the story illustrates. A key contribution of narrative to research resides in the manner in which it frames study of human experiences.

Narrative inquiry is a kind of investigation of people's experiences or the story. It is the best research design to find out in depth data of the study. Using the narrative inquiry, I explored the role of co-operative learning for developing speaking skill of M.Ed. students who are in writing thesis. I selected five M. Ed level students who have used co-operative learning in M.Ed. level.

### **3.2 Population , Sample and Sampling Strategy of the Study**

To meet the objectives of this study, I have selected five M.Ed. level's students from the Department of English Education who are in writing thesis, through the purposive non-random sampling procedure, to explore the role of co-operative learning for developing speaking skill of Master Level students. In this narrative study where all the participants were not got equal chance to select but each individual were selected according to researchers' own judgment and convenient.



### **3.3 Research Tools**

I have used semi structured interview ,formal and informal conversation in order to collect data. Some basic questions were predetermined as a form of eight guideline questions and these nine guideline questions were broke down into various questions, and others questions were asked based on participants responses. In order to gather more information I asked some questions to the students as well after taking participants' responses. Interview was focused to explore the role of co-operative learning for developing speaking skill of Master Level students and to study the cooperative learning culture among the M.Ed. students, basically how often they are participating in co-operative learning in the classroom and what are the roles of co-operative learning for developing speaking skill of M.Ed students. Semi structured interview was the major tool for data collection for this study. I have used my smart cell phone as a recording device to record the interview.

### **3.4 Sources of Data**

I used both primary and secondary sources of data. The primary sources were used for collecting data and secondary sources were used to facilitate the study. The primary sources of data of the study were semi structured interview ,formal and informal conversation with five participants and my reflection based on the data reflected their personal experiences on co-operative learning aimed at exploring the role of co-operative learning for developing speaking skill of M. Ed students and to study the co-operative learning culture among M. Ed student. I have consulted books ,theses ,journal article, and other materials which available in the internet related to the present research .I have consulted Knowles (2012), Gagne (1985), Richards and Rodgers(2016), Dillenbourg (1999) ,and others as well. These secondary sources were not mentioned in this section .

### 3.4.1 Qualitative Interview

Interview is the common technique for collecting the relevant information about the issue .It is less structured and informal. I had conducted semi structured interview with the five English students of M.Ed level .Kvale (1996 as cited in Qu and Dumay,2011,p.242) states, " Qualitative interview as a "construction site of knowledge" which must be understood in terms of five features of post-modern knowledge: as conversation ,as narrative, as language, as context, and as inter-relational ,existing in the relationship between people and the world". To understand about the role of co-operative learning for developing speaking skill of Master Level students closely, I selected semi structured interview as the major tool to collect the data for this study and I have selected the five M.Ed students from Tribhuvan University . The interview was conducted after taking the permission with five participants. These interviews were taken at the university in the morning time. The entry interview was related to the general information like personal background, and struggle for learning English language in the beginning phase. I got huge amount of data through their non verbal communication, eye contact, and ways of facial expression which was the other significant means to understand them closely.

The interview was not in fix time pattern. Therefore, I have began to talk very informally considering their willingness and lasted for hours. I have used my smart cell phone for recording interview .During the interview, I have noticed that the context also played the vital role in their lives. In the interview at university, participants were busy to their limited time .But they gave me time for my research study.

My research work, I have focused the participants' own style of sharing the stories than guiding questions. However, I paid attention on the objectives and research questions of my study.

### **3.5 Data Collection Procedures**

As the process of data collection, I have adopted the stepwise methodological procedures. Primarily, I have prepared interview guideline schedule. Secondly, I have visited the Tribhuvan University of Kathmandu and met the university administration and M. Ed. Level English students in order to collect data. Then I have selected five English students and built good rapport with them by asking their recent work and learning. After getting permission, I have taken interview based on my eight guideline questions, some additional questions and also formal and informal conversation. After that I have recorded their stories or experiences on my smart phone. Thirdly, recorded data were transcribed. I visited field again to maintain accuracy and validity. Likewise, I have requested them to exchange the contact numbers for further inquiry if needed. Finally, I thanked them for their kind cooperation and time.

### **3.6 Data Analysis and Interpretation Procedures**

After collection of data, through semi structured interview, formal and informal conversation, I have analyzed and interpret data through thematic approach. For this first of all, I have transcribed, categorized, coded and grouped the common things in this sections from the interview. Likewise collected data were analyzed and presented into several themes, and these themes were also analyzed thematically.

### **3.7 Ethical Considerations**

Ethical consideration refers to the values that a researcher has to follow during the research process. For example : getting permissions from concerned people, maintaining privacy of participants, preservation of data and maintaining validity while doing the research work.

The permission was taken from the university administration and students. All identifiable personal information was kept confidentially and pseudo names

were used to conceal identity of the participants while analyzing data in this study. I promised that, these collected data will be deleted after the successful conduction of this research study.

## **CHAPTER FOUR**

### **RESULT AND DISCUSSION**

This section contains analysis and interpretation of the qualitative data. The data carried out through the semi-structured interview of the students and their narratives were transcribed, coded with the themes and analyzed descriptively.

#### **4.1 Analysis of Data and Interpretation of the Result**

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. Analysis of data and interpretation of results is the way of organizing data into logical, sequential and meaningful categories and classifications to make them amenable to study and interpretation. Here, the data obtain from semi-structured interview were transcribed, coded and analyzed by using thematic analysis. Themes of personal interviews were drawn based on the research guideline questions: role of cooperative learning for developing speaking skill of Master Level students. In this study, pseudo names were used to conceal the identity of the participants 'S1','S2','S3','S4', and 'S5' have been used for the students.

In order to obtain required data I have asked nine guideline questions, some additional questions and also used formal and informal conversation. More particularly, my concern was to explore the role of cooperative learning in developing speaking skill and to study the cooperative learning culture among the M.Ed. students. The responses of the students collected through semi-structured interview have been analyzed and interpreted thematically by using eight different themes. Themes derived from the analysis and interpretations of interview are given in following sub sections.

#### 4.1.1 Theme 1: Students Experience of English Language Learning

Learning English as second language is challenging task. People have encountered with various problems while learning English language. So, people have diverse experience regarding the journey of English language learning. Here, this theme is derived from the student's narratives. In course of narration, all students view regarding their experiences on English language learning is different. In the process of English language learning students are mainly concerns with internal and external factors like motivation, encouragement, emotion, passionate toward being a good English speaker in the future and whole social surrounding where they are located and grow up in this heading. In this theme, I have included students' learning problem challenges they faced as the beginner of English language learner.

To identify the students' English language learning experience, I have asked them questions related to it. Regarding the question different views are appeared. In response to my question all students have narrated their experiences differently, but I have found most of the similarities in their narratives. Considering this, the **S-1** responded as:

*Since Doteli is my mother tongue so I learned English and even Nepali language as my second language. I struggled a lot for learning English language. Well, I was the students of government school so I have learned English alphabet from class 4 and there was no particular English teacher for English subject. I remember, the social teacher used to teach us English. When I was in 7<sup>th</sup> or 8<sup>th</sup> class teacher used to teach English stories and vocabularies through Nepali medium and I also used to learn them in Nepali. I can say at that time for us English means grammar. So, yes it was really hard for me to learn English because there was no competent English teacher as well as English language learning environment and Doteli language was frequently used in the English classroom. When I was in 10<sup>th</sup> standard it was quite hard for me*

*to speak even basic English language chunks with others as well as to interact with teacher in English language. So when I have passed S.L.C then I took English as major subject and started learn and speak in English language. Then slowly and gradually my English gets developed (S1).*

From the above excerpt, I come to find that learners encountered various problems in course of learning English language. Data shows that having different mother tongue, incompetent teacher and unfavorable environment can create difficulties in learning English language. As informant says the problem was faced due to incompetent teacher and different mother tongue. So, from this it can be said that mother tongue is factor to hinder English language learning.

Similarly, regarding this **S-2** responded as:

*Well, I started learning English from very beginning (from L.K.G) but my English language learning experience was really challenging. When I started to learn English I felt very lonely because I was unfamiliar with others friends in the classroom because I have joined my school in Mahendranagar district but I was actually from Dadeldhura. So, it was really very difficult for me to adjust in new environment. My mother tongue was Doteli so I faced many difficulties to adjust in new place and new environment as well as new friends. our teacher used to speak English language in the classroom and I could not understand English language properly. It takes almost 7 or 8 years to learn basic sentence in English. When I passed S.L.C I choose English subject for my carrier because of her supportive parents. So, yes, it was really hard in beginning but later I started asking friends and learning cooperatively with them. Then, slowly I improved my English language (S-2).*

During the interview I have realized that the informant faced problem in learning English language due to non-English background but supportive environment helps him/her to learn English. So, it can be said that learning English may be challenging for those who are from non-English background but can be one of the best way to enhance English in better way. So, in course of learning the support of family, friends and teacher can help students for successful learning.

In the same way, as response to the question **S-3** responded the bitter experience encountered while learning English because of not proper knowledge of pronunciation and grammar. In this regard 'S3' narrates:

*I think English language is really very difficult to learn. Actually, I faced more difficulty to learn English language, due to the lack of trained teacher, not proper learning materials except text book, less use of cooperative learning techniques, not suitable environment for creating English environment due to different diversity background of students. When I started learning English, I remembered it was taught through grammar translation method. Our English teacher used to teach us using lecture method, So, I did not get any opportunities for interactions in the classroom. I did not get opportunities to share my knowledge, opinions to other. That's why in the school level I used to be scared of English and hardly speak even simple sentences of English. But later I took English as major subject and work really hard. Then slowly and gradually I learn English language. (S3)*

From the above narration it can be said that traditional methods of teaching English also creates difficulties in learning English. In the context of Nepal outdated methods have been using for teaching English in schools and colleges as a result students are facing difficulties to learn language. So, new and co-operative methods need to be used for developing students' learning.



Similarly, regarding this **S-4** responded as:

*Well, I also learnt English as second language but to be honest, though it was my second language I did not struggle much for learning English language. Basically, I was from Boarding background and my family was well educated. So, I got more chances to interact with my family, my friends and teachers inside and outside classroom by using English language. Well, I must say it was my fortune that I had my supportive family and friends. Along with family my teachers also provided me the enough time to interact frequently in the classroom. So, there was very good environment for me to learn English language at school as well as at home. So, when I passed S.L.C. I had no particular aim to choose English subject as my major subject. To be honest, I had a dream to become a civil engineer by joining science stream because people saw engineering as a good profession. But my father forced me to join English education. After, joining class eleven, I started speaking English with my friends as much as possible and I am happy that I have good command on English today. (S4)*

From this extract I came to know that having supportive environments makes learning English language easy and faster. Similarly, the student must be intelligent, active and passionate towards their learning. Moreover, from the interview I understood that in the process of English language learning the family environment and school environment play the important role because such support helps students to learn things faster and in a better way.

Regarding this, another participant, S5 also supported to S4's opinion. S5 narrates:

*Well, I believe it is not easy for people to learn English. My journey to learn English started with little struggle but later I learn English language easily because of my uncle and eldest brother always*

*supported me to foster English speaking by creating friendly environment at home. When I was very young, I used to talk with them in broken English and they used to correct me and I used to imitate how they pronounce word and all. Later, I had also joined the English language classroom and there I got more opportunities to interact with other. I was very closed with English teacher since my secondary education so, I got more chances to improve my English language easily. I remember, when we have any problem we used to discuss in a group, work in a group to solve the problem. So due to my supportive family, teacher and my friends I did not faced more difficulties in learning English language. (S5)*

By analyzing above mentioned views, it can be said that co-operative learning can be one of the best approach for language learning that helps students to involve in interaction with students and teacher inside and outside the classroom. Moreover, students may face many problems in the second language learning field due to the lack of students' cooperation and teachers' support. So, in course of learning second language the support of family, friends, teacher and experts in needed.

From the above responses, I come to conclude two heads are better than one for learning language. Learning English language as second language is challenging but learning language in co-operation helps to learn it in better way. Regarding experiences of English language learning I found similarity among almost all the responses. They have agreed that in the beginning period of learning English language lots problems have been faced. The problem in speaking, writing and in reading as well due to mother tongue influences the little knowledge about the pronunciation, grammar and accuracy, tradition way of teaching and learning in the classroom, and less opportunities of speaking, less use of co-operative learning strategies. Thus, co-operative learning is most relevant approach in teaching learning strategy because it is in favor of learners centered technique whereas students are actively participated and they learn

many things at a time i.e. communication skills, confidence, critical thinking, interpersonal skills and so on. So, for the University level students it is more fruitful one. From the above responses, it can be concluded that the support of family environment and friends is required for learning language in better way and students are highly interested in learning through collaboration/co-operation.

#### **4.1.2 Theme 2: Students' Understanding on Co-operative Learning**

Co-operative learning is one of the learning strategies where students can share their common goal and they can exchange their feelings, thoughts, emotions, experiences and so on in group. The best learning happens when students are actively involved in a project. Students involve in collaborative learning for the completion of the project work, assignment, group work, and presentation and understanding contents.

In order to understand the students understanding of co-operative learning I have asked the question related to it and all participants responded their perceptions on co-operative learning differently. Regarding this question different views of students in co-operative learning are appeared. Considering this, the **S-1** responded as:

*Okay! in my view co-operative learning is one of the globally applied teaching approach which is totally based on student-centered method. It helps the students to involve more interaction, maintain social relationship between students and teacher, reduce the hesitation towards speaking, and motivate the learners equally participate in a work actively. I think it has positive effect on the academic achievement of the students as well as speaking skill development. So, it is a joint effort to work something actively inside the classroom by sharing the ideas, feeling, opinions, and knowledge to each other. (S1)*

From the above extract it can be said that co-operative learning is the best way of learning because it is student-centered approach which gives students with more chances to work together having equal responsibilities among all the group members. It helps to increase students' language skills as well as good relationship with group members. So, co-operative learning is really important for developing language skills, enhancing their speaking skill and expanding their knowledge.

Similarly, in this regard participant 'S2' articulates:

*In my perceptions, co-operative learning is one of the newly emerged teaching approach. It provides the equal opportunity of participation among the students in the group work. I think it is one kind of group learning activity where students work in small group to solve the problem, complete a project. She also added co-operative learning is very essential for students because it provides equal opportunities for students to participate in a work which helps to develop the knowledge of language skills as well as social skills (S2)*

The above responses clarify that co-operative learning is one kind of student-centered teaching approach where two or more students learn or attempt to learn something together and more especially as joint problem solving. It is very essential for students because it provides equal opportunities for students to participate in a work which helps to develop the knowledge of language skills as well as social skills.

Regarding this, participants S3, S4 and S5 expressed similar views:

*In my view, Co-operative learning is a fruitful method of teaching and learning language, where students work together and shared their understanding which strengthen all the members of the group. It gives the students more opportunities to listen, talk, discuss and express their opinion which have positive effect on the language skills. Moreover, it*

*also provides the chance to discover new techniques to learn language easily, also provides the chance to correct their errors and exceed the level of natural learning to the potential level of learning through interaction which can be achieved through group work, pair work, and think-pair-share techniques (S3,S4,and S5).*

From these all views of participants, it can be said that co-operative learning is one of the best method of teaching that makes the process of language learning student-centered rather than teacher-centered. It helps the students to socialize with each other in order to gain experience from the other students. Based on their view co-operative learning is one of the fruitful techniques of teaching and learning language where students work together to accomplish shared goals. It is learner -centered approach that considers learning as more effective and active than passive one. Through co-operative learning, students can get lots of opportunities to express themselves by sharing thought and opinions and to learn language in effective manner.

#### **4.1.3 Theme 3: Students Understanding on Speaking Skill**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is the capacity to produce words and sounds fluently, and it is not only about background knowledge of language aspects, but also the capacity to deal with information and language immediately. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment and the purpose for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also they understand when, why, and in what ways to produce language.

During the interview, in order to know student's understanding regarding speaking I have asked them question related to it and different views are

appeared as response to question. All participants have responded based on their own experience about speaking skills.

In this regard, 'S1' narrates:

*Okay, in my view, Speaking is an activity where people use their voice to deliver their opinion, suggestions, information and views. There are four skills of language among them speaking skill is the most important skill because without speaking skill we cannot share our ideas with others. It is an important skill to be mastered when we learn about language especially foreign language. (S1)*

From the above excerpt, it can be said that speaking skills is one of the important skill of language where people use their voice to deliver their feelings, opinion, message views, and information and it is very necessary to be mastered when we learn about language especially foreign language.

Regarding this, 'S2' articulates:

*Actually, speaking skill is the productive skill, alike to the other skill. It is more difficult that appears at first and contains more than just pronouncing words. Basically it is come to be the main feature of language when learning the language. Environment also play the important role in speaking skill, because if people around the learners are able to speak well. It will be simply for the learners to imitate their way of speaking (S2)*

These perceptions signify that, speaking is more than just pronunciation rather it is part of speakers' image. Environment plays important role for developing speaking skill because we can learn many things through imitation.

Regarding the speaking skill, another participant 'S3' narrates:

*Well! In my perception, speaking skill is the ability of delivering language through the mouth by using different parts of our body, including the vocal cords, vocal tract, and tongue. It is important to deliver our message, opinion, emotions, problems, views, information, knowledge and ideas properly and is an essential skill that language learners have to master with some language skills (S3)*

From the above excerpt, it can be said that speaking skill is ability to deliver opinion, emotions and information and without it we cannot communicate properly. In this regard participant 'S4' articulates:

*Okay! I believe, speaking skill is an ability to communicate message properly. It is compound process of sending and receiving messages through the use of vocal terms. However, it can be verbal or nonverbal symbols such as gestures and facial expressions in various situations (S4)*

This view shows that speaking skill is important skill that one need to have for proper communication and it can be verbal or nonverbal.

Another participant 'S5' also supported to the view of S4's. He narrates:

*Yes, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It takes place different situations where we are conveying the message verbally and non- verbally. Speaking is most important skill to be mastered for good communication. (S5)*

Form the above extract, I came to know that speaking is an interactive process which occurs between two or more people while they are in the process of exchanging or sharing their ideas, opinion, and information by using their vocal cords as well as gestures.

From the above discussion, it is concluded that speaking is the one of the most important skill of language. It is way of pronouncing words and sound correctly. Speaking is a productive skill which occurs in an oral mode. It can be verbal or nonverbal. Speaking skill is important to deliver right message, opinion, and information. So, it is necessary to have sound knowledge of speaking skill while learning language.

#### **4.1.4 Theme 4: Students 'Perceptions on Role of Co-operative Learning for Developing Speaking Skill of M.Ed. Students**

Co-operative learning is a successful approach to language learning which plays very crucial role to develop different skills like language skills, social skills and personal skills. It helps students in number of ways. Co-operative learning plays very crucial role to develop different skills and aspects of language by allowing students with opportunities to share ideas and information. Here, in order to explore the role of co-operative learning in developing speaking skill I have asked students' some question related to it. As response to the question very similar views were appeared. Participants shared that through co-operative learning they developed speaking skills, confidence and other social skills. The perceptions or preferences of the students regarding this are presented as below.

Participants 'S1' narrates:

*Yes, definitely, through co-operative learning I got chances to interact with my friends. It helps me to reduce my anxiety of speaking in English and also develop my self-confidence. To be honest, through collaborative learning I developed overall language learning. Co-operative learning helps me to enriched my English vocabulary, fluency and accuracy in English. Beside this co-operative learning also supported me to develop social skills like to behave with friend, to be socialized, to respected others views and opinions, to stay calm. So in*



*my view co-operative learning plays the crucial role in developing many aspects of speaking skill (S1)*

From above mentioned opinion it can be said that co-operative learning always enhances different kinds of language skills as well as social skills. It is also beneficial to develop confidence, language fluency, language accuracy as well. Based on the opinion it can be said that cooperative learning has positive role in developing students' speaking skill.

*Well, in my view co-operative learning has positive effect in learning language because through co-operative learning I have enriched various language as well as social skills. Before participating in a co-operative learning my speaking was so superficial, I could hardly talk with my friends in English but co-operative learning develops my confidence and enrich my knowledge. Moreover, it also helps me to develop presentation skill, writing skill, and especially different aspects of speaking skills like pronunciation, accuracy. So, I think co-operative learning plays an important role for developing language learning and specially speaking skill. (S2)*

From the narration, it can be said that co-operative learning is one of the best medium to develop different language skills. Especially speaking skill is fostered through co-operative learning. Participating in different co-operative activities allows students to speak frequently which enhance language accuracy and fluency, pronunciation. Thus, speaking skill is directly fostered through co-operative learning.

Similarly, another participant 'S3' in this regard narrates:

*I think, co-operative learning plays crucial role to develop different aspects of speaking skill. I started learning in co-operation when I joined semester system in master level. To be honest, from co-operative learning I got the better chance to foster my knowledge and confidence*

*level than earlier. Co-operative learning helped me to extend my knowledge level, my confidence, different language skill while doing assignment, classroom presentation and group works. Similarly, co-operative learning provided me an opportunity to share my personal views to other, develop my confidence, accuracy and fluency of my language. Actually, before participating in co-operative learning I have very limited knowledge about the proper use of language and about proper pronunciation, but co-operative learning supported me to develop my fluency and accuracy level. By imitating others in a group and sharing ideas with other I developed myself as good English speaker. So, I can say cooperative learning always plays positive role to develop speaking skill. (S3)*

From the above narration, it can be said that co-operative learning provides platform for speaking skill developments. It means, in co-operative group students continuously share their ideas, opinions and views with each other which helps them to develop their speaking as well as other language skills as well as social skills. So, co-operative learning always facilitates students' speaking.

Regarding the role of co-operative learning for developing speaking English of M.Ed. students, participants S4, and S5, had shared similar view.

*Of course, co-operative learning is beneficial for learning English language because it allows students to interact with others for sharing their views, information, ideas, problems, and reflection, which directly and indirectly help students for developing different language skills. I think there must be co-operation between student-students and students-teacher in the classroom because it provides learners with lots of opportunities to develop himself as good speaker as well as learner. I believe, co-operative learning is not only important for developing speaking skills rather to develop various social skills as well as others*

*language skill. well, what I mean to say is if there is high amount of co-operation among students and teacher then there is high possibility of developing speaking I personally believe language cannot learn in a vacuum. So, we need to have more interaction in a group. (S4 and S5)*

From the above discussion, it is concluded that almost all the students have similar opinion regarding role of co-operative learning to develop speaking skill. While analyzing the views of respondents, almost all responded that co-operative learning plays pivotal role in developing different aspects of speaking. Co-operative learning helps to make learning long lasting, develops the social skills, different language skills, mutual understanding so on. Moreover, co-operative learning environment students get enough opportunities for sharing ideas, opinions so speaking skill is more fostered through it.

#### **4.1.5 Theme 5: Students' Speaking Skill Develop through the Process of Co-Operative Learning**

Learning is systematic process of gaining new knowledge and experience. It follows certain procedure. Co-operative learning one of the successful learning strategies in which small group of students work together on common issue or problem. Co-operative learning can be done in number of ways. It means there are number of processes for doing co-operative learning that helps students for meaningful and successful learning.

This theme is developed from the analysis of the five participants on the basis of experiences regarding their English language learning through the different process of co-operative learning like task division, critical thinking, group formation, students-student interaction, and mutual understanding. In order to know students view on the development of speaking skill through co-operative learning process I have asked them related question and as a response different views are appeared.

Participant 'S1' narrates:

*Actually, there are many processes for co-operative learning and all the processes are equally beneficial and suitable for developing language skills, but among them I prefer 'task division' as best process for cooperative learning. Actually, this process is easy as well as suitable for all type of learners. It is also good because in this process all the students have equal role and responsibility to work. In such process one need to play different role like group leader, monitor, worker and observer so that students can learn thing effectively. Well, I have practiced this process many times while doing group works, assignments. I think this process is also beneficial for students' who have shy or introvert nature. So I prefer this process as best one for the co-operative learning (S1)*

From above mentioned view, I came to know that task division is most useful process for co-operative learning. In this process all the students have to work actively having equal responsibility. Beside this student has to play different role like group leader, monitor, facilitator and observer. So, there can be different processes of co-operative learning but task division is one of the effective process for language learning.

In this regard, participant 'S2' also narrates:

*Well, there are various ways of co-operative learning, but I prefer 'group formation' for doing co-operative learning. I always believe "two heads are better than one head". So, I think group formation is one of the best process for co-operative learning where more than two people involve in group and get opportunities to discuss our problems with each other. Similarly, through this process we can easily interact and openly share our vision, ideas, perceptions, information, opinion and messages and we can also notice others ideas and techniques of*

*learning and speaking. I have learned and noticed lots of learning techniques through this process while doing different group assignments, presentations and group work. So, I think this process is best process for co-operative learning. (S2)*

From the above extract it can be said that two heads are always better than one. People in group can learn things easily than isolation. Similarly, there are various ways for co-operative learning among them group formation is one of the process where students form group of four-five students and discuss the common problem to derive solution. So, group formation is one of the best process for successful learning.

*I think there is no any hard and fix process for co-operative learning. There can be number of process through which we can co-operate for learning language. I prefer 'group discussion' as good one for developing my speaking skill because in group discussion each member in group has to speak to share their ideas, opinions on certain topic which helps them to develop speaking skill and other social skills too. I like this process because in this process introvert or shy students' also get opportunity to speak and share their ideas, views in group. I remember one event when I involved in group discussion for the first time. I was so nervous to speak and due to my shy nature I could not get opportunity to speak. Later, my friend helped me to come out from this problem me then I started involving in discussion. So, I think group discussion is best process for developing speaking skill especially. So, I think group discussion is only one technique which provides equal opportunity to each member in group to speak so that they can able to develop language skill. (S3)*

From the above extract, it can be said that group discussion is one of the effective process which provides very good opportunities to all students in group. Group discussion helps students to develop different language and

social skills. It also helps students to speak frequently so that they able to develop their speaking.

Similarly, regarding the process of cooperative learning participant 'S4' shares:

*No doubt, there are various strategies of co-operative learning. I basically prefer 'sharing' as good process where we can easily share ideas, opinions, visions, information about certain topic. In a co-operative learning sharing is very important because without sharing is main concept of co-operative learning. I have used this process to complete the assignment, group presentation, and different other group tasks. I have frequently shared my ideas with others while doing group work and got new knowledge from other in group. Sharing ideas also helped me to develop my confidence, fluency and accuracy of speaking. Actually, this technique helped me a lot to develop my speaking skill and social skills so I think sharing is one of the best process to foster co-operative learning. (S4)*

Based on above mentioned narration, it can be said that sharing is the most useful process for cooperative learning. It was beneficial process which allows students to share ideas, opinion in group. Sharing ideas, information in group helps students to be more active and creative. So, it is one of the good ways for co-operation. (S4).

In this regard participant 'S5' also supported the S1's view. Participant' S5' narrates:

*Yes, all the processes of co-operative learning are equally important for us for cooperative learning but I basically use 'Task division' as the best process. In this process the whole task is divided to all the group members equally and students have to complete the task given to them. I prefer this because in this process each member in group has equal responsibility to complete the task and show his/her creativity. Using*

*this process, I have learned how to solve the language related problems, how to speak, how to work in group, how to complete task in time, how to handle the difficulties, how to take own responsibility, and how to behave friendly. Beside this, I also got more knowledge on grammar, pronunciation. So, in my view task division process is effective one for co-operative learning. (S5)*

By analyzing the above mentioned view it can be said that task division is also process of co-operative learning in which task is divided to each member of group equally. It helps students to develop responsible manner, various language skills, confidence and other social skills. So, task division is one of the most useful process of co-operative learning.

From these all the above mentioned responses, it can be said that learning is systemic which follow certain process. There is no any hard and fix process for co-operative learning. There are various processes of it like task division, mutual understanding, group formation, sharing, group discussion. These processes make learning systematic and meaningful. From the responses it was also found that, most of the students use task division as process of co-operative learning and other also use group discussion, sharing as co-operative learning process. By adopting different process of co-operative learning they develop different skills like language skills, social skills and personal skills as well. Thus, it can be said that the process of learning makes it more effective and meaningful.

#### **4.1.6 Theme:6 Supports of School Administrative Bodies, Head of the Department, and Other Teachers to Maintain Co-operative Learning Environment Inside and Outside the Classroom**

Co-operative learning requires two or more people to learn together. The help of other people can make learning faster and better. So, within school the head teacher and administration are in a unique position to influence and to affect

the overall quality for maintaining co-operative learning. So, in order to make successful co-operative learning teachers and administrative body plays vital role. Therefore, School administration, head of department, and teachers always should try to create and maintain positive and healthy teaching and learning environment for students. Regarding this I have asked some questions related to the role of school administrative body to enhance co-operative learning and different view are appeared. In this regard, participant 'S1' presents:

*Well, I think the support of school administrative and whole school team is very important for student's learning because school is the place where students' can get suitable environment for their study. In co-operative learning also the support of school team is very important. It is important to create good physical as well as psychological environment for learning. Well, in course of my learning I was fully supported by my whole school team. I must say If I was not supported by teachers, and whole school team I would not be here today. Yes, the depart head helped us by managing physical structure of our class, by providing suitable routine for teacher and teachers' also helped me by providing good guidance, counseling and support. So, I have to say I was fully supported by teachers and whole school team whenever I needed it, and I think the whole school team plays very significant role in students' learning. (S1)*

From the above extract, it can be said that the support of school administrative and teachers' is very crucial for students' learning. They play important role for creating good environment, for evaluating their learning, for guiding and counseling them in proper way. The support of teachers can help students to foster their knowledge and to make learning successful.



In this regard participants 'S2' also narrates:

*Yes, it is very interesting questions, the support of school administrative bodies, teachers and depart head is very necessary in a co-operative learning. As we need support out father, mother and seniors at our home in the same way we need the support of teachers, head of depart and administrative body at school. I feel very lucky that I have got big support from all of my teachers and administrative bodies for my learning. I have got lots of encouragement, counseling, suggestion, inspirations and kind co-operation from teachers and school administrative for maintaining co-operative learning continuously inside or outside the classroom. Beside this, they have also paid attention for improving the situation of physical facilities by managing I.C.T. facilities which helps us to expand our knowledge globally. Moreover, some teacher also made me feel that they are like my parents. So, I was totally supported by teachers, head of departs, all friends and administration regularly for my learning. (S2)*

From the above mentioned narration, it can be said that without support of teachers, depart head and school administration there is hard to maintain co-operative culture in the classroom. So, without such help learning become challenging. So, it can be said that the whole school team role is very important for making learning more effective and creative.

Regarding this, participant 'S3' responded as:

*Well, the support of school is necessary for students' learning. School is only place where students spent most of time, so the support from school has great effect in students' learning. In my case I always get supported and encouraged by my teachers and school teams. I was supported my teacher to share my problem, ideas and opinion inside the classroom. Developing co-operative learning culture in schools and universities*

*require support from whole school family. The support is needed to maintain physical facilities and psychological environment. Actually, when I involve in co-operative learning I got enough support from my teachers, depart head and whole school family by creating good environment for learning. Moreover, some teacher also helped me outside the classroom as well. So, I can say that I was totally supported by teachers, head of departs, all friends and administration regularly for my learning. (S3)*

From the above narration, it can be said that the help of teachers, head of the department and other administrative body fundamental for co-operative learning. If there is no support from them there will be no learning at all. So, the support, encouragement, feedback, assessment should be given to the students for successful and meaningful learning. In this regard participant 'S4' narrates:

*Well, being a student we need support of teachers in each and every moment of learning. I believe the support of teachers, school administrative is important for student to have good growth of language. In this case, I feel great that I got very good support of all my teachers and school administrative in course of learning. I remember when I joined in M.Ed. my teacher told us sharing and caring is most important thing while doing any work. We all friends used to discuss difficult topics inside and outside classroom. Teachers and head of depart also supported me while doing assignments, during presentation. Beside this teacher also helped me whenever I have any problem related to content. Similarly, head of depart helped me by providing good physical facilities, learning environments, policies but there were not satisfactory facilities provided by administrative bodies for co-operative learning. (S4)*

From the presented experiences, it can be said that getting good learning environment and positive support from depart head and other teachers help for meaningful learning. Thus, the attention should be given towards maintaining good physical facilities like projector, good drinking water, toilets and library and creating best psychological environment inside and outside the classroom. Likewise, participant 'S5' also articulates:

*Yes, the supportive environment is necessary for learning language because support from teachers, and school team helps for effective learning. In course of my learning the depart head and other teachers always helped me by managing good environment, by providing good suggestion, counseling and critical feedback. For providing co-operative learning culture, sometimes the depart head arranged the different programs like workshop, seminar, and conferences. Such programs also helped to learn new ideas regarding how to speak, how to use language properly. I feel myself fortunate to get continuous supports, advises, and feedback from all the teachers when I needed it. Similarly, teachers always provided chances for interaction in the classroom which helps me to develop myself as good English speaker.*  
(S5)

From the above mentioned narration, it can be said that supportive environment is mandatory for successful learning. The help of the head of depart, teachers and other school staffs play very significant role for students because without their help the learning become challenging. So, to have successful co-operative learning there should be continuous support of them.

From the above responses, I come to conclude that the good support from school administrative, depart head, and others teachers plays important role in students' learning. In order to establish co-operative learning culture continuously the whole school family should provide favorable physical as well as psychological environment in school. All the teacher should provide

students with enough opportunity to speak inside the classroom and the department head should manage different workshops, seminars and conferences for developing their co-operative culture. Thus, we can say that the good support facilitates students' learning.

#### **4.1.7 Theme 7: Relationship between Co-operative Learning and Speaking Skill Development**

Co-operative learning is one of the successful learning strategies in which small group of student work together on share problems or issue. Co-operative learning influences on the development of students speaking skill. It means students speaking development is directly influenced by co-operative learning. Co-operative provides learners with opportunity to share ideas, emotions and opinions to other that makes easy to them to develop their speaking. In order to understand relationship between speaking and co-operative learning I have asked them some related question and all the participants are positive towards the relation between two.

In this reference, participants 'S1' states:

*Obviously, there is close connection between co-operative learning and speaking skill development. Actually, if I have to say in Nepali; "Naang ra maasu ko jasto sambandha chha." Beside this I think speaking skill is directly and indirectly fostered through co-operative learning. From my experience I can say that co-operative learning plays vital role for developing speaking skill because it provides students with lots of opportunities to share their ideas with other. It forces them to speak and share their knowledge in group with other. So, they can frequent communicate with one another and speaking skill gets developed. I think, it also develops communicative ability, confidence, fluency and accuracy level as well. That's why I believe they both have very close connection (S1)*

From the above excerpt, it can be said that co-operative learning has close connection with speaking skill because it enhances the students' skills and develops confidence in learning. It provides students with chance to present their different problems and they actively take part in group learning. That's why it directly or indirectly helps to develop the speaking ability.

Regarding this very similar experience was narrated by the participant 'S2'. S2 responded:

*Yes, I think co-operative learning and speaking skill are co-related with each other. It is in the sense that when we participate in group learning there is more chances of interaction and speaking gets developed. I mean to say, in co-operative learning we get chance to share our views, opinion, ideas, emotions with one another and it helps us to develop self-confidence, pronunciation and other aspect of speaking like accuracy, fluency and so on. I think speaking skill is best developed through communication, so it is obvious that I think they have close link with one another (S2)*

From the above responses I came to know that co-operative learning and speaking skill have close connection because co-operative learning supports to develop different skills of language. Particularly, speaking skill is fostered through co-operative learning because it provides students with enough opportunities for speaking. It provides chance of frequent interaction which helps to develop speaking ability in whole.

Similarly, in this regard participants 'S3', 'S4', and 'S5' shares:

*Co-operative learning and speaking skill development are interrelated. Co-operative learning has brought positive changes in my English language learning. Beside that group learning has developed my creativity, responsibility towards the work. Participating in group work, pair work, project work, group assignments and presentation I got the*

*chance to interact which helps me to develop my speaking skill. Actually, before participating in co-operative learning my English was so poor but involving in it helped me a lot to foster myself. After involving in group learning I knew how to speak, where to speak, and when to speak language properly. So, I think without co-operative learning my speaking skill would not be developed. So, from my own experience I can say that co-operative learning directly and indirectly fosters speaking skill. So, they both are connection. (S3, S4, and S5)*

The above narration clarifies that co-operative learning and speaking skill are interrelated. It shows that various skills of speaking like communicative competency, creativity, fluency, and accuracy, presentation skills are developed through co-operative learning. So, it can be said that co-operative learning always facilitates speaking skill.

From these all views of participants, it is concluded that most of the participants are positive towards the relationship between co-operative learning and speaking skill. It shows students speaking ability is directly and indirectly facilitated by co-operative learning. Analyzing their response, it can be concluded that co-operative learning creates good environments for learning where students can share their ideas, emotions, opinion to each other which directly helps to develop student's communicative skills and confidence. So, regarding this the views all the participants are similar. Thus, we can say that there is deep relationship between these two terms where co-operative learning provides platform for speaking skill development

#### **4.1.8 Theme 8: Students' Involvement in Cooperative learning by Making Virtual Group**

Virtual group means group of students who communicate through the online, internet about different topic as a co-operative learning. Virtual learning offers immersive learning experience to learner. It makes use of computers, internet

so students can get new ideas, knowledge and information. It is one of the best and effective ways of learning.

In order to know whether students collaborated through the online or not, I have asked some related questions to the participants. Regarding this, different views are appeared. Three participants agreed that online is best medium to learn but two participants respond negative perceptions towards it. Regarding this 'S1' narrates:

*Well, most of the time we do co-operative works by sitting together but it is not possible all the time. So, sometime we also collaborate through the social media like closed messenger group, group video calls. As you know, nowadays social media becomes part of our lives so we can say it is one of the best medium for learning. So, we also use it for co-operative learning especially when we are far from each other and think, social media is very helpful means for cooperation. So we should use it for good reasons. (S1)*

From the above response it can be said that social media plays the vital role for co-operative learning. This is the era of science and technology so online mediums like Face-book, e-mail, messenger, video call, and Skype can be best way for co-operative learning. So, co-operating with their classmates or friends through online and internet is good way of learning.

Other participants, 'S2' and 'S4' also responded similar view to 'S1'. In this regard, S2 and S4 responded:

*Today internet become part of our lives and it becomes very easy medium for such learning. In my case, I sometime use online mediums, especially social media for co-operative learning. We first make close face book group for that and we discuss our problem there. She further says that we can upgrade our knowledge as well as personal identity through online (S2ans S4)*

Above mentioned extract shows that online medium can be one of the easiest and best medium for co-operative learning. We can discuss the common problems with each other and find the solution through online medium.

Regarding the same question, another participant 'S5' put different view about virtual co-operation. 'S5' articulates:

*To be honest I personally believe online learning is not as effective as face to face learning. Of course, this is 21<sup>st</sup> century, the era of ICT and I do use internet for many purposes but I do believe that virtual learning is a good way but not best way of learning in country like Nepal, where there is no proper access of internet. I think it is not even possible in every situation. So most of the time I prefer face-to-face learning, but sometime I also use virtual learning too. (S5)*

From the above extract, I came to know that virtual learning is not possible and appropriate in all various situations. In country like Nepal it is not possible to co-operate all the time from internet. So student better prefers face-to-face learning.

Another participant, 'S3' also supported to the view of 'S5'. In this regard the participant 'S3' narrates:

*Actually, I do not have online or internet access so most of the time I do co-operate with my friends through face-to-face interaction. I know internet is very significant in our lives today but I personally do not use virtual learning frequently. Yes, I do not use online learning but it doesn't mean I never use it. Of course, sometime I co-operate with my friend through chatting on messenger, video call. Actually, I find it as waste of time as well as economy (S3)*

From the above mentioned extract it shows that virtual learning is good medium for co-operative learning specially today but it is not possible and



effective for all students. It is not as good as face-to-face collaboration. It is also not possible every time in country like Nepal where there is no proper internet access. So, it can be good medium for some instance but not all situations.

From the above discussion, it is concluded that today internet becomes part of our lives. So language learning is also influenced by it. Analyzing the students view I found most of the students are in favor of virtual co-operation. Most of the students agreed that online is easiest and fastest medium for co-operation. They believe, virtual co-operation plays pivotal role in students' learning. It makes learning long lasting and uplifts them. In this era of ICT internet is the very important means of learning. Students can make virtual group on Facebook, messenger and other online medium which makes their learning faster and better. However, it is not useful and effective in all situations. In Nepal there is lack of proper internet so it is not possible each and every time to co-operate from online means. Thus, it can be concluded that in this era of ICT internet plays very important role for co-operative learning. It can be new as well as effective means of co-operation so students must be familiar with internet.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This is the final chapter of the study. It incorporates findings, conclusions and recommendations. The findings are derived from the analysis of data and interpretation of result. Finally, some pedagogical implications have been recommended for the practice level, policy level and also further research level.

#### **5.1 Findings**

This study attempted to explore the role of co-operative learning for developing speaking skill of M.Ed. students and to study the co-operative learning culture among M.Ed. students. Trying to explore students' role and co-operative learning culture, I found the lived experiences that they shared with me were highly accounted. Stories, a form of discourse and a way of social interaction among or between five participants provided me huge amount of insights for understanding of English language students' experiences on co-operative learning closely. In this section, I have thus presented the findings on the basis of semi- structure interview. Moreover, after analysis and interpretation of the data I have tried to present the main theme of research finding separately that stemmed from the data analysis, research objectives and research questions.

##### **5.1.1 Finding Related to Students' Experiences of English Language Learning**

The stories of participants, students of M.Ed. level commented that to being a student of English language, co-operation among or between students in the schools, inside and outside classroom, colleagues, family environment in the schools, different communicating activities and support from their family were very important. Their stories revealed that in the beginning phase of learning English language, especially non-native speakers of English feel difficulties to speak English language in the classroom. So, co-operative learning helped

them for learning English in effectively. Based on the research result finding shows :

- most of the students feel difficulty in learning English language due to mother tongue interference.
- English language learning is affected by various factors like diverse language background, family background, use of mother tongue in English classroom, poor study background, use of outdated method, lack of teaching and learning materials except text books.
- the support of family, friends and teachers help students to learn English language easily.

### **5.1.2 Findings Related to Students' Understanding on Co-operative Learning**

Finding shows:

- -co-operative learning is one of the effective teaching approach which is totally based on student-centered teaching methods.
- through co-operative learning students get more opportunities to share ideas, information, and opinions to each other. Students became more active and they have been learned new things by participating in a group work, pair work, seminar, and project work.
- co-operative learning helps to fulfill the gape of social distance between students-students and teachers-students.
- co-operative learning helps to develop students confident level and speaking level while they are working in the four/ five members of a group.

### **5.1.3 Finding Related to Students' Understanding on Speaking Skill**

Findings show:

- speaking skill is the capacity to communicate with other fluently. It is most important skill for English language learners.
- speaking skill is an interactive process of constructing meaning that involves producing, receiving and processing information.
- speaking skill provides the knowledge about the proper use of pronunciation, intonation, grammar, as well as accuracy which is very important for English speakers.
- developing speaking skill of students their surrounding environment also plays the important role because if there is no proper environment to communicate their ideas, opinions, problems, information, emotion, and feelings they cannot develop their speaking level.

### **5.1.4 Finding Related to the Role of Co-operative Learning for Developing Speaking Skill of M.Ed. Students**

Findings show:

- co-operative learning plays very important role to enhance different aspects of speaking skill such as accuracy, fluency, pronunciation or intonation by allowing students enough opportunities to speak.
- co-operative learning made them more responsible, active and creative and socialized.
- co-operative learning is really beneficial to the students for developing different kind of skills like social skill, cultural skills, language skills as well as presentation skill.
- co-operative learning provides good environment for learner to share the ideas, emotions and opinions which helps them to learn language easily and in better way.

### **5.1.5 Finding Related to Students' Speaking Skill Development through the Process of Co-operative Learning**

Finding shows:

- there are various processes of co-operation like task division, group formation, critical thinking, sharing, and mutual understanding which helps students to learn language systematically.
- students used different processes for co-operative learning, some students viewed that task division is more useful and they prefer task division as the best process of co-operative learning and some other viewed student viewed sharing as most useful process of cooperative learning.
- co-operative learning process developed student's personal accountability and frequently communication among group member which helps to develop their language easily and faster.
- co-operative process supported the students to become more reflective, updated, confident, and transparency towards their work and to improve their language in whole.

### **5.1.6 Finding Related to the Supports of School Administrative Bodies, Head of Department and other teachers to Maintain Co-operative Learning Environment inside and outside the classroom**

Finding shows:

- to maintain co-operative learning the support of head of depart, teachers and administrative bodies is really very important.
- administrative bodies pay the less attention towards the maintaining co-operative learning culture in the university in comparison their teachers.
- the head of department and all the teachers play vital role to create the suitable environment for co-operative learning culture and to create successful teaching and learning environment in the classroom.

### **5.1.7 Finding Related to the Relationship between Co-operative Learning and Speaking Skill Development**

Finding shows:

- there is very close relationship between co-operative learning and speaking skill development
- students become active and creative in a group learning as a result they can enhance various skills like confidence, presentation skills and enhance knowledge from this.
- co-operative learning forced student to communicate with each other's for sharing their ideas, information, feelings, knowledge, and views which helps them to strengthen speaking skill.

### **5.1.8 Finding Related to the Students' Involvement in Cooperative learning by making Virtual Group**

Finding shows:

- virtual learning is one of the effective techniques for co-operative learning to learn language easily by frequently joining group discussion through messenger, Face-book and other online medium
- most of the participants are in the favor of virtual learning. They believed it as the best way for co-operation to enhance the students speaking skills, social skills and personal skill
- students have positive attitude towards online co-operation. It also revealed, students enjoy online co-operation and take it as good medium for learning.

## **5.2 Conclusions**

In nutshell, it can be concluded that co-operative learning is demand of today. It is one of the learning approach which involve joint intellectual effort by more than two or more people together. It is one of the best platforms for

successful as well as meaningful learning. Since, this study aimed to explore the role of co-operative learning for developing speaking skill of and to study the co-operative learning culture among the M.Ed. student so, from the data we collected I came to find that almost all of the students are highly involved in co-operative learning with purposes of doing class presentation, preparation for the assignment, exam preparation and for the completion of project work.

Being based on the analyzed data It can be concluded that co-operative learning plays very significant role to develop various skills like language skills, social skills and personal skills. It also plays positive role to make students independent learner, to become more socialized, creative as well as responsible. They perceived co-operative learning as the more effective learning strategy than the independent learning. The students mainly cooperate through the process like group formation, mutual understanding, critical thinking, student-student interaction, task division so on. Students believed that collaboration not only help to learn skills related but it also helps to become more confident, active and cultured.

After analyzing the student's responses, I have realized that collaborative learning helps learners to become more responsible, improve the spirit of teamwork among the participants, provide real situational for learner to speak frequently that helps to develop speaking skill. From the analyzed interviews I came to find that various sub skills of speaking like pronunciation, fluency, accuracy, presentation skills as well as confidence are directly facilitated through it.

From the analyzed data I conclude co-operative learning directly and indirectly contributes on developing speaking skill. Thus, the findings of the study open my eyes on the value of co-operative learning which cannot be neglected in the teaching learning process. As saying '*two heads are better than one head*' in the teaching learning process learners have been actively participated for collegial discussion among friends whenever they have got chance to put their

ideas, feelings, thoughts and opinions on common goal the result of learning come from the filtering of multiple ideas. My thoughts and its findings are met now.

To sum up the study, I realized that co-operative learning helps learners to become constructively and actively involved in group work. it plays significant role for the students to understand the contents, to develop confidence, to develop four language skills viz. listening, speaking, reading and writing and more specifically speaking. So, for the meaningful result, proper practice of co-operative learning is required. Even though, there are challenges of practicing collaborative learning.

### **5.3 Recommendations**

Being based on the findings drawn from the analysis and interpretation of the students' narratives, I have summarized and concluded my research study. On the basis of these conclusions and summary I have recommended the major implications of the study into following three different subs-headings:

#### **5.3.1 Policy Level**

Policy is the government's action to formulate the rules, regulation and systems regarding any particular institution, person or nation. Rules and regulations from the government help to systematize every activity regarding co-operating learning for this study. On the basis of findings of the study, the following policy level recommendations can be made:

- i) As data shows co-operative learning is very effective method of learning to students so, it should be used as a basic method of teaching in schools and universities.
- ii) The findings show that students practice co-operative learning for the preparation of assignment, group work, class presentation and exam preparation. So, it can be suggested to the policy makers to practices



of co-operative learning are to be kept as a basic requirement of the students and teachers for teaching and learning.

- iii) The finding shows that without supportive environment co-operative learning become impossible so, it can be suggested to the teachers to provide supportive environment to the students for successful and meaningful learning.
- iv) There were very limited programs and policies to address co-operative learning at university level. So, for the improvement of co-operative learning, policy makers should formulate policy regarding the teaching of different skills and subject matter through co-operation.

### **5.3.2 Practice Level**

Co-operative learning is the platform of the students for more interactions. This study shows that, many of the students agreed that co-operative learning helps to develop the speaking skills, knowledge as well as social skills of the students so, government should have well on co-operative learning policy and practice to get better teaching and learning activities. To develop speaking skill of the students through co-operative learning, some practice level suggestions have been made in the following ways:

- i) Administrative bodies must be responsible for maintaining co-operative learning culture at the university level.
- ii) Teachers should use different co-operative activities like pair and group work, language games in their classroom while teaching language skills.
- iii) Head of depart should provide co-operative environment for initiating and implementing affective co-operative learning in the M.Ed. level.
- iv) The findings show that the teachers' role as a facilitator in co-operative learning. So, the teachers should not be involved in traditional methods of teaching and learning like; lecture, explanation etc. instead of that they should be equipped with enough time and tools to plan and teach in deferent collaborative learning activities.

- v) Students must co-operate with the neighboring university's students.

### **5.3.3 Further Research Related**

The new researcher can carry out their study with the help of this study. This study was limited to explore the role of co-operative learning for developing speaking skill of M.Ed. students and to study the co-operative learning culture among the M.Ed. student. This research, as a narrative design, could not include large-scale of sample, therefore, there are limitation in this study in terms of its area, as only one district (Kathmandu) was included. So, further researcher may focus on the following areas:

- i) This research will provide a valuable secondary source for the researchers.
- ii) Further researcher can investigate on perceptions of M.Ed. students towards the benefits and its implications of co-operative learning for developing speaking skill.
- iii) Similarly, they can research on challenges on co-operative learning culture for developing speaking skill of M.Ed. students.
- iv) Likewise, they can research on role of administrative bodies on co-operative learning culture for developing speaking skill of student.
- v) Further researcher can investigate on improvement of speaking skill through co-operative learning.

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# APPENDIX I

## STUDENT NARRATIVE GUIDELINES

Dear Informant,

These students' narrative guidelines have been prepared to draw data or information for the research work entitled **Role of Co-operative Learning for Developing Speaking Skill of M. Ed Students: A Narrative Inquiry under the supervision of Professor Dr. Tara Datta Bhatta**, the Central Department of English Education, T. U. Kirtipur. This study attempts to explore the role of co-operative learning for developing speaking skill of M. Ed students and to study the co-operative learning culture among M. Ed students in Tribhuvan University of Nepal.

Therefore, your kind co-operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept highly confidential and will be used only for this research purpose.

Thank you for your valuable time!

Researcher:

Bidhya Khanal

M.Ed. forth semester

Department of English Education

T.U. Kirtipur, Kathmandu

## **APPENDIX II**

### **GENERAL INTERVIEW GUIDELINES**

The interview questionnaire will be prepared to collect the data or information for the research work entitled 'Role of Cooperative Learning for Developing Speaking Skills of M.Ed. Students: A Narrative Inquiry, under the supervision of Dr. Tara Datta Bhatta, Professor, Department of English Education, T.U, Kirtipur, Kathmandu Nepal. I hope that the information will cooperate by providing invaluable information to accomplish my research.

Questions:

- ) Personal background: experiences of English language learning.
- ) Concept of Cooperative learning.
- ) Concept of Speaking Skill.
- ) Role of cooperative learning for developing speaking skill of M.Ed students.
- ) Role of the different process of cooperative learning for developing speaking skill of students.
- ) Supports from school administrative bodies, Head of department and other teachers to maintain cooperative learning environment in the classroom
- ) Relationship between cooperative learning and speaking skill development.
- ) Students' involvement in cooperative learning by applying virtual learning



## **APPENDIX –III**

### **Interview -1**

**Name:** S1

**Qualification:** Master in English Education

**1. Could you please, share your experiences regarding English Language learning?**

#### **Participant**

Since Doteli is my mother tongue so I learned English and even Nepali language as my second language. I struggled a lot for learning English language. Well, I was the students of government school so I have learned English alphabet from class 4 and there was no particular English teacher for English subject. I remember, the social teacher used to teach us English. When I was in 7<sup>th</sup> or 8<sup>th</sup> class teacher used to teach English stories and vocabularies through Nepali medium and I also used to learn them in Nepali. I can say at that time for us English means grammar. So, yes it was really hard for me to learn English because there was no competent English teacher as well as English language learning environment and Doteli language was frequently used in the English classroom. When I was in 10<sup>th</sup> standard it was quite hard for me to speak even basic English language chunks with others as well as to interact with teacher in English language. So when I have passed S.L.C then I took English as major subject and started learn and speak in English language. Then slowly and gradually my English gets developed.

## **2. Would you mind to say something, about cooperative learning?**

### **Participant**

Okay! in my view co-operative learning is one of the globally applied teaching approach which is totally based on student-centered method. It helps the students to involve more interaction, maintain social relationship between students and teacher, reduce the hesitation towards speaking, and motivate the learners equally participate in a work actively. I think it has positive effect on the academic achievement of the students as well as speaking skill development. So, it is a joint effort to work something actively inside the classroom by sharing the ideas, feeling, opinions, and knowledge to each other.

## **3. Could you please, share your ideas on speaking skill?**

### **Participant**

Okay, in my view, Speaking is an activity where people use their voice to deliver their opinion, suggestions, information and views. There are four skills of language among them speaking skill is the most important skill because without speaking skill we cannot share our ideas with others. It is an important skill to be mastered when we learn about language especially foreign language.

## **4. In your opinion, what role does co-operative learning play for developing speaking skill of M.Ed. students?**

### **Participant**

Yes, definitely, through co-operative learning I got chances to interact with my friends. It helps me to reduce my anxiety of speaking in English and also develop my self-confidence. To be honest, through collaborative learning I developed overall language learning. Co-operative learning helps me to enriched my English vocabulary, fluency and accuracy in English. Beside this co-operative learning also supported me to develop social skills like to behave

with friend, to be socialized, to respected others views and opinions, to stay calm. So in my view co-operative learning plays the crucial role in developing many aspects of speaking skill.

**5.In your opinion, how does different process cooperative learning help for developing speaking skill? And which process of cooperative learning do you prefer for effectively cooperation?**

**Participant**

Actually, there are many processes for co-operative learning and all the processes are equally beneficial and suitable for developing language skills, but among them I prefer 'task division' as best process for cooperative learning. Actually, this process is easy as well as suitable for all type of learners. It is also good because in this process all the students have equal role and responsibility to work. In such process one need to play different role like group leader, monitor, worker and observer so that students can learn thing effectively. Well, I have practiced this process many times while doing group works, assignments. I think this process is also beneficial for students' who have shy or introvert nature. So I prefer this process as best one for the cooperative learning.

**6.In what way your school administrative bodies, head of department and other teachers supports you to maintain cooperative learning environment inside or outside the classroom?**

**Participant**

Well, I think the support of school administrative and whole school team is very important for student's learning because school is the place where students' can get suitable environment for their study. In co-operative learning also the support of school team is very important. It is important to create good physical as well as psychological environment for learning. Well, in course of

my learning I was fully supported by my whole school team. I must say If I was not supported by teachers, and whole school team I would structure of our class, by providing suitable routine for teacher and teachers' also helped me by providing good guidance, counseling and support. So, I have to say I was fully supported by teachers and whole school team whenever I needed it, and I think the whole school team plays very significant role in students' learning. not be here today. Yes, the depart head helped us by managing physical

**7.Would you mind to say something, about the relationship between cooperative learning and speaking skill?**

**Participant**

Obviously, there is close connection between co-operative learning and speaking skill development. Actually, if I have to say in Nepali;" **Naang ra maasu ko jasto sambandha chha.**" Beside this I think speaking skill is directly and indirectly fostered through co-operative learning. From my experience I can say that co-operative learning plays vital role for developing speaking skill because it provides students with lots of opportunities to share their ideas with other. It forces them to speak and share their knowledge in group with other. So, they can frequent communicate with one another and speaking skill gets developed. I think, it also develops communicative ability, confidence, fluency and accuracy level as well. That's why I believe they both have very close connection.

**8.Would you mind please, share your experiences on 'using virtual group' for cooperative learning? And how often do you practice it for cooperation?**

**Participant**

Well, most of the time we do co-operative works by sitting together but it is not possible all the time. So, sometime we also collaborate through the social

media like closed messenger group, group video calls. As you know, nowadays social media becomes part of our lives so we can say it is one of the best medium for learning. So, we also use it for co-operative learning especially when we are far from each other and think, social media is very helpful means for cooperation. So we should use it for good reasons.

**Researcher:** Thank you very much madam for your kind support in my task. I am always indebt toward you.

**Participant:** Ok you are really doing good task. I wish best wishes for your further success.

**Researcher:** Sure, madam.

## **Interview-2**

**Name: S2**

**Qualification:** Master in English Education

**1. Could you please, share your experiences regarding English Language learning?**

**Participant**

Well, I started learning English from very beginning (from L.K.G) but my English language learning experience was really challenging. When I started to learn English I felt very lonely because I was unfamiliar with others friends in the classroom because I have joined my school in Mahendranagar district but I was actually from Dadeldhura. So, it was really very difficult for me to adjust in new environment. My mother tongue was Doteli so I faced many difficulties to adjust in new place and new environment as well as new friends. our teacher used to speak English language in the classroom and I could not understand English language properly. It takes almost 7 or 8 years to learn basic sentence in English. When I passed S.L.C I choose English subject for my carrier because of her supportive parents. So, yes, it was really hard in beginning but later I started asking friends and learning cooperatively with them. Then, slowly I improved my English language.

**2. Would you mind to say something, about cooperative learning?**

**Participant**

In my perceptions, co-operative learning is one of the newly emerged teaching approach. It provides the equal opportunity of participation among the students in the group work. I think it is one kind of group learning activity where students work in small group to solve the problem, complete a project. She also added co-operative learning is very essential for students because it provides

equal opportunities for students to participate in a work which helps to develop the knowledge of language skills as well as social skills.

### **3. Could you please, share your ideas on speaking skill?**

#### **Participant**

Actually, speaking skill is the productive skill, alike to the other skill. It is more difficult that appears at first and contains more than just pronouncing words. Basically it is come to be the main feature of language when learning the language. Environment also play the important role in speaking skill, because if people around the learners are able to speak well. It will be simply for the learners to imitate their way of speaking.

### **4. In your opinion, what role does cooperative learning play for developing speaking skill of M.Ed. students?**

#### **Participant**

Well, in my view co-operative learning has positive effect in learning language because through co-operative learning I have enriched various language as well as social skills. Before participating in a co-operative learning my speaking was so superficial, I could hardly talk with my friends in English but co-operative learning develops my confidence and enrich my knowledge. Moreover, it also helps me to develop presentation skill, writing skill, and especially different aspects of speaking skills like pronunciation, accuracy. So, I think co-operative learning plays an important role for developing language learning and specially speaking skill.

**5. In your opinion, how does different process of cooperative learning help for developing speaking skill? And which process of cooperative learning do you prefer for effectively cooperation?**

**Participant**

Well, there are various ways of co-operative learning, but I prefer 'group formation' for doing co-operative learning. I always believe "two heads are better than one head". So, I think group formation is one of the best process for co-operative learning where more than two people involve in group and get opportunities to discuss our problems with each other. Similarly, through this process we can easily interact and openly share our vision, ideas, perceptions, information, opinion and messages and we can also notice others ideas and techniques of learning and speaking. I have learned and noticed lots of learning techniques through this process while doing different group assignments, presentations and group work. So, I think this process is best process for co-operative learning.

**6. In what way your school administrative bodies ,head of department and other teachers supports you to maintain cooperative learning environment inside or outside the classroom?**

**Participant**

Yes, it is very interesting questions, the support of school administrative bodies, teachers and depart head is very necessary in a co-operative learning. As we need support out father, mother and seniors at our home in the same way we need the support of teachers, head of depart and administrative body at school. I feel very lucky that I have got big support from all of my teachers and administrative bodies for my learning. I have got lots of encouragement, counseling, suggestion, inspirations and kind co-operation from teachers and school administrative for maintaining co-operative learning continuously inside or outside the classroom. Beside this, they have also paid attention for improving the situation of physical facilities by managing I.C.T. facilities which helps us to expand our knowledge globally. Moreover, some teacher also



made me feel that they are like my parents. So, I was totally supported by teachers, head of departments, all friends and administration regularly for my learning.

**7. Would you mind to say something, about the relationship between cooperative learning and speaking skill?**

**Participant**

Yes, I think co-operative learning and speaking skill are co-related with each other. It is in the sense that when we participate in group learning there is more chances of interaction and speaking gets developed. I mean to say, in co-operative learning we get chance to share our views, opinion, ideas, emotions with one another and it helps us to develop self-confidence, pronunciation and other aspect of speaking like accuracy, fluency and so on. I think speaking skill is best developed through communication, so it is obvious that I think they have close link with one another.

**8. Would you mind please, share your experiences on 'using virtual group 'for cooperative learning? And how often do you practice it for cooperation?**

**Participant**

Today internet become part of our lives and it becomes very easy medium for such learning. In my case, I sometime use online mediums, especially social media for co-operative learning. We first make close face book group for that and we discuss our problem there. She further says that we can upgrade our knowledge as well as personal identity through online.

**Researcher:** Thank you very much madam for your kind support in my research study. I will be missing these moments forever.

**Participant:** It's my pleasure. I am also equally happy to share my ideas and experiences with you.

**Researcher:** Ok madam, See you.

### **Interview-3**

**Name:** S3

**Qualification:** Master in English Education

**1. Could you please, share your experiences regarding English Language learning?**

**Participant**

I think English language is really very difficult to learn. Actually, I faced more difficulty to learn English language, due to the lack of trained teacher, not proper learning materials except text book, less use of cooperative learning techniques, not suitable environment for creating English environment due to different diversity background of students. When I started learning English, I remembered it was taught through grammar translation method. Our English teacher used to teach us using lecture method, So, I did not get any opportunities for interactions in the classroom. I did not get opportunities to share my knowledge, opinions to other. That's why in the school level I used to be scared of English and hardly speak even simple sentences of English. But later I took English as major subject and work really hard. Then slowly and gradually I learn English language.

**2. Would you mind to say something, about cooperative learning?**

**Participant**

In my view, Co-operative learning is a fruitful method of teaching and learning language, where students work together and share their understanding which strengthens all the members of the group. It gives the students more opportunities to listen, talk, discuss and express their opinion which have positive effect on the language skills. Moreover, it also provides the chance to discover new techniques to learn language easily, also provides the chance to

correct their errors and exceed the level of natural learning to the potential level of learning through interaction which can be achieved through group work, pair work, and think-pair-share techniques.

### **3. Could you please, share your ideas on speaking skill?**

#### **Participant**

Well! In my perception speaking skill is the ability of delivering language through the mouth by using different parts of our body, including the vocal cords, vocal tract, and tongue. It is important to deliver our message, opinion, emotions, problems, views, information, knowledge and ideas properly and is an essential skill that language learners have to master with some language skills.

### **4. In your opinion, what role does co-operative learning play for developing speaking skill of M.Ed. students?**

#### **Participant**

I think, co-operative learning plays a crucial role to develop different aspects of speaking skill. I started learning in co-operation when I joined a semester system in master level. To be honest, from co-operative learning I got the better chance to foster my knowledge and confidence level than earlier. Co-operative learning helped me to extend my knowledge level, my confidence, different language skill while doing assignment, classroom presentation and group works. Similarly, co-operative learning provided me an opportunity to share my personal views to others, develop my confidence, accuracy and fluency of my language. Actually, before participating in co-operative learning I had very limited knowledge about the proper use of language and about proper pronunciation, but co-operative learning supported me to develop my fluency and accuracy level. By imitating others in a group and sharing ideas with others

I developed myself as good English speaker. So, I can say cooperative learning always plays positive role to develop speaking skill.

**5. In your opinion, how does different process of cooperative learning help for developing speaking skill? And which process of cooperative learning do you prefer for effectively cooperation?**

**Participant**

I think there is no any hard and fix process for co-operative learning. There can be number of process through which we can co-operate for learning language. I prefer 'group discussion' as good one for developing my speaking skill because in group discussion each member in group has to speak to share their ideas, opinions on certain topic which helps them to develop speaking skill and other social skills too. I like this process because in this process introvert or shy students' also get opportunity to speak and share their ideas, views in group. I remember one event when I involved in group discussion for the first time. I was so nervous to speak and due to my shy nature I could not get opportunity to speak. Later, my friend helped me to come out from this problem me then I started involving in discussion. So, I think group discussion is best process for developing speaking skill especially. So, I think group discussion is only one technique which provides equal opportunity to each member in group to speak so that they can able to develop language skill.

**6. In what way your school administrative bodies, head of department and other teachers supports you to maintain cooperative learning environment inside or outside the classroom?**

**Participant**

Well, the support of school is necessary for students' learning. School is only place where students spent most of time, so the support from school has great effect in students' learning. In my case I always get supported and encouraged

by my teachers and school teams. I was supported my teacher to share my problem, ideas and opinion inside the classroom. Developing co-operative learning culture in schools and universities require support from whole school family. The support is needed to maintain physical facilities and psychological environment. Actually, when I involve in co-operative learning I got enough support from my teachers, depart head and whole school family by creating good environment for learning. Moreover, some teacher also helped me outside the classroom as well. So, I can say that I was totally supported by teachers, head of departs, all friends and administration regularly for my learning.

**7.would you mind to say something, about the relationship between cooperative learning and speaking skill?**

**Participant**

Co-operative learning and speaking skill development are interrelated. Co-operative learning has brought positive changes in my English language learning. Beside that group learning has developed my creativity, responsibility towards the work. Participating in group work, pair work, project work, group assignments and presentation I got the chance to interact which helps me to develop my speaking skill. Actually, before participating in co-operative learning my English was so poor but involving in it helped me a lot to foster myself. After involving in group learning I knew how to speak, where to speak, and when to speak language properly. So, I think without co-operative learning my speaking skill would not be developed. So, from my own experience I can say that co-operative learning directly and indirectly fosters speaking skill. So, they both are connection.

**8. Would you mind please, share your experiences on 'using virtual group' for cooperative learning ? And how often do you practice it for cooperation?**

**Participant**

Actually, I do not have online or internet access so most of the time I do cooperate with my friends through face-to-face interaction. I know internet is very significant in our lives today but I personally do not use virtual learning frequently. Yes, I do not use online learning but it doesn't mean I never use it. Of course, sometime I co-operate with my friend through chatting on messenger, video call. Actually, I find it as waste of time as well as economy.

**Researcher:** Thank you very much madam for your great support. It is a really valuable cooperation for me.

**Participant:** Ok .It's my pleasure, Do the best.

**Researcher:** Ok Madam.

## **Interview-4**

**Name:** S4

**Qualification:** Master in English Education

**1. Could you please, share your experiences regarding English Language learning?**

**Participant**

Well, I believe it is not easy for people to learn English. My journey to learn English started with little struggle but later I learn English language easily because of my uncle and eldest brother always supported me to foster English speaking by creating friendly environment at home. When I was very young, I used to talk with them in broken English and they used to correct me and I used to imitate how they pronounce word and all. Later, I had also joined the English language classroom and there I got more opportunities to interact with other. I was very closed with English teacher since my secondary education so, I got more chances to improve my English language easily. I remembered, when we have any problem we used to discuss in a group, work in a group to solve the problem. So due to my supportive family, teacher and my friends I did not faced more difficulties in learning English language.

**2. Would you mind to say something, about cooperative learning?**

**Participant**

In my view, Co-operative learning is a fruitful method of teaching and learning language, where students work together and shared their understanding which strengthen all the members of the group. It gives the students more opportunities to listen, talk, discuss and express their opinion which have positive effect on the language skills. Moreover, it also provides the chance to discover new techniques to learn language easily, also provides the chance to

correct their errors and exceed the level of natural learning to the potential level of learning through interaction which can be achieved through group work, pair work, and think-pair-share techniques.

### **3. Could you please, share your ideas on speaking skill?**

#### **Participant**

Okay! I believe, speaking skill is an ability to communicate message properly. It is a compound process of sending and receiving messages through the use of vocal terms. However, it can be verbal or nonverbal symbols such as gestures and facial expressions in various situations.

### **4. In your opinion, what role does co-operative learning play for developing speaking skill of M.Ed. students?**

#### **Participant**

Of course, co-operative learning is beneficial for learning English language because it allows students to interact with others for sharing their views, information, ideas, problems, and reflection, which directly and indirectly help students for developing different language skills. I think there must be co-operation between student-students and students-teacher in the classroom because it provides learners with lots of opportunities to develop himself as a good speaker as well as a learner. I believe, co-operative learning is not only important for developing speaking skills rather than to develop various social skills as well as other language skills. Well, what I mean to say is if there is a high amount of co-operation among students and teacher then there is a high possibility of developing speaking. I personally believe language cannot be learned in a vacuum. So, we need to have more interaction in a group.



**5. In your opinion, how does different process of cooperative learning help for developing speaking skill? And which process of cooperative learning do you prefer for effectively cooperation?**

**Participant**

No doubt, there are various strategies of co-operative learning. I basically prefer 'sharing' as good process where we can easily share ideas, opinions, visions, information about certain topic. In a co-operative learning sharing is very important because without sharing is main concept of co-operative learning. I have used this process to complete the assignment, group presentation, and different other group tasks. I have frequently shared my ideas with others while doing group work and got new knowledge from other in group. Sharing ideas also helped me to develop my confidence, fluency and accuracy of speaking. Actually, this technique helped me a lot to develop my speaking skill and social skills so I think sharing is one of the best process to foster co-operative learning.

**6. In what way your school administrative bodies, head of department and other teachers supports you to maintain cooperative learning environment inside or outside the classroom?**

**Participant**

Well, being a student we need support of teachers in each and every moment of learning. I believe the support of teachers, school administrative is important for student to have good growth of language. In this case, I feel great that I got very good support of all my teachers and school administrative in course of learning. I remember when I joined in M.Ed. my teacher told us sharing and caring is most important thing while doing any work. We all friends used to discuss difficult topics inside and outside classroom. Teachers and head of depart also supported me while doing assignments, during presentation. Beside this teacher also helped me whenever I have any problem related to content.

Similarly, head of depart helped me by providing good physical facilities, learning environments, policies but there were not satisfactory facilities provided by administrative bodies for co-operative learning.

**7. Would you mind to say something, about the relationship between cooperative learning and speaking skill?**

**Participant**

Co-operative learning and speaking skill development are interrelated. Co-operative learning has brought positive changes in my English language learning. Beside that group learning has developed my creativity, responsibility towards the work. Participating in group work, pair work, project work, group assignments and presentation I got the chance to interact which helps me to develop my speaking skill. Actually, before participating in co-operative learning my English was so poor but involving in it helped me a lot to foster myself. After involving in group learning I knew how to speak, where to speak, and when to speak language properly. So, I think without co-operative learning my speaking skill would not be developed. So, from my own experience I can say that co-operative learning directly and indirectly fosters speaking skill. So, they both are connection.

**8. Would you mind please, share your experiences on 'using virtual group' for cooperative learning ? And how often do you practice it for cooperation?**

**Participant**

Today internet become part of our lives and it becomes very easy medium for such learning. In my case, I sometime use online mediums, especially social media for co-operative learning. We first make close face book group for that and we discuss our problem there. She further says that we can upgrade our knowledge as well as personal identity through online.

**Researcher:** Thank you very much Sir for your kind support for this study. I am always indebt toward you.

**Participant:** It's my pleasure. Do Best.

**Researcher:** Sure, Sir.

## **Interview-5**

**Name:** S5

**Qualification:** Master in English Education

**1. Could you please, share your experiences regarding English Language learning?**

**Participant**

Well, I believe it is not easy for people to learn English. My journey to learn English started with little struggle but later I learn English language easily because of my uncle and eldest brother always supported me to foster English speaking by creating friendly environment at home. When I was very young, I used to talk with them in broken English and they used to correct me and I used to imitate how they pronounce word and all. Later, I had also joined the English language classroom and there I got more opportunities to interact with other. I was very closed with English teacher since my secondary education so, I got more chances to improve my English language easily. I remember, when we have any problem we used to discuss in a group, work in a group to solve the problem. So due to my supportive family, teacher and my friends I did not faced more difficulties in learning English language.

**2. Would you mind to say something, about cooperative learning?**

**Participant**

In my view, Co-operative learning is a fruitful method of teaching and learning language, where students work together and shared their understanding which strengthen all the members of the group. It gives the students more opportunities to listen, talk, discuss and express their opinion which have positive effect on the language skills. Moreover, it also provides the chance to discover new techniques to learn language easily, also provides the chance to

correct their errors and exceed the level of natural learning to the potential level of learning through interaction which can be achieved through group work, pair work, and think-pair-share techniques.

### **3. Could you please, share your ideas on speaking skill?**

#### **Participant**

Yes, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It takes place in different situations where we are conveying the message verbally and non-verbally. Speaking is the most important skill to be mastered for good communication.

### **4. In your opinion, what role does co-operation play for developing speaking skill of M.Ed. students?**

#### **Participant**

Of course, co-operative learning is beneficial for learning English language because it allows students to interact with others for sharing their views, information, ideas, problems, and reflection, which directly and indirectly help students for developing different language skills. I think there must be co-operation between student-students and students-teacher in the classroom because it provides learners with lots of opportunities to develop himself as a good speaker as well as a learner. I believe, co-operative learning is not only important for developing speaking skills rather than to develop various social skills as well as other language skills. Well, what I mean to say is if there is a high amount of co-operation among students and teacher then there is a high possibility of developing speaking. I personally believe language cannot be learned in a vacuum. So, we need to have more interaction in a group. (S5)

**5. In your opinion, how does different process of cooperative learning help for developing speaking skill? And which process of cooperative learning do you prefer for effectively cooperation?**

**Participant**

Yes, all the processes of co-operative learning are equally important for us for cooperative learning but I basically use 'Task division' as the best process. In this process the whole task is divided to all the group members equally and students have to complete the task given to them. I prefer this because in this process each member in group has equal responsibility to complete the task and show his/her creativity. Using this process, I have learned how to solve the language related problems, how to speak, how to work in group, how to complete task in time, how to handle the difficulties, how to take own responsibility, and how to behave friendly. Beside this, I also got more knowledge on grammar, pronunciation. So, in my view task division process is effective one for co-operative learning.

**6. In what way your school administrative bodies, head of department and other teachers supports you to maintain cooperative learning environment inside or outside the classroom?**

**Participant**

Yes, the supportive environment is necessary for learning language because support from teachers, and school team helps for effective learning. In course of my learning the depart head and other teachers always helped me by managing good environment, by providing good suggestion, counseling and critical feedback. For providing co-operative learning culture, sometimes the depart head arranged the different programs like workshop, seminar, and conferences. Such programs also helped to learn new ideas regarding how to speak, how to use language properly. I feel myself fortunate to get continuous supports, advises, and feedback from all the teachers when I needed it.

Similarly, teachers always provided chances for interaction in the classroom which helps me to develop myself as good English speaker.

**7. Would you mind to say something, about the relationship between cooperative learning and speaking skill?**

**Participant**

Co-operative learning and speaking skill development are interrelated. Co-operative learning has brought positive changes in my English language learning. Beside that group learning has developed my creativity, responsibility towards the work. Participating in group work, pair work, project work, group assignments and presentation I got the chance to interact which helps me to develop my speaking skill. Actually, before participating in co-operative learning my English was so poor but involving in it helped me a lot to foster myself. After involving in group learning I knew how to speak, where to speak, and when to speak language properly. So, I think without co-operative learning my speaking skill would not be developed. So, from my own experience I can say that co-operative learning directly and indirectly fosters speaking skill. So, they both are connection.

**8. Would you mind please, share your experiences on 'using virtual group' for cooperative learning ? And how often do you practice it for cooperation?**

**Participant**

To be honest I personally believe online learning is not as effective as face to face learning. Of course, this is 21<sup>st</sup> century, the era of ICT and I do use internet for many purposes but I do believe that virtual learning is a good way but not best way of learning in country like Nepal, where there is no proper access of internet. I think it is not even possible in every situation. So most of the time I prefer face-to-face learning, but sometime I also use virtual learning too.

**Researcher:** Thank you very much for your kind support Sir.

**Participant:** It's my pleasure. I wish best wishes for your further success.

**Researcher:** Sure, Sir.