AN EXPERIMENTAL STUDY TO EVALUATE THE EFFECTIVENESS OF COOPERATIVE LEARNING VERSUS TRADITIONAL LEARNING METHOD

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Dedicated

to

my mother who has always been the

main source of inspiration behind all

my efforts and achievements.

ABBREVIATIONS

AIOU	Allama Iqbal Open University
B.A	Bachelor of Arts
B.Ed.	Bachelor of Education
BISE	Board of Intermediate and Secondary Education
CIRC	Cooperative integrated reading and composition
CL	Cooperative learning
EFL	English as a Foreign Language
EST	Elementary school teacher
GOP	Government of Pakistan
HEC	Higher Education Commission
L_1	First language (Urdu)
L_2	Second language (English)
STAD	Students teams achievement division
SV	Senior vernacular
TAI	Team assisted individualization
TGT	Teams games tournaments
UGC	University Grants Commission

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ABSTRACT

The study aimed at evaluating the effectiveness of cooperative learning method in the subject of English. This study was focused to find the effect of cooperative learning and traditional learning on the achievement in reading comprehension and achievement in writing ability of the students of class VIII in the subject of English. It was an experimental study in which cooperative learning method was compared with traditional learning method. Cooperative learning refers to instructional strategy in which pairs or small groups of learners with different levels of ability work together to accomplish a shared goal. The aim of this cooperation is for learners to maximize their own and each others' learning. Government Comprehensive Boys High School Rawalpindi was selected as a sample through purposive sampling. Students were divided equally on the basis of teacher-made pretest scores. Low achievers, high achievers and average students were divided in both the groups equally. Sample size was 128, Sixty-four students were included in experimental group and sixty-four students were placed in control group. Pretest, posttest equivalent group design was

CHAPTER I

INTRODUCTION

Education is a teaching learning process. Learning depends upon instruction. During instruction, a child cannot be treated like an empty vessel into which any type of information can be passed down. A teacher must think of ways and means of stimulating and encouraging learning in the students. He should provoke their interest and motivate them to learn. He should create conditions in which they feel the need to learn. Many teachers use traditional methods of instruction in Pakistan. It may be difficult to motivate the students to learn English particularly to the students of a large class with traditional learning methods.

The students of a large class have to cover the syllabus in a limited period of time. There is no opportunity for a teacher in traditional learning methods to give individual attention to all the students. The result is that gap between weak and able students increases. Cooperative learning claims to help the students in such a situation.

Christensen (1994) described three categories of problems, which were faced by the English language teachers in large classes. These problems were pedagogical, management and affective.

- Pedagogical problems included: difficulties in speaking, reading and writing tasks; difficulties in monitoring and providing feedback; problems in individualizing work; avoidance of tasks that were demanding to implement; difficulty in getting around the classroom and poor attention of students.

- Management problems included: correction of large number of essays in writing classes; high noise levels; difficulties in attending to all students discipline problems and difficulties in returning home work and examination in time.

- Affective problems included: difficulty in learning students' names; difficulty in establishing good rapport with students, difficulty in attending to weaker students; difficulties in assessing students' interests and moods.

Cooperative learning has been proclaimed as an effective instructional method in promoting linguistic development of learners of English as a social language (Kagan, 1994). Cooperation means working together to accomplish shared goals. Within cooperative situations, individuals seek results that are beneficial for all members of a group. Students work together to maximize their own and each others learning. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal and individualistic learning in which students work by themselves to accomplish academic goals and they do not cooperate with each other to get goals. Competitive and individualistic traditional learning methods are popular among Pakistani teachers due to several reasons viz. lack of language teaching training among the teachers and over concentration on prescribed textbook etc. Teachers must realize that not all groups are non- cooperative. Placing students in the same room and calling them a cooperative group does not make them one. Study groups, project groups, reading groups are groups, but they are not necessarily cooperative. Some teachers use traditional learning group. In this instructional method, it is a group whose members are assigned to work together but they have no interest in doing so. The structure promotes competition at close quarters.

On the other side, in cooperative learning group, members of a cooperative group generally meet all reasonable expectations i.e. achievement of academic goals. In cooperative groups, students work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience. Since learners are different in their intellectual capacity, their motivation and their linguistic skills. So with a large class, or mixed class, cooperative learning group may particularly be useful for weak students. Activities, which are not feasible in a lockstep situation such as using a picture or using games, may become perfectly feasible when done in groups.

Cooperative learning also integrated language and content learning. Its varied applications were in harmony with the pedagogical implications of the input, socialization, and interactive theories of second language (L_2) acquisition. This was because cooperative learning (CL) enhanced the motivation and psychosocial adjustment of second language learners (Dornyei, 1994).

English being a foreign language is a difficult subject to teach and learn in Pakistan. Most of the students do not attain the required competency. According to (National Educational Education Policy 1998-2010, p.27), it is expected that students should leave elementary education stage and be able to read and write English correctly. But they are not able to do so. This problem is more acute in the government schools where English is taught only as a compulsory subject and it is not used as a medium of instruction. In most of the government schools, teachers have to teach a large class in which sixty to seventy students learn together. Cooperative learning method may be used to improve the basic four language skills of the students. Majority of the teachers in government schools are using traditional competitive and

individual learning method with lockstep or traditional learning group arrangements. So the existing instructional methods need improvement in schools particularly in government schools.

1.1 STATEMENT OF THE PROBLEM

In most of the government schools, a teacher has to teach a large class in which sixty to seventy students learn together. The teacher has no opportunity to give individual attention to all students in a large class while using traditional learning method. There is severe curtailment of student talking time, reading comprehension and grammatically correct writing in traditional learning method. Cooperative learning method may be used as instructional approach to improve the reading and writing skills of the students. This study focused to find the effect of cooperative learning and traditional learning method on the reading and writing skills of the students of 8^{th} class in the schools of Rawalpindi city and propose the strategy for the affective learning of English language.

1.2 OBJECTIVES OF THE STUDY

The main objectives of the study were:

1. To assess the effects of cooperative learning and traditional learning methods on achievement in reading comprehension of the students in the subject of English.
2. To assess the effects of cooperative learning and traditional learning methods on achievement in writing ability of the students in the subject English.

1.3 RATIONALE OF THE STUDY

English is taught as a compulsory subject valued for its educational and cultural significance. It is perceived to be more important for communication in the domains of science, trade, and technology. However, instruction of English in the context of the present study remains competitive in nature and does not provide opportunities for active learning and meaningful interaction i.e. cooperation, communication among learners because learners are expected to perform better than their classmates in order to attain higher grades and achieve approval and success. According to Siddique (2003) cooperative learning encourages mutual interaction and by increasing the number of opportunities for verbal expression, provides opportunities for a wider range of communicative functions than those found in teacher-fronted classroom. There is a need to examine cooperative learning as an instructional approach in a traditional school context such as the one based on the assumption that it would promote active learning and meaningful interaction among learners. Specifically, the study addressed the following questions:

1. Is the cooperative learning method more effective than traditional learning method in promoting the achievement in reading comprehension of learners?
2. Is the cooperative learning method more effective than traditional learning method in promoting the achievement in writing ability of learners?

National Education Policy (1998-2010, p. 27) pointed out many weaknesses of elementary education, which are the following:

1. It is expected that students should leave elementary education stage and be able to read and write English correctly. But they are unable to do so.

2. Teachers, who are teaching English subject to classes 1-8, do not get any special training in this subject.
3. Instructional supervision is poor.
4. Learning materials are inadequate and of poor quality.
5. Teaching methods are not appropriate for learning and do not motivate pupil.

Cooperative learning method may be proved useful to tackle aforementioned problems.

1.4 SIGNIFICANCE OF THE STUDY

National Education Policy, 1998-2010 recommends that in order to increase the access and improve the quality of elementary education some innovations in teacher training shall be provided. Firstly, learner-oriented teaching, i.e. the child, as the center of the learning process shall be focused. Secondly new concepts such as active learning, development of critical thinking and creativity shall be encouraged. Thirdly, highly interactive, learner- centered teaching and training materials shall be produced and utilized. Finally peer group discussion will be introduced. (p. 36)

Findings of this study may prove helpful for teacher trainers to fulfill the above-mentioned requirements.

1. The study may prove helpful for teachers to improve the academic achievement of the students.
2. The study may prove helpful in bringing innovations in the classroom. English teachers working in the field can utilize the concept of cooperative learning method for providing practice in different aspects of language.

3. The study may prove helpful to improve the reading and writing skills of English language of the students by using basic elements of cooperative learning method.

4. The study will attract educational psychologist, as it will provide ample evidence about the effective use of elements of cooperative learning method i.e. positive interdependence equal participation, individual accountability, simultaneous interaction, interpersonal and small group skills and group processing in enhancing the understanding of the students.

5. This study may prove helpful to the students. In daily life, our students lack the confidence to use language skills. They have the knowledge of English language but they cannot use it according to the situation. The use of cooperative learning method may provide life like situation for the learning of English and the students may feel themselves more confident.

6. The study may prove helpful to bring change in the behaviour of the students. They may cooperate with each other, not only in classroom, but in daily life as well.

7. The significance of the study is enhanced manifold owing to the lack of such research studies in Pakistan. The coming researchers can conduct further research in this field by extending it to other levels.

8. Curriculum planners and developers may use the results of this study as guide line for improving the English course.

9. Findings of the study may prove helpful to teacher trainers. The prospective teachers may prove given practice in this approach along with other methods of teaching English and it may prove popular in the schools.

1.5 HYPOTHESES OF THE STUDY

The following hypotheses were tested in this study:

Ho_1: There is no significant difference between the mean scores of control group on pretest and posttest.

Ha: There is significant difference between the mean scores of control group on pretest and posttest.

Ho_2: There is no significant difference between the mean scores of experimental group on pretest and posttest.

Ha: There is significant difference between the mean scores of experimental group on pretest and posttest.

Ho_3: There is no significant difference between mean scores of experimental group and control group on posttest.

Ha: There is significant difference between mean scores of experimental group and control group on posttest.

Ho_4: There is no significant difference between mean scores of control group on pretest and posttest with regard to achievement in reading comprehension.

Ha: There is significant difference between mean scores of control group on pretest and posttest with regard to achievement in reading comprehension.

Ho_5: There is no significant difference between mean scores of experimental group on pretest and posttest with regard to achievement in reading comprehension.

Ha: There is significant difference between mean scores of experimental group on pretest and posttest with regard to achievement in reading comprehension.

Ho_6: There is no significant difference between mean scores of experimental group and control group with regard to achievement in reading comprehension on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in reading comprehension on posttest.

Ho_7: There is no significant difference between mean scores of control group on pretest and posttest with regard to achievement in literal level of reading comprehension.

Ha: There is significant difference between mean scores of control group on pretest and posttest with regard to achievement in literal level of reading comprehension.

Ho_8: There is no significant difference between mean scores of experimental group on pretest and posttest with regard to achievement in literal level of reading comprehension.

Ha: There is significant difference between mean scores of experimental group on pretest and posttest with regard to achievement in literal level of reading comprehension.

Ho_9: There is no significant difference between mean scores of experimental group and control group with regard to achievement in literal level of reading comprehension on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in literal level of reading comprehension on posttest.

Ho_{10}: There is no significant difference between mean scores of control group on pretest and posttest with regard to achievement in evaluative level of reading comprehension.

Ha: There is significant difference between mean scores of control group on pretest and posttest with regard to achievement in evaluative level of reading comprehension.

Ho_{11}: There is no significant difference between mean scores of experimental group on pretest and posttest with regard to achievement in evaluative level of reading comprehension.

Ha: There is significant difference between mean scores of experimental group on pretest and posttest with regard to achievement in evaluative level of reading comprehension.

Ho_{12}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in evaluative level of reading comprehension on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in evaluative level of reading comprehension on posttest.

Ho_{13}: There is no significant difference between the mean scores of control group on pretest and posttest with regard to achievement in writing ability.

Ha: There is significant difference between the mean scores of control group on pretest and posttest with regard to achievement in writing ability.

Ho_{14}: There is no significant difference between the mean scores of experimental group on pretest and posttest with regard to achievement in writing ability.

Ha: There is significant difference between the mean scores of experimental group on pretest and posttest with regard to achievement in writing ability.

Ho_{15}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in writing ability on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in writing ability on posttest.

Ho_{16}: There is no significant difference between the mean scores of control group on pretest and posttest with regard to achievement in usage of parts of speech.

Ha: There is significant difference between the mean scores of control group on pretest and posttest with regard to achievement in usage of parts of speech.

Ho_{17}: There is no significant difference between the mean scores of experimental group on pretest and posttest with regard to achievement in usage of parts of speech.

Ha: There is significant difference between the mean scores of experimental group on pretest and posttest with regard to achievement in usage of parts of speech.

Ho_{18}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in usage of parts of speech on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in usage of parts of speech on posttest.

Ho_{19}: There is no significant difference between the mean scores of control group on pretest and posttest with regard to achievement in usage of tenses.

Ha: There is significant difference between the mean scores of control group on pretest and posttest with regard to achievement in usage of tenses.

Ho_{20}: There is no significant difference between the mean scores of experimental group on pretest and posttest with regard to achievement in usage of tenses.

Ha: There is significant difference between the mean scores of experimental group on pretest and posttest with regard to achievement in usage of tenses.

Ho_{21}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in usage of tenses on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in usage of tenses on posttest.

1.6 ASSUMPTIONS

The present study was based on the assumptions that students of control group and experimental group had equal I.Q, interest and motivation level. Similarly, it was also assumed that previous achievements, attitudes, self-conception and family background had equal impact on the students of control and experimental group.

1.7 METHODOLOGY

1.7.1 Population

Students studying at elemental level constituted the population of the study. Their ages ranged from 13 to 14 years. Elementary education refers to classes 1-8.

1.7.2 Sample

Purposive sampling technique was used for the selection of the sample. Participants in the study were 128 subjects of Govt. Comprehensive Boys High School Rawalpindi. Participants were selected from three sections of 8^{th} class of school. The participants were from that School which represents population of typical government school in Pakistan, i.e. over crowded classes, spacious room and students of different socio-economic status. The score of pretest was used to equate the groups i.e. each student of experimental group was equated with corresponding student in the control group. Students were allotted randomly to control and experimental groups. Sixty-four subjects were in experimental group and sixty-four were in control group. A chart (appendix-IV) was used to equally assign the High achievers, average and low achievers in two groups. Same teacher taught both the groups (Appendix-vi).

5. In reading comprehension, Literal and evaluative levels of comprehension were taken.
6. In writing ability, five parts of speech and two tenses were included.
7. A teacher made test was used to measure the achievement in reading and writing of the students.

1.9 DEFINITION OF TERMS

1.9.1 Academic Achievement

Academic achievement means, "Knowledge attained or skills developed in the school subjects usually designed by test scores or by marks assigned by teachers or by both" (Good, 1973, P.7).

1.9.2 Competitive Learning

"Competition is working against each other to achieve a goal that only one or a few students attain. Within competitive situations, individuals seek out comes that are beneficial to themselves and detrimental to others. Competitive learning is the focusing of student's effort on performing faster and more accurately than classmates. Students perceive that they can obtain their goals if and only the other students in the class fail to obtain their goals" (Johnson *et al.*, 1999, p. 5).

1.9.3 Cooperative Learning

"Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Students perceive that they can reach their learning goals if and only the other students in the learning group also reach their goals" (Johnson *et al.*, 1999, p. 5).

1.9.4 Cooperative Learning Group

"A group that meets all the criteria for being a cooperative group and out performs all reasonable expectations, given at membership" (Johnson *et al.,* 1998, p. 11).

1.9.5 Evaluative Level of Comprehension

"At evaluative level students have to make use of their own experience and knowledge in order to make judgment. That is why; they have to go outside the text as well" (Heaton, 1975, p. 103).

1.9.6 Group Work

The term group work refers to "two or more persons working together and interacting with one another" (Good, 1973. P. 267).

1.9.7 High Achiever

"Students scoring 70% and above marks in a test will be considered as high achievers" (Govt. Punjab, 2002, p.15).

1.9.8 Individualistic Learning

"In individualistic learning, students work by themselves to accomplish learning goals unrelated to those of the other students" (Johnson *et al.*, 1998, P.5).

1.9.9 Large Class

"A class, which has more than forty-five students, is called large class" (Government of Punjab, 2002, p. 17).

1.9.10 Literal Level of Comprehension

At the literal level "students can take their answers directly from the texts. Literal comprehension focuses on information, which is explicitly stated in the text" (Heaton, 1975, p. 103).

1.9.11 Low Achiever

"Students scoring marks less than 40% in test will be considered as low achiever" (Govt. of Punjab, 2002, p. 15).

1.9.12 Matched Pairs

Matching characteristics of each person in one group with those of a person in a second group for purposes of educational research (Shahid, 2005, p. 219).

1.9.13 Method

"Method refers to a complete set of ways that we use in teaching or doing" (Shahid, 2005, p. 360).

1.9.14 Reading Comprehension

"Reading comprehension involves visual mechanical skills of recognition, remembering of meaning of words, integrating grammatical and semantic clues and relating to the reader's own general knowledge and the knowledge of the subject being read" (Tahir, 1988, p. 24).

1.9.15 Traditional Learning

Traditional learning methods refer to "instruction centered lectures, individual assignments, and competitive grading" (Johnson *et al.,* 1993, p. 65).

1.9.16 Traditional Learning Group

"A group whose members have been assigned to work together but they have no interest in doing so. The structure promotes competition at close quarters" (Johnson *et al.*, 1998, p. 11).

1.9.17 Writing Ability

The term writing ability refers "to using a complete sentence in the written form" (Tahir, 1988, p. 275).

CHAPTER II

REVIEW OF RELATED LITERATURE

The study was designed to evaluate the effectiveness of cooperative learning method versus traditional learning method. In connection with this study, review of literature includes the following topics:

1. Nature of cooperative learning
2. Theoretical roots of cooperative learning method
3. Elements of cooperative learning method
4. Student groupings
5. Types of cooperative learning
6. Methods of cooperative learning
7. Pitfalls of cooperative learning
8. Difference of cooperative and other learning methods
9. Some Pakistani researches on the subject of English
10. Studies on cooperative learning.

2.1 DEFINITIONS OF "COOPERATIVE LEARNING"

Researchers have defined cooperative learning in different ways:

Johnson and Johnson (1999) states that "cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. It may be contrasted with competitive and individualistic learning" (p. 5).

Roger, Olsen and Kagan (1992) described that cooperative learning is group learning activity. It is organized in such a way that learning is based on the socially structured change of information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (p. 8).

Parker (1994) described the cooperative learning as "classroom environment where students interact with one another in small groups while working together on academic task to attain the common goal".

According to Johnson, Johnson and Holubec (1998), in cooperative learning, "students work in small groups to accomplish shared learning goals. They learn the assigned material and ensure that all other group members also learn it. Cooperative learning uses a criterion based evaluation system in which student achievement is judged against a fixed set of standards" (p. 5).

According to Vernon and Louise (1998), "Students take more responsibility for helping each other with assignments and problems in cooperative learning. That alleviates some of the stress on the teacher to maintain order and to keep the students on task" (p. 495).

2.2 THEORETICAL ROOTS OF COOPERATIVE LEARNING

Review of related literature provides a sound theoretical framework for cooperative learning method.

Johnson and Johnson (1999, p.186) discusses three theoretical perspectives that have stated as under:

(i) Social interdependence perspectives

(ii) Cognitive perspectives

(iii) Motivational perspectives.

2.2.1 Social Interdependence Perspectives

According to Johnson and Johnson (1999), social interdependence structure determines the way for persons to interact with each other. Moreover, outcomes are the consequences of persons' interactions. Therefore, one of the cooperative elements that have to be structured in the classroom is positive interdependence or cooperation. When this is done, cooperation results in promotive interaction as group members encourage and ease each other's efforts to learn. (p. 70).

According to Salvin (1996a), a positive side of the social cohesion perspectives is an emphasis on team building activities in preparation for cooperative learning and processing or group self-evaluation during and after group activities. Social cohesion theorists tend to reject the group incentives.

According to Cohen (1986) challenging and interesting task and knowledge about group processing skill are highly rewarding for the students (p.70).

Bejarano, Levine, Olshtain and Steiner (1997) reported that small group cooperative practice of modified interaction and social interaction strategies in English class improved learners' communicative competence.

Thomson (1998) conducted a research on third-year Australian University students in the Japanese language class. She found that cooperation among teachers

and students increased interaction opportunities among learners and promoted autonomous learning.

Cummins (1986) attributed the failure of many minority students to develop language necessary for academic success to the teacher -centered, transmission - oriented methodology that prevailed in many classrooms. An interaction model, on the other hand, developed higher level cognitive skills and meaningful, communicative language skills.

According to Olsen and Kagan (1992), cooperative learning increased interaction among learners as they restated and elaborated their ideas in order to convey or clarify intended meaning. This interaction contributed to gain in second language (L2) acquisition.

2.2.2 Cognitive Perspectives

Cognitive perspectives can be described in the following two parallel tracks.

a) Cognitive Developmental Perspective

The cognitive development perspective is based on the theories of Jean Piaget and Lev Semenovich Vygotsky.

Vygotsky (1978) proposed his concept of the "Zone of proximal development" in order to make sense of the relationship of society and the individual and social and cognitive development. He defined the Zone, as a distance between what a child can do in isolation-that is, the actual development level-and what the child can do in collaboration with others. This he called the proximal level.

Enright and McCloskey (1985) reported that greatest growth in language and a child who was in rich and collaborative environment with an informed teacher made cognitive development. The cooperative classroom was such an environment because it provided the foundation for a communicative classroom and was organized for collaboration.

Hartman (1999) reports that "incorporation of new information into an existing schema involves guided exploration with physical objects in which students can make prediction and confront misconception by activating prior knowledge. This process leads discovery stage of concrete exploration to an abstract discussion. For these processes, a cooperative learning group setting provides the best opportunity to occur rather than traditional instruction" (p. 148).

Damon (1984) states that cooperative learning may improve students' achievement. Group discussion that occurs during cooperative learning provides an opportunity to the students to expose inadequate or inappropriate reasoning, which results in disequilibrium that can lead to better understanding. Group discussion motivates individuals to abandon misconceptions and provide a forum that encourages a critical thinking, which inevitably improves their performance.

Shran, Kussel, Hertz, Bejarano, and Raviv (1984) observed improvement in students' cognitive awareness in reading comprehension when they taught with cooperative learning methods. Reading performance improved to a greater degree than that of students in traditional reading classes. This success was due to the fact that cooperative learning provided a platform for discussion analysis and synthesis of ideas that was necessary for understanding.

b) Cognitive elaboration perspectives

According to Webb (1989), the students who gained the most from cooperative activities were those who provided elaborated explanations to other students. The students who received elaborated explanations learned more than those who worked alone did.

Wadsworth (1984) has called for an increased use of cooperative activities in schools. He argues that interaction among students on learning tasks will lead in itself to improved student achievement. Students will learn from one another because in their discussion of the content, cognitive conflicts will arise, in adequate reasoning will be exposed and higher quality understanding will emerge.

King (1999) observed a correlation between the types of questions asked by students and nature of answers that they receive. Higher order questions lead to high-level answer (p. 87).

According to Mackeachie, 1999), the student interaction associated with a basic element face-to-face promotive interaction drives one or more cognitive processes. Notable among these is elaboration-putting material into one's own wards. Elaboration provided by one student to another is a win/win situation. Elaboration not only enhances the learning of the student who receives the explanation, but also deepens the understanding of the student providing the explanation (p164).

Cuseo (1996) stresses the causal link between conversation and thinking with thought being the product of verbal interaction. Conversation characterized by diversity of perspectives results in richer, deeper, more comprehensive and more complex thinking. (p. 6)

Dansereau (1988) observes that in cooperative learning, students take role as recaller and listener. They read a section of text and then the recaller summarizes the information while the listener corrects any errors, fills in any omitted material and thinks of ways both students can remember the main ideas.

Stevens, Slavin, and Farnish (1991) observed that during cooperative practice, students evaluated explained, and elaborated the strategies to one another, and thus they successfully internalized and mastered the complex cognitive process (p.15).

2.2.3 Motivational Perspectives

Motivational learning perspective focuses on the impact of group reinforcements and rewards on learning.

According to Slavin (1983a), cooperative goal structures create a situation in which the only way group members can attain their own personal goals is if the group is successful. Therefore; to meet their personal goals, group members help their groupmates and encourage their groupmates to exert maximum effort. In other words, rewarding groups based on group performance creates an interpersonal reward structure in which group members will give or withhold social reinforcers in response to groupmates task related efforts.

Slavin (1995) cites one intervention that uses cooperative goal structure is the group contingency, in which group rewards are given on the basis of group members' behavior. The theory underlying group contingencies does not require the group members to be able to actually help one another or work together. The fact is that their outcomes are dependent on one another's behavior. It is sufficient to motivate students to engage in behavior, which helps the group to be rewarded, because the group

incentive induces students to encourage goal-directed behaviors among their group mates (p. 5).

Oickle (1980) stated that effects of team reward and individual reward structures on the English achievement and self-esteem of 1,031 students from diverse communities enrolled in four American middle schools. This researcher reported positive effects in favour of the team reward structure in promoting achievement in four schools and in improving self-esteem in only one of the schools.

Szosteck (1994) assessed the effects of cooperative learning method in an honour foreign language classroom and found that cooperative learning method promotes positive attitudes, intrinsic motivation and satisfaction among learners.

According to Cohen (1994), cooperative learning method also integrates language and content learning and its varied applications are in harmony with the pedagogical implications of the input, socialization and interactive theories of second language (L2) acquisition.

Researches on aforementioned three theories provided a classic triangulation of validation for cooperative learning. Social interdependence theory, motivational learning theory, and cognitive-developmental theory all predict that cooperative learning will promote higher achievement than competitive or individualistic learning. These researchers, among others, have established the theoretical relevance of cooperative learning method in second language instruction based on premise that cooperative learning method provides maximum opportunities for meaningful input and output in highly interactive and supportive environment.

2.3 ELEMENTS OF COOPERATIVE LEARNING

Johnson and Johnson (1999, pp. 81-82) described elements of cooperative learning as under:

2.3.1 Positive Interdependence

Positive independence means that a gain for one student is associated with gains for the others; that is, when one student achieves, others benefit, too. Positive interdependence is contrasted with negative interdependence. Students are negatively interdependent in competitive situations; that is the gain of one student is associated with losses for another.

2.3.2 Equal participation

Equal participation refers to the fact that no student should be allowed to dominate a group, either socially or academically. Similarly, no student should be allowed to spare himself. There are two techniques to ensure equal participation. The first is turn allocation, which means that students are expected to take turns while speaking and to contribute to the discussion when their turn comes. The second is division of labour, which means that each group member is assigned a specified role to play in the group.

2.3.3 Individual Accountability

Cooperative learning includes individual accountability. Group accountability exists when the overall performance of the group is assessed and the results are given back to all group members to compare against a standard of performance.

2.3.4 Simultaneous Interaction

In cooperative group, group members meet face to face to work together to complete assignments and promote each others success. Group members needs to do work together. There are three steps to encourage promotive interaction among group members.

- The first step is to schedule time for the groups to meet.
- The second step is positive interdependence that requires members to work together to achieve the goals of the groups.
- The third step is to monitor groups to encourage promotive interaction among group members.

2.3.5 Interpersonal and Small Group Skills

In Cooperative learning, students engage in task work and teamwork simultaneously. To get the common goals, students trust each other. They communicate accurately and unambiguously. They not only accept and support each other but resolve conflicts constructively.

2.3.6 Group Processing

In-group processing, utility of the actions of group members are considered and decisions are made about what actions to continue or change. Johnson and Johnson suggest five steps in order to improve the quality of group's task. Firstly assess the quality of the interaction among group members as they work to maximize each other's learning. Secondly examine the process by which the group does its work to give each learning group feedback. Thirdly set goals for improving their

effectiveness fourthly conduct whole class processing session. Fifthly conduct small group and whole-class celebrations.

2.4 STUDENT GROUPINGS

2.4.1 Lockstep

Lockstep is the class grouping where all the students work with the teacher, where all the students are locked into the same rhythm and pace, the same activity. Lockstep is the traditional teaching situation, in other words, it is a situation, where a teacher controls the session. The accurate reproduction usually takes place in lockstep with all the students working as one group and the teacher acting as a controller and an assessor.

2.4.2 Pair Work

Brumfit (1986) says that pair work allows the students to use language in social setting and also encourages student's cooperation, which is itself important for the atmosphere of the class and for motivation. Since the teacher as controller is no longer oppressively present the students can help each other to use and learn language. The teacher will still, of course, be able to act as an assessor, prompter or as a resource person (p. 51).

2.4.3 Group Work

Brumfit (1984) says that group work seems to be an extremely attractive idea for a number of reasons. All the students in a group work together, they communicate with each other and more importantly cooperate with each other. Students will be teaching and learning in the group exhibiting a degree of self reliance that simply is not possible when the teacher acts as a controller (p. 76).

Brumfit and Johnson (1979) say that in placing students in small groups, each group enables them to maintain their individual psychology and may work within their capacities and level of English language. Small groups provide the chance of intensive involvement. In this way the quantity and quality of language practice increase. There are opportunities for feedback and monitoring and eventually getting guidance from the teacher (p. 182).

2.4.4 Activities in Groups

Holubec (1992) claims that in learning a foreign language, children need to be actively engaged in activities which require the production of language and which are meaningful to them. He puts forth-another generalization about children's learning by saying that children learn best in-groups where some members of the groups' know more than others.

John (1991) says that the research for appropriate materials and idea for possible activity in-groups is carried out:

a) To clean ideas about possible approaches.

b) To gain further information about the topic of the lesson.

c) To see how other teachers and textbooks approach the topic.

d) To help build a mental picture of how the lesson may run.

Collins (1986) stated the following qualities of group work:

Receptivity: The ability to notice and understand verbal and non verbal cues.

Self-expression: The ability to communicate personal feelings and ideas accurately and effectively.

Objectivity: The ability to understand others by taking their part, acting into it or imagining it.

Validation: The ability to give and receive positive feedback.

Encouragement: The ability to help other people to participate fully and give their best.

Role versatility: The ability to take a variety of roles in a group in such a way as to promote the success of the group.

Confidentially: In group work, all members are equally exposed and equally protected therefore sharing information can be learnt very effectively.

Trust: Misanthropic and suspicious group members can be helped to take a more positive attitude to their peers as they witness the kind of support that is possible in a group (p. 47).

2.5 TYPES OF COOPERATIVE LEARNING GROUPS

According to Johnson *et al.* (1998, pp.7-8), there are three types of cooperative learning groups, which are as under:

2.5.1 Formal Cooperative Learning Groups

Formal cooperative learning groups last from one class period to several weeks. In Formal cooperative learning groups, students are actively involved in the intellectual work i.e. organizing material, explaining it, summarizing it and integrating it into existing phenomenon.

2.5.2 Informal Cooperative Learning Groups

Informal cooperative learning groups that last from a few minutes to one class period. Informal cooperative learning groups can be used during direct teaching (lectures, demonstration). Informal use of cooperative learning groups may prove helpful to produce conducive environment for learning.

2.5.3 Cooperative Base Groups

Cooperative base groups are long term (lasting for at least a year), heterogeneous groups with stable membership whose primary purpose is for members to give each other the support, help, encouragement and assistance. Base groups provide students with long-term committed relationships.

2.6 METHODS OF COOPERATIVE LEARNING

There are some important cooperative learning methods, which are discussed as under:

2.6.1 Student Teams Achievement Divisions (STAD)

Slavin (1995) reports, "STAD involves competition among groups. Students are grouped heterogeneously by ability, gender, race, and ethnicity. Students learn in team and take quizzes as individuals. Individual scores contribute to a group score. The points contributed to the group are based on a student's improvement over previous quiz performance" (P.9).

2.6.2 Teams Games Tournaments (TGT)

Slavin (1995) explains that Team Game Tournament (TGT) is identical to STAD except in its use of academic game instead of quizzes. Its effects are similar to

those found for STAD. For the game, students from different teams are placed in groups of three students of comparable ability. Although study teams stay together for six weeks, game table composition changes weekly (P.11).

2.6.3 Jigsaw II

In Jigsaw II, competition occurs between each team who competes for specific group rewards, which are based on individual performance. Points are earned for the team by each student improving his/her performance relative to his/her performance on previous quizzes. Also, all students read a common narrative and then each is assigned a topic upon which to become an expert (Knight and Bohlmeyer, 1990, P.18).

2.6.4 Other Cooperative Learning Methods

(a) Circles of learning

Students work in four or five member heterogeneous groups on a group assignment sheet. A single product is turned in and the group receives rewards together. Emphasis is given on team building activities and regular discussions within groups about how well they are working together (Johnson *and Johnson* 1984, P.15).

(b) Jigsaw

In team Jigsaw, students form "temporary mastery teams" or "expert groups" with different learning assignments to master. Students then return to their original or "home" teams and share new knowledge with teammates. Grades are based on individual examination performance. There is no specific reward for achievement or for the use of cooperative skills (Knight and Bohlmeyer, 1990, P.16).

(c) Jigsaw III

This method may use bilingual learning materials and emphasize social skills activities such as wrap up processing for students to examine whether they allowed others to speak, listened well and treated each other with kindness and respect. (Knight and Bohlmeyer, 1990, P.22).

(d) Group Investigation

In this method, students form their own two to six member groups. The groups choose topics from a unit being studied by the entire class. These topics are broken into individual tasks and each group then presents its findings to the entire class. (Sharan and Sharan, 1992).

(e) Complex instruction

Different roles and skills are required in complex instruction. Every student is good at something that helps the group succeed. Complex instruction has particularly been used in bilingual education and in heterogeneous classes containing language minority students, where materials are often available in Spanish as well as English (Slavin, 1995, P.128).

(f) Team accelerated instruction (TAI)

Slavin (1995) explains that in team accelerated instruction (TAI), students encourage one another to work hard because they want their teams to succeed. Individual accountability is assured because the only score that counts is the final test score and students take final test without the help of their teammate. Students have

equal opportunities for success because all have been placed according to their prior knowledge (p.98).

(g) Cooperative integrated reading and composition (CIRC)

According to Madden, Slavin, and Stevens (1986), teachers use novels and basal readers. They may or may not use reading groups, as in traditional reading classes. Students are assigned to teams composed of pairs of students from different reading levels. Students work in pairs in their groups. They help each other to do activities including reading. In the end quiz is given to students to assess their performance.

Stevens *et al.* (1987) observed on achievement test reading comprehension, language expression, and language mechanics scale, CIRC students gained significantly more than control students, averaging gains of almost two-thirds of a grade equivalent more than control students.

(h) Structured dyadic method

It is highly structured method in which pairs of students teach each other. Tutoring has peer tutors and it follows a simple study procedure. Tutors present problems to their tutees. If they respond correctly the tutees earn points if they are not able to do so, tutors provide answers and tutee must write the answers three times. Every ten-minute tutors and tutees switch their role (Greenwood, Delquadri, and Hall, 1989).

2.6.5 Informal Methods

There are the following informal cooperative techniques stated as under:

(a) Spontaneous group discussion

According to Roger, Olsen and Kagan (1992), students sit in teams, teacher presents a topic in the class. Students discuss in small groups; a group representative summarizes the group's discussion for the class. Variations are endless and can focus on roles within groups. This simple cooperative learning structure complements a traditional lesson and the group work can vary from a few minutes to a full class session.

(b) Numbered heads together

According to Kagan (1989), in Number Head Together students number off within teams. The teacher asks questions and students put their heads together to know the answers. The teacher randomly selects one student and asks to answer.

(c) Team product

According to Slavin (1995), "Student teams make a learning center, write an easy, draw a picture, work on a worksheet, make a presentation to the class i.e. list possible solutions to a social problem, or analyze a poem. To maintain individual accountability, assign team members specific roles or individual areas of responsibility" (p. 131).

(d) Cooperative review

According to Slavin (1995), student groups make up review questions before the exams. They take turns asking the other groups the questions. The group asking the question gets a point for the question. The group initially called on, gets a point for

a correct answer. Then another group can receive a point if it can add any important information to the answer.

(e) Think – pair – share

"When the teacher presents a lesson to the class, students sit in pairs within their teams. The teacher poses questions to the class. Students are instructed to think of an answer on their own, then to pair with their partners to reach consensus on an answer. Finally, the teacher asks the students (the pair) to share their agreed-upon answers with the rest of the class" (Slavin, 1995).

2.7 PITFALLS OF COOPERATIVE LEARNING

Slavin (1995) explains "if activities are not properly constructed, cooperative learning methods can allow the "free rider" effect, in which some group members do all or most of the work (and learning) while others go along for the rider. The free-rider effect is most likely to occur when the group has a single task, as when they are asked to hand over a single report, complete a single worksheet, or produce one project. Diffusion of responsibility is another problem. It is a situation in which other group members ignore students, who are perceived to be less skillful. When each group member is made responsible for a unique part of the group's task, as in Jigsaw, group investigation and related methods, there is danger that students may learn a great deal about the portion of the task they worked on themselves but not about the rest of the content" (p. 84).

However, these dangers are automatically controlled in some methods of cooperative learning.

2.8 DIFFERENCE OF COOPERATIVE LEARNING METHOD AND OTHER LEARNING METHODS

Some people take for cooperative learning method as group learning. Actually cooperative learning method is not just group learning but it is more than that.

Ellis and Whalen (1990, p. 15) differentiated the two techniques. In cooperative group, firstly there is positive interdependence; students sink or swim together and there is face-to-face oral interaction. In a small group, there is no interdependence; students work on their own, often or occasionally checking their answers with other students. Secondly, there is individual accountability in cooperative group. Each pupil must master the material. In a small group, some students let others do most of all of the activities and then copy. Thirdly, teachers teach social skills needed for successful group work in cooperative group. In a small group, social skills are not systematically taught. Fourthly, teacher monitors students' behavior in a cooperative group. In a small group, teacher does not directly observe behavior, often works with a few students or works on other tasks (grade papers, prepares next lesson, etc.). Fifthly, in cooperative group, feedback and discussion of students' behavior is an integral part of ending the activity before moving on. In a small group, there is no discussion of how well students worked together, other than general comments such as "Nice Job" or "Next time, try to work more quietly".

Johnson and Johnson (1999, pp. 5-6) in cooperative learning method, members are assigned to pairs or small groups. They learn assigned material and ensure all the other members got success. They also ensure that every one in the class has learned assigned material. Students discuss with each other and try to promote each other's success. A criterion-referenced assessment is used to evaluate the success. Contrarily

teachers and over concentration on prescribed text-books etc. language teaching techniques such as pair work, group work situational dialogues etc. were not utilized in over-crowded class. Audio visual aids that were essential for teaching were not used in classes, which resulted in the lack of motivation among the second language learners' (p. 24).

Chughtai (1990) reported that the students were weak in the use of grammar. They also lacked the dexterity to use the structure of the language. The students at the secondary level did not have much understanding of the language and were unable to communicate properly in English language. The students were very poor in writing skills and penmanship in English. The causes of these difficulties were:

i) Classes were over-crowded that hindered the proper acquisition of the language.

ii) Time devoted to English was not sufficient to teach all the elements of language.

iii) Learning of the students was not retained due to inadequate practice.

iv) Writing skill of the students was poor because of the lack of practice in written work and its correction due to shortage of time on the part of teachers. The teachers did not adopt new methods of teaching.

v) The teachers of English were not specially trained.

vi) Arrangements were not made for English teachers to attend refresher courses. Thus the teachers were not introduced to new researches in the field (p. 290).

Khan (2001) pointed out two reasons of deficiencies in students. Firstly a student learns English only during 40 to 45 minutes period. Teachers are not able to give a chance to the students to use English actively. During that time most of the students remain passive listeners. Secondly the methods of teaching English are not playing effective. Result of the students in the subject of English is very poor in the examination of Board of Intermediate and Secondary Education (BISE).This Examination system checks only writing skill of the students. Most of the elementary teachers are not well aware about the writing and reading techniques to teach students. So the existing methods of teaching English need revision. Teachers can take benefit of cooperative learning methods (p. 132).

2.10 STUDIES ON COOPERATIVE LEARNING

Researchers observed differences in traditional learning methods and cooperative learning methods stated as under:

According to Sharan and Sharan (1999), Simultaneous interaction in a group contrasts with teacher-fronted instruction in which one person, often the teacher speaks all the time. When group activities are used, one person per group may be speaking e.g. if 40 students in a class are working in-groups of four, ten persons may be talking simultaneously.

Johnson *et al.* (1981) reviewed 122 studies conducted between 1924 and 1981 that yielded 286 findings. The three methods of meta-analyses were used which were voting method, effect-size method, and z-score method. The result indicated that cooperative learning experiences tended "to promote higher achievement than did competitive and individualistic learning experiences. The average person working

within a cooperative situation achieved at about the 80th percentile of the students working within a competitive or individualistic situation" (p. 104).

Slavin (1995) examined several ninety-nine studies that lasted four or more weeks and that used a variety of cooperatives learning methods. Sixty-three (63%) of the ninety-nine experimental-control comparison favoured cooperative learning. Only five percent students significantly favoured the control group. Overall, students in cooperative learning groups scored about one fourth of a standard deviation higher on achievement test than did students who were taught conventionally (p. 67).

According to Siddiqui (2003), the available research on second language acquisition reveals that to develop and learn a language, learners must interact in the language. Increasing the frequency and variety of the verbal interaction in which learners participate is an important goal of any instruction based on the principles of second language acquisition. The teacher-fronted approach often ends up preventing students from having genuine interactions with the teacher and fellow students because the teacher initiates and controls the interaction. Collaborative learning encourages mutual interaction and by increasing the number of opportunities available for verbal expression, provides opportunities for a wider range of communicative functions than those found in teacher fronted classrooms.

Cooperation and interaction among the students are main components of cooperative learning methods. Freeman (1993) demonstrates a way in which second language teachers can use analysis of students' discourse to understand how small group interaction defines students' role relative to each other. He concludes that the interaction between students can either limit or enhance students' opportunities to

participate and negotiate meaning and the teacher is in a position to intervene to change the limiting organization of the pair or group (p. 26).

According to Doff (1988), group work gave students far more chance to speak English. Working in pairs or groups encouraged students to be more involved and to concentrate on the task. They felt less anxiety when they were working in-groups than when they were 'on show' in front of the whole class. Pair work and group work helped shy students who did not say any thing in a whole class activity. Group work encouraged students to share ideas and knowledge (p. 141).

Similarly Slavin (1987a) reported that in cooperative learning, students took more responsibility for helping each other in assignments and problems. This alleviated some of the stress on the teacher to maintain order and to keep the students on task (p.7).

Yelon and Weinstein (1987) observed that cooperation can be achieved by establishing situations. It is not sufficient, however, to simply assign children to groups True cooperation does not take place when one child in a committee does nine tenth of the work. Each child should be responsible for a given segment of the work to make the group effort a success. Teacher should structure assignments so that the group must functions as an interdependent unit (p. 342).

Clark (1986) observes that students can expect to make impressive gains in areas of cognition, self-concept and social emotional development to use the integrated Education strategies. Among the cognitive gains, it will be accelerated learning, higher levels of retention and recall and higher interest in content. They can

also improve self-esteem, find pleasure in learning and improve interpersonal relations and teacher student interaction (p. 172).

Lokhart and Ng (1995) analyzed the interaction during peer response as it occurred in an authentic writing class. The researchers identified four categories of reader stances i.e. authoritative, interpretive, probing, and collaborative. They concluded that interactive peer response offered benefits to the students in writing.

According to Dornyei (1997), cooperative learning has been found to be a highly effective instructional approach in education in general and this has been confirmed with regard to second language learning. He investigates reasons for the success of cooperative learning from a psychological perspective, focusing on two interrelated processes: the unique group dynamics of cooperative learning classes and the motivational system generated by peer cooperation.

According to Qin, Johnson and Johnson (1995), "Cooperative efforts result in better preference in problem solving than competitive efforts do. This is true at all grade level, for both linguistic and non-linguistic problems, and regardless of whatever a problem has a clearly defined operation and solution or that are less clear or are ill defined".

Singhanayok and Hooper (1998) found that cooperative groups spent more time engaged in the task, checked their concept learning more often and scored higher on posttestthan students working individually.

Kewely (1998) concluded that peer collaboration encourages maximum student participation, resulting in more flexible thinking, multiple solutions, and a clearer understanding of the steps leading up to those solutions.

2.11 SOME PAKISTANI RESEARCH ON COOPERATIVE LEARNING

Bibi (2002) reported that teaching English grammar through group work activities played a positive role in improving the academic achievement, the four language skills of the students studying English at elementary as well as secondary stage (p. 101)

Arbab (2003) examined the effects of cooperative learning on general science achievement of 9th class students. In the experiment of two weeks duration, she found on the basis of pretest and posttest scores that cooperative learning had more positive effect on students general science achievement as compared to usual method of teaching general science (p. 95).

Kosar (2003) examined the effects of cooperative learning on the achievement of 7th class students in the subject of Social Studies. The sample comprised 40 students of 7th class equally placed in experimental group and control group on the basis of scores obtained in the social studies annual examination. In this experiment of two weeks, "cooperative learning resulted in higher achievement as compared to routine method of teaching social studies" (p. 81).

Parveen (2003) examined the effects of cooperative learning on the achievement of 8th grade student in the subject of Social Studies. The study sample consisted of 35 students who were distributed among experimental group (N-18) and control group (N-17), matched on the basis of their annual examination social studies scores. After a treatment of fifteen days duration, on the basis of pretest and posttest scores, "cooperative learning was not found to be a better instructional strategy than routine method of instruction" (p. 105).

According to Iqbal (2004) cooperative learning is more effective as a teaching-learning technique for mathematics as compared to traditional teaching method. Students in cooperative groups outscored the students working in traditional learning situation, but in cooperative groups, they have no obvious supremacy over students taught by traditional method in retaining the learnt mathematical material (p. 75).

Many studies were conducted on cooperative learning in different cultures by different researchers. Likewise, Ghaith (2002) reported that Learning Together model positively correlates with a supportive second language (L2) climate and with learner's perceptions of fairness of grading and academic achievement.

Donato (1994) finds that learners of second language can provide guided support to their peers during collaborative second language interactions and that collective scaffolding occurs, when students work together on language learning tasks. Collective scaffolding may lead to linguistic development within the learners, because during peer scaffolding, learners can extend their own of second language knowledge as well as promote the linguistic development of their peers.

According to Jacob and Mattson (1987), cooperative learning methods provided a way to help limited English proficient students to achieve academically and develop the English language skills necessary for successful classroom functioning. The method involved small groups of two to six students in tasks that require cooperation and positive interdependence within the groups. It provided opportunities for face-to-face interaction on school tasks, raised academic achievement levels, and improved inter group relations.

Slavin (1991a) points out that numerous research studies have revealed that students completing cooperative learning group tasks tend to have higher academic test scores, higher self-esteem, greater numbers of positive social skills, and greater comprehension of the content.

Fitz and Reay (1982) concluded that peer tutoring in foreign language had a great deal to offer especially in difficult situations faced by the teachers in depressed urban areas. Through peer tutoring students not only enjoyed but they also reached higher standards.

Similarly, Clifford (1999) reported that cooperative learning encouraged active participation in genuine conversations and collaborative problem solving activities in a class climate of personal and academic support. It also empowered learners and provided them with autonomy and control to organize and regulate their learning.

Sadker and Sadker (1997) observed the benefits of cooperative learning as under:

- Students taught within this structure made higher achievement gains.
- Students who participated in cooperative learning had higher levels of self-esteem and greater motivation to learn.
- A particularly important finding was that there was greater acceptance of students from different racial and ethnic backgrounds when a cooperative learning structure was implemented in the classroom. (p. 64)

According to McGroarly, (1993, pp. 19-46) Cooperative learning creates natural and interactive contexts in which students have authentic reasons for listening

to one another, asking questions, clarifying issues and re-stating points of view. Cooperative groups increase opportunities for students to produce and comprehend language and to obtain modeling and feedback from their peers. Much of the value of cooperative learning lies in the way that teamwork encourages students to engage in such high-level thinking skills of analyzing, explaining, synthesizing, and elaborating. Interactive tasks also naturally stimulate and develop the students' cognitive, linguistic and social abilities. Cooperative activities integrate the acquisition of these skills and create powerful learning opportunities. Such interactive experiences are particularly valuable for students who are learning English as a second language, who face simultaneously the challenges of language acquisition, academic learning and social adaptation.

Armstrong (1999) conducted a study comparing the performance of homogeneously grouped, gifted students to heterogeneous ability groups that included gifted average and low performing learners. Both groups experienced a comparable increase in achievement after working together, with gifted group performing only slightly higher.

Gooden and Carrasquillo (1998) reported ten limited English proficient community college students who were taught English largely using a cooperative learning approach. Results indicate that "the cooperative learning approach improved the students' English writing skills".

Bueno (1995) finds that collaborative small group tasks enable students "to recycle vocabulary, review difficult areas of grammar, express their own opinions and take part in more natural language interactions" (p. 78).

Davidheiser (1996) in his research paper explores a successful student-centered method of grammar instruction in second language classes. He finds that "by applying pair and group work teachers can increase the quality of grammar instruction that can help retention. By being responsible for practicing and integrating, students internalize, even at the elementary level, challenging grammatical points".

Ghaith and Yaghi (1998) reported that a technique (STAD) of cooperative learning method is more effective than individualistic instruction in improving the acquisition of second language rules and mechanics.

A large class can make teaching learning process ineffective. Researchers observed this danger as under:

According to Cross (1995), "cooperative learning is frequently used in large classes because the users of groups minimize the time and expenses that would otherwise be needed to produce materials for large classes" (p. 29).

Nowka and Louis, (1999), used a cooperative method and divided a large class of 70 students into groups of five and seven students. They concluded that it helped students, understanding of the material. Minor questions were asked and answered in the group. Group discussion gave students and opportunity to be part of discussion.

The aforementioned studies underscore the value and potential of cooperative learning in the second language classroom. However there is still a need to asses the efficacy of various cooperative learning models promoting instruction of English subject across different languages and cultures. Consequently, the present study set out to evaluate the effectiveness of cooperative learning method in the subject of English in an over-crowded class.

CHAPTER III
RESEARCH METHODOLOGY

The purpose of this study was to evaluate the effectiveness of "cooperative learning method" versus "traditional learning method". The chapter was divided into the following topics:

1. Design of the Study
2. Population
3. Sample
4. Research Instrument
5. Selection and Training of a Teacher for experiment
6. Implementation of Cooperative Learning in the Experimental Group
7. Variables
8. Data Collection
9. Analysis of Data

3.1 DESIGN OF THE STUDY

In this study Pre-test Post-test equivalent group design was used (adopted from Watenable, Hare and Lomax, 1984). This design with reference to Best, Kahn (1986, P.127) may be represented as under:

Phase I	E	$= O_1 \; T \; O_2$
	C	$= O_3 - O_4$
Phase II	d_E	$= O_2 - O_1$
	d_C	$= O_4 - O_3$
Phase III	D	$= d_E - d_C$

Where

E = Exposure of a group to an experimental (treatment) variable

C = Exposure of a group to a control condition

O_1 and O_3 = Pre-test observations

O_2 and O_4 = Post-test observations

D = Difference

In this design, Pre-test was administered before the application of the experimental and control treatments and post-tests at the end of the treatment period. Student Team Achievement Division (STAD), A technique of cooperative learning was selected as a teaching method and as the form of intervention in this study because it encompasses all the cooperative learning method elements of heterogeneous grouping, positive interdependence, individual accountability, social and collaborative skills, and group processing.

3.2 POPULATION

The aim of this study was to evaluate the effectiveness of "cooperative learning method" versus "traditional learning method". Therefore, students studying at elementary level constituted the population of study. Elementary education refers to classes 1-8. The elementary education produces bulk of the skilled and literate workers, and a modern technological society can be evolved and maintained. This stage is very important especially, in Pakistan where approximately 50 percent children fail in examination. Instructional supervision is weak. Teaching methods are not appropriate for learning.

3.3 SAMPLE

Purposive sampling technique was used for the selection of the sample. In this study, one school i.e. Government Comprehensive Boys High School was selected from typical government schools. Sample of the study consisted of 128 students of 8th classes. Their ages ranged from 13 to 14 years. The participants were selected from that school which represents population of typical government schools in Pakistan i.e. large classes, spacious rooms, learners from families with low to medium socioeconomic and educational backgrounds. The experimental group included 64 participants who studied together in sixteen teams of four members each according to the dynamics of cooperative learning. Meanwhile, 64 participants in the control group studied the same material with traditional learning method.

3.3.1 Sample Equating Test

All students were selected from all three sections of 8th class of the school. These students were separated into two groups of experimental and control group on the basis of result of pre-test score. (Appendix-I) The score of the pre- test was used to equate the groups i.e. each student of experimental group was equated with the corresponding student in the control group. Students were allotted randomly to control and experimental groups as under:

Table 1: Sample distribution

Subject	**Experimental**	**Control**
Urdu medium section (High achievers + Low achievers + Average)	64 16+16+32	64 16+16+32

Above table 1 showed that total sample was 128, which was divided into two groups (i.e. experimental and control) of 64 students each. Experimental group had 64 students. In this group of 64 students, sixteen students were high achievers, sixteen were low achievers, and thirty-two students were average. Same criteria of selection of students were adopted to form control group. Thus two equivalent groups were formed in such a way that average score and average age of the students of two groups was almost equal.

3.3.2 Teaching Conditions

Equal conditions for both the groups were established. All factors of the time of day and treatment length in time were equated. The same teacher taught both the groups. Both groups were taught the same material. The study lasted for fifty-six days with a daily period of 40 minutes. Experimental group was taught by using cooperative learning as a instructional technique and control group was taught by using traditional learning method.

Researcher and experts of English subject identified a teacher who agreed to teach experimental and control groups. This teacher was trained to use cooperative learning method in experimental group. This teacher was teaching the class with traditional learning method. Same teacher was selected to teach both the groups to avoid the potential factor. The teacher who agreed to participate in the study was trained to apply the elements of cooperative learning i.e. heterogeneous grouping, positive interdependence, social skills and group processing in his teaching English. The purpose of this phase of training was to maximize experiment fidelity through careful training.

reading comprehension and 50 items of writing ability. Reading comprehension test (Part I) had the following items.

Reading comprehension consisted of 50 items i.e.

a) 20 items for literal comprehension of ideas directly stated in the passage.

b) 30 items for evaluative comprehension that required inference, competencies of context clues and skimming and scanning.

These 50 items were developed from five lessons of the textbook for class VIII. Out of these five lessons, three lessons (lesson No. 14, 17, 18) had been taken from the content studied by the students in the classroom whereas; two lessons (i.e. lesson No. 19, 21) had been selected from the content not studied by the students in the classroom.

Writing ability test (Part II) had the following item i.e. writing ability test also consisted of 50 items:

a) 25 items for usage of five parts of speech, i.e. Pronoun, Adverb, Adjective, Proposition, Conjunction.

b) 25 items for tenses i.e. Present Indefinite, Present Continuous, Present Perfect, Present Perfect Continuous, Past Indefinite, Past Continuous, Past Perfect, Past Perfect Continuous (Appendix – ix)

3.4.1 Reliability of the Test

The split half method (odd-even) was used to test the reliability of posttest scores obtained by 30 students who did not form the sample of the study. Spearman –

Brown prophecy formula was used to estimate the reliability for the whole test from the obtained correlation between the two half tests. Following formulas were applied:

$$\rho = 1 - \frac{6\,(\Sigma\ D^2)}{N\,(N^2 - 1)}$$

In which ρ = rho (Spearman Rank – Order correlation coefficient)

$\Sigma\ D^2$ = Sum of the squared differences in the ranks

N = Number of pairs of ranks (numbers of students)

Spearman – Brown formula

$$\text{Estimated reliability of whole test} = \frac{2\ (\text{correlation between half tests})}{1 + (\text{correlation between half tests})}$$

(Collins *et al.*, 1969, p.35)

The reliability for whole test was 0.88. High coefficient indicates high reliability.

3.4.2 Validity of the Test

Pre-test and post-test were same but arrangements of items were different. Validity of the tests was evaluated by a committee, which consisted of teachers and experts in English subject and education subject (Appendix xii).

A test was developed in which the total pool of selected items was two hundred. The test was divided into two parts of 100 items each. First part belonged to reading comprehension and second part related to writing ability. Reading comprehension further divided into literal level of comprehension and evaluative level of reading comprehension which comprised 40 and 60 items respectively. In this way second part writing ability consisted usage of parts of speech and usage of tenses in sentences comprising 50 items respectively.

Firstly test was presented to the committee. A seven point scale was used for this purpose which ranged form highly favorable (Agree) to least favourable (disagree). The responses scored 7, 6, 5, 4, 3, 2, 1 where

7 = highly favourable

6 = favourable

5= satisfactory

4 = neutral (average)

3 =unsatisfactory

2 = unfavourable

1 = least favourable

Aforementioned scale was further categorized into

1. Highly favourable (5-7)
2. Average (4)
3. Least favourable (1-3)

In the above selection criteria scales10 to 19.50, 19.60 to 29.50 and 29.60 to above represented least favourable, average and highly favourable respectively. Least favourable points of rating scale were ignored and average scale was considered as minimum selection criteria of items. By applying these criteria 23 percent items (9 items related to literal comprehension, 14 items related to evaluative comprehension and 11 items related to parts of speech and 12 items related to tenses) those fall below average were discarded.

Then pilot testing was conducted with ten students of same level for whom it going to be used. Too easy and too difficult items were discarded in the light of the result of the test. At this stage 27 percent items (11 items related to literal

comprehension, 16 items related to evaluative comprehension, 13 items related to parts of speech and 14 items related to tenses) were dropped. Thus the final form of the test comprised 100 items (40 items related literal comprehension, 60 items related evaluative level of comprehension, 50 items related parts of speech and 50 items related tenses) was prepared.

3.5 SELECTION AND TRAINING OF TEACHER FOR EXPERIMENT

A technique Student Team Achievement Division (STAD) of Cooperative learning method was used. Training was provided to one teacher who was selected from Government Comprehensive High School Rawalpindi. He was elementary school teacher and was provided 10 days training in cooperative learning i.e. five days for theory and five days for practical teaching. Researcher in three areas gave detailed instructions i.e., of class preparation, presentation, group formation and quiz.

The book cooperative learning: Theory and Research by Slavin (1995, pp. 71-82) was adopted as source material to cover these contents. The teacher was provided training for practical teaching in the classroom for ten days according to the following schedule:

1st Day (Teams formation)	The teacher, in consultation with the researcher, assigned the students to cooperative teams and trained students in the area of: ▪ Cooperative learning ▪ Seating arrangement for STAD activities ▪ Quiet signals ▪ Classroom rules ▪ Schedules of STAD activities.

2nd Day (Question answer teaching)	The teacher revised the activities learnt on day 1 and used question-answer technique. For this purpose, the teacher provided rehearsal to the students to get arrangements in the cooperative teams quickly. After proposed rehearsal the teacher focused on the training of students in following the aspects: ▪ About social skills for group work ▪ About how to solve quiz sheet ▪ About the scores sheet and rules to gain scores on achievement scores ▪ About how to decide for a super team, great team and good team.
3rd Day (Usage of work sheet)	Teacher provided two worksheets to each group about the previously learned lesson of English and asked the students to solve the worksheets. Students started working on the worksheet while the teacher took round in the class and watched the level of interaction and level of participation. The teacher guided the students about these aspects accordingly. The teacher told the students about the quiz to be held on next day.
4th Day (Test/quiz)	Students were arranged for test and a quiz sheet was given to students. Students solved the quiz and returned it to the teacher.
5th Day (Marking of answer sheet)	Marked answer sheets were returned to each group and each group was provided a blank team score sheet. Students filled their summary sheets. Then, the teacher provided them rehearsal in the following: ▪ About achievement scores ▪ About total achievement scores of the team ▪ Criteria for super team, excellent team and good team.

6th Day (Treatment) Lesson "Magic Show"	A lesson "Magic show" from the textbook of 8th class was introduced by the teacher in the class for reading comprehension.
7th Day (Practice)	Worksheet was given to the students for practice. The students solved the exercise in groups and the teacher guided them where they found any problem.
8th Day (Quiz Sheet)	Quiz sheets were given to the students. They filled the answer sheet and returned them to the teacher. The teacher checked the answer sheets and announced the successful teams on the next day.
	In the next two days lesson plans were developed with the help of researchers and other teachers of English subject, for experiment. Both the experimental and control lesson plans addressed the same instructional objectives and were based on the same reading selections and grammar exercises.
9th Day (Preparation of Lesson Plans for experimental Group)	The lesson plans for the experimental group were based on lesson templates of STAD designed by Slavin (1995) specifically, the plans included instructional objectives, and a list of materials needed as well as specifications of time required, group size, assignment to groups and arranging the room. The lesson plans also included an explanation of procedures to form the teams/groups, structure positive interdependence, individual accountability and criteria of team recognition.

10th Day (Preparation of Lesson Plans for Control Group)	The lesson plans outlined for the control group focused on reading the same material according to the instructional procedures (activities) suggested on textbook. These procedures were organized into three stages of lesson planning: opening, instruction and participation, and closure. These stages provided opportunities for working on various objectives in reading and writing skills, using a wide variety of instructional techniques such as the whole class, discussion, lecture, question and answer, traditional groups.

3.6 IMPLEMENTATION OF COOPERATIVE LEARNING (STAD) IN THE EXPERIMENTAL GROUP

STAD consists of six major components – preparation, presentation, and practice in teams, quizzes, individual improvement scores, and team recognition.

3.6.1 Preparation

a) Class Room Arrangement

Groups are very essential for cooperative learning. The teacher found heavy desks in classroom. He asked student No. 1 and No. 2 to turn around and work with student No. 5 and No. 6. In this way the whole class was divided into groups of four in practice session.

b) Teams

Following steps were adopted for assigning students for different groups.

Rank students: On the basis of results of pretest, students were ranked on a sheet of paper in experimental group, from highest to lowest in performance, on pretest.

Number of teams: It was decided to make a team of four members. The students were sixty-four. Hence they were divided into sixteen teams.

(b) Recognizing team accomplishment

Three levels of awards were given. These were based on average team scores, as follows:

Criterion (team average)	Award
15	Good team
20	Great team
25	Super team

See detail of sample lesson plans (Appendix- xi).

3.7 IMPLEMENTATION OF TRADITIONAL LEARNING IN CONTROL GROUP

Traditional learning method focused on the same lessons and material according to the instructional procedures (activities) suggested on the textbook. These procedures were organized into three stages: opening instruction, participation, and closure. These stages provided opportunities for working on various objectives in reading writing skills, using a wide variety of instructional techniques such as whole class, discussion, lecture, question and answer, traditional groups.

Mueen (1992) summarized the traditional learning method as; the lesson is conducted mostly in lockstep (all students locked into the same activity), with the teacher in full command, standing before the students and very seldom moving from her place. She asks one of the students (usually a good one) to read the first paragraph. The students listen. The teacher then explains the paragraph in simple English supplemented by First language (L1). The difficult words are translated in L1. Student participation is limited while the teacher plays an active role. There is no student

interaction. Students take turns in reading each paragraph. Comprehension questions at the end of the lesson are usually direct. The teacher gives the answers orally or may even mark them from the test. The students have to reproduce answers so that understanding is at the minimum. Such a method encourages rote learning and memorizing. Vocabulary items / fill in the blanks/MCQs (Multiple Choice Questions) may be given for homework. It may be noted that pair/group work is almost nil. The teacher does not allow any communication between the students, as, according to her, class discipline would be at stake. Such a teaching plan reflects monopoly and boredom. Comprehension is very limited. The student's creative thinking is sapped. The entire lesson is conducted under the vigilant eye of the teacher, so that writing is mostly controlled or guided. The students hardly get a chance of free writing. (Sample lesson was given in Appendix-X)

3.8 VARIABLES

Independent variable:	Cooperative-learning method.
Dependent variable:	Scores in the achievement test (Post-Test) in the subject of English.
Variables controlled:	Teacher, Time, Average Age, and Classroom conditions.
Variables uncontrolled:	I.Q. of the students, their previous achievement, socio-economic status, anxieties, self-concept, interests and attitude.

3.9 DATA COLLECTION

During the experiment two different treatment patterns were applied. Lesson plans of both the groups addressed the same instructional objectives based on the same

reading passages and exercises. However, the experimental plans provided opportunities for small-group interaction and sharing resources among team members. Conversely, students in control group worked individually and shared their answers with the class. Worksheets were provided to both the groups except for the control group, which was provided with traditional routine situation in the classroom while experimental group was provided with cooperative learning method as treatment. The experiment continued for 56 days. Soon after the treatment was over, posttest was administered to measure the achievement of the sample subjects. Three students of the control group and one student of experimental group were dropped and were excluded from the data of the study. Finally, there were 61 students in the control group and 63 students in the experimental group. Pretest scores of the sample served as data to equate the control and experimental groups, while posttest scores served as data to measure achievement of the students as a result of treatment.

3.10 ANALYSIS OF DATA

In order to test the hypothesis, the relevant data was analyzed. Mean, Standard deviation and difference of means were computed for each group. t test (independent sample) was applied to measure the significance of the difference between the means of the two groups. Significance of difference between the mean scores of both the experimental and control groups on the variable of pretest and posttest scores was tested at 0.05 level. Paired t-test (dependent samples) was applied to compare the gains of pretest and posttest. Raw scores obtained from pre-test and posttests were presented in tabulator form for the purpose of interpretation.

The data were analyzed by using following statistical procedures. Best for Kahn, 1986, P221) i.e. mean, standard deviation, and significance of the difference between means i.e. t-test

Mean values of the pretest and post-test scores for both the experimental and control group were computed to measure the gain in both the groups and for the comparison of two groups. The following formula was applied:

1. Mean

$$X = \frac{\Sigma X}{N} \quad \text{(Best and Kahn, 1986, P.211)}$$

Where $\overline{X}$ = means, Σ sum of

X = scores in a distribution

N = Number of scores.

2. Standard Deviation

Standard deviation was computed by the formula:

$$SD = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

Where: SD = Standard Deviation

Σ = Sum of

X = Score

N = Number of cases

3. **t -Test (Independent samples)**

Step 1: Sampling error of difference between means

$$\left|\overline{X}_1 - \overline{X}_2\right| - (\mu_1 - \mu_2) = \left|\overline{X}_1 - \overline{X}_2\right|$$

Where $\overline{X}_1$ = Mean of the experimental group

$\overline{X}_2$ = Mean of the control group

$\overline{X}_1 - \overline{X}_2$ = Obtained difference of sample means

$\mu_1 - \mu_2$ = Expected difference of population means

Step 2: Standard error of difference is:

$$SE_{\overline{x}_1 - \overline{x}_2} = \sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}$$

Where SE = Standard error

X_1 = Mean of the experimental group

X_2 = Mean of the control group

$SE_{\overline{X}_1 - \overline{X}_2}$ = Standard error of the difference between means

SD_1 = Standard deviation of sample one

SD_2 = Standard deviation of sample two

n_1 = Number of cases in experimental group

n_2 = Number of cases in control group

Step 3:

Critical ratio = $\frac{\text{Sampling error of difference}}{\text{Standard error of difference}}$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

Where X_1 = Mean of the experimental group

X_2 = Mean of the control group

SD_1^2 = Standard deviation of experimental group

SD_2^2 = Standard deviation of control group

n_1 = Number of cases in experimental group

n_2 = Number of cases in control group

Significance was seen at .05 level (L = .05) as the criterion for the rejection of the null hypothesis. All the hypotheses were tested through t – test.

Data were analyzed on computer using SPSS (Statistical Package for Social Sciences) for windows, programme. On the basis of analysis findings, conclusions and recommendations were made.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data and the discussion has been divided into three parts:

Part-I

This part deals with the results of pretests on experimental and control groups which have been presented as under:

1. Table 2 presents the aggregate results.
2. Table 3 presents the results with regard to total reading comprehension.
3. Table 4 presents the results with regard to literal level of comprehension.
4. Table 5 presents the results with regard to evaluative level of comprehension.
5. Table 6 presents the results with regard to writing ability.
6. Table 7 presents the results with regard to usage of parts of speech.
7. Table 8 presents the results with regard to the usage of tenses.

Part-II

This part deals with the results of pretests and posttests on control and experimental groups, which have been presented as under:

1. Table 9 presents the results of control group on pretest and posttest.
2. Table 10 presents the results of experimental group on pretest and posttest.
3. Table 11 presents the results of control group and experimental group on posttest.

4. Table 12 presents the results of control group with regard to achievement in reading comprehension on pretest and posttest.

5. Table 13 presents the results of experimental group with regard to achievement in reading comprehension on pretest and posttest

6. Table 14 presents the results with regard to achievement in reading comprehension of control group and experimental group on posttest.

7. Table 15 presents the results with regard to achievement in literal level of reading comprehension on pretest and posttest of control group.

8. Table 16 presents the results of experimental group with regard to achievement in literal level of reading comprehension on pretest and posttest.

9. Table 17 presents the results with regard to achievement in literal level of reading comprehension of control group and experimental group on posttest.

10. Table 18 presents the results of control group with regard to achievement in evaluative level of reading comprehension on pretest and posttest.

11. Table 19 presents the results of experimental group with regard to achievement in evaluative level of reading comprehension on pretest and posttest.

12. Table 20 presents the results with regard to achievement in evaluative level of reading comprehension of control group and experimental group on posttest.

13. Table 21 presents the results of control group with regard to achievement in writing ability on pretest and posttest.

14. Table .22 presents the results of experimental group with regard to achievement in writing ability on pretest and posttest.

15. Table 23 presents the results with regard to achievement in writing ability of control group and experimental group on posttest

16. Table 24 presents the results of control group with regard to correct usage of parts of speech on pretest and posttest.

17. Table 25 presents the results of experimental group with regard to correct usage of parts of speech on pretest and posttest.

18. Table 26 presents the results with regard to correct usage of parts of speech of control group and experimental group on posttest.

19. Table 27 presents the results of control group with regard to correct usage of tenses on pretest and posttest.

20. Table 28 presents the results of experimental group with regard to correct usage of tenses on pretest and posttest.

21. Table 29 presents the results with regard to correct usage of tenses of control group and experimental group on posttest.

22. Table 30 presents the comparison of achievement level of the students on experimental and control groups on posttest.

The results of posttest are also presented by graph, which shows the achievement level of the students on experimental and control groups on posttest in reading comprehension and writing ability.

The coming tables show the comparison between the experimental and control group. In these tables:

N = numbers of students
M = means
SD = standard deviation
t-value = difference of means

The level of significance is 0.05 (L = 0.05)

Part-I

As described earlier, this part deals with the presentation of the results on pre-test of experimental and control groups. These data have been presented in tables 2 to 8:

Table 2: Significance of difference between mean scores of experimental group and control group on pretest (total)

Group	N	M	SD	t value	
				Calculated value	Table value at.05
Experimental	64	53.67	11.42	0.94	1.96
Control	64	53.70	11.39		

Table 2 indicates that the mean score of experimental group was 53.67 and that of the control group was 53.70 on pretest. The difference between the two means was not statistically significant at 0.05 level. Hence, both the groups were found to be almost equal.

Table 3: Significance of difference between mean scores of experimental group and control group with regard to achievement in reading comprehension on pretest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	64	28.33	5.88	0.89	1.96
Control	64	28.23	5.99		

Table 3 indicates that the mean score of experimental group in reading comprehension was 28.33 and that of the control group was 28.33 on pretest. The difference between the two means was not statistically significant at 0.05 level. Hence, both the groups were found to be almost equal.

Table 4: Significance of difference between mean scores of experimental group and control group with regard to achievement in literal level of reading comprehension on pretest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	64	14.69	2.88	0.51	1.96
Control	64	14.97	2.62		

Table 4 reflects that the mean score of experimental group in literal level of comprehension was 14.69 and that of the control group was 14.97 on pretest. The difference between the two means was not statistically significant at 0.05 level. Hence, both the groups were found to be almost equal.

Table 5: Significance of difference between mean scores of experimental group and control group with regard to achievement in evaluative level of reading comprehension on pretest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	64	14.20	4.58	-1.329	1.96
Control	64	15.47	6.09		

Table 5 shows that the mean score of experimental group in evaluative level of comprehension was 14.20 and that of the control group was 15.47 on pretest. The difference between the two means was not significant at 0.05 level. Hence, both the groups were found to be almost equal.

Table 6: Significance of difference between mean scores of experimental group and control group with regard to achievement in writing ability on pretest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	64	25.31	5.84	0.23	1.96
Control	64	25.55	5.37		

Table 6 indicates that the mean score of experimental group in writing ability was 25.31 and that of the control group was 25.55 on pretest. The difference between the two means was not significant at 0.05 level. Hence, both the groups were found to be almost equal.

Table 7: Significance of difference between mean score of experimental group and control group with regard to achievement in usage of parts of speech on pretest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	64	12.75	3.27	0.20	1.96
Control	64	12.86	3.05		

Table 7 shows that the mean score of experimental group in usage of parts of speech was 12.75 and that of the control group was 12.86 on pre-test. The difference between the two means was not significant at 0.05 level. Hence, both the groups were found to be almost equal.

Table 8: Significance of difference between mean scores of experimental group and control group with regard to achievement in usage of tenses on pretest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	64	12.81	3.36	0.03	1.96
Control	64	12.83	3.30		

Table 8 indicates that the mean score of experimental group in tenses was 12.81 and that of the control group was 12.83 on pretest. The difference between the two means was not significant at 0.05 level.

It is clear from the data presented in table No. 2 to 8 that both the experimental and control groups are almost equal on pretest with regard to achievement in reading comprehension and writing ability.

Part-II

This part deals with results of pretest and posttest of control group and experimental group respectively and the data have been presented in tables 9 to 21

Ho_1: There is no significant difference between the mean scores of control group on pretest and posttest.

Ha: There is significant difference between the mean scores of control group on pretest and posttest.

Table 9: Significance of difference between mean scores of control group on pretest and posttest

Control Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	54.38	11.33	25.99	1.96
Posttest	60	73.23	10.67		

Table 9 shows that the calculated value of t (25.99) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_1 was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of control group after being treated by traditional learning method.

Ho_2: There is no significant difference between the mean scores of experimental group on pretest and posttest.

Ha: There is significant difference between the mean scores of experimental group on pretest and posttest.

Table 10: Significance of difference between mean scores of experimental group on pretest and posttest

Experimental group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	54.38	11.13	28.87	1.96
Posttest	60	73.23	9.52		

Table 10 indicates that the calculated value of t (28.87) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_2 was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of experimental group after being treated by cooperative learning method.

Ho_4: There is no significant difference between mean scores of control group with regard to achievement in reading comprehension on pretest and posttest.

Ha: There is significant difference between mean scores of control group with regard to achievement in reading comprehension on pretest and posttest.

Table 12: Significance of difference between mean scores of control group with regard to achievement in reading comprehension on pretest and posttest

Control Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	28.63	5.80	13.85	1.96
Posttest	60	32.88	5.12		

Table 12 shows that the calculated value of t (13.85) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_4 was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of control group with regard to achievement in reading comprehension after being treated by traditional learning method.

Ho_5: There is no significant difference between mean scores of experimental group with regard to achievement in reading comprehension on pretest and posttest.

Ha: There is significant difference between mean scores of experimental group with regard to achievement in reading comprehension on pretest and posttest.

Table 13: Significance of difference between mean scores of experimental group with regard to achievement in reading comprehension on pretest and posttest

Experimental Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	28.65	5.77	26.83	1.96
Posttest	60	38.05	5.12		

Table 13 shows that the calculated value of t (26.83) was greater than table value (1.96) at 0.05 significance of level. Hence, Hos was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and posttest of experimental group with regard to achievement in reading comprehension after being treated by cooperative learning method.

Ho_6: There is no significant difference between mean scores of experimental group and control group with regard to achievement in reading comprehension on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in reading comprehension on posttest.

Table 14: Significance of difference between mean scores of experimental group and control group with regard to achievement in reading comprehension on posttest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	63	37.83	5.24	5.43	1.96
Control	61	32.70	5.26		

Table 14 indicates that the calculated value of t (5.43) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_6 was rejected and Ha was accepted. It means that there was significant difference between mean scores of experimental group and control group with regard to achievement in reading comprehension on posttest.

The result of the present study confirmed the findings of the study conducted by Ghaith (2003). His study indicated that cooperative learning model is more effective than comparable regular textbook instruction in improving the EFL reading comprehension of Lebanese high school students.

Similarly, the present study supported the study of Slavin that cooperative learning method is effective for reading comprehension of the sample students. Slavin (1991) reported that a bilingual cooperative Integrated Reading and Composition intervention improved Third grade achievement during transition from Spanish to English in comparison with control classes that used traditional text book, reading method.

Ho_7: There is no significant difference between mean scores of control group with regard to achievement in literal level of reading comprehension on pretest and posttest.

Ha: There is significant difference between mean scores of control group with regard to achievement in literal level of reading comprehension on pretest and posttest

Table 15: Significance of difference between mean scores of control group with regard to literal level of reading comprehension on pretest and posttest

Control Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	15.1	2.58	5.2	1.96
Posttest	60	16.3	1.83		

Table 15 reflects that the calculated value of t (5.2) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_7 was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of control group with regard to achievement in literal level of reading comprehension after being treated by traditional learning method.

Ho_8: There is no significant difference between mean scores of experimental group with regard to achievement in literal level of reading comprehension on pretest and posttest.

Ha: There is significant difference between mean scores of experimental group with regard to achievement in literal level of reading comprehension on pretest and posttest.

Table 16: Significance of difference between mean scores of experimental group with regard to literal level of reading comprehension on pretest and posttest

Experimental Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	14.8	2.90	9.46	1.96
Posttest	60	17.45	1.69		

Table 16 indicates that the calculated value of t (9.46) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_8 was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and posttest of experimental group with regard to achievement in literal level of reading comprehension after being treated by cooperative learning method.

H_{o9}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in literal level of reading comprehension on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in literal level of reading comprehension on posttest.

Table 17: Significance of difference between mean scores of experimental group and control group with regard to literal level of reading comprehension

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	63	37.83	5.24	5.43	1.96
Control	61	32.70	5.26		

Table 17 reveals that the calculated value of t (5.43) was greater than table value (1.96) at 0.05 significance of level. Hence, H_{o9} was rejected and Ha was accepted. It means that there was significant difference between mean scores of experimental group and control group with regard to achievement in literal level of reading comprehension on posttest.

Ho_{10}: There is no significant difference between mean scores of control group with regard to achievement in evaluative level of reading comprehension on pretest and posttest.

Ha: There is significant difference between mean scores of control group with regard to achievement in evaluative level of reading comprehension on pretest and posttest.

Table 18: Significance of difference between mean scores of control group with regard to evaluative level of reading comprehension on pretest and posttest

Control Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	13.51	3.74	8.96	1.96
Posttest	60	16.45	3.60		

Table 18 explains that the calculated value of t (8.96) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{10} was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of control group with regard to achievement in evaluative level of reading comprehension after being treated by traditional learning method.

Ho_{11}: There is no significant difference between mean scores of experimental group with regard to achievement in evaluative level of reading comprehension on pretest and posttest.

Ha: There is significant difference between mean scores of experimental group with regard to achievement in evaluative level of reading comprehension on pretest and posttest.

Table 19: Significance of difference between mean scores of experimental group with regard to evaluative level of reading comprehension on pretest and posttest

Experimental Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	14.47	4.48	13.53	1.96
Posttest	60	20.15	3.63		

Table 19 indicates that the calculated value of t (13.53) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{11} was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and posttest of experimental group with regard to achievement in evaluative level of reading comprehension after being treated by cooperative learning method.

Ho_{12}: There is no significant difference between mean scores on experimental group and control group with regard to achievement in evaluative level of reading comprehension on posttest.

Ha: There is significant difference between mean scores on experimental group and control group with regard to achievement in evaluative level of reading comprehension on posttest.

Table 20: Significance of difference between mean scores of experimental group and control group with regard to evaluative level of reading comprehension on posttest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	63	37.83	5.24	5.43	1.96
Control	61	32.70	5.26		

Table 20 shows that the calculated value of t (5.43) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{12} was rejected and Ha was accepted. It means that there was significant difference between mean scores of experimental group and control group with regard to achievement in evaluative level of reading comprehension on posttest.

The result of the present study confirmed the findings of the study conducted by Ghaith (2003). He reported a statistically significant difference in favour of the experimental group on the variable of evaluative level of reading comprehension.

Ho_{13}: There is no significant difference between the mean scores of control group with regard to achievement in writing ability on pretest and posttest.

Ha: There is significant difference between the mean scores of control group with regard to achievement in writing ability on pretest and posttest.

Table 21: Significance of difference between mean scores of control group with regard to achievement in writing ability on pretest and posttest

Control Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	25.9	5.59	15.53	1.96
Posttest	60	30.28	5.92		

Table 21 depicts that the calculated value of t (15.53) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{13} was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of control group with regard to achievement in writing ability after being treated by traditional learning method.

Ho_{14}: There is no significant difference between the mean scores of experimental group with regard to achievement in writing ability on pretest and posttest.

Ha: There is a significant difference between the mean scores of experimental group with regard to achievement in writing ability on pretest and posttest.

Table 22: Significance of difference between mean scores of experimental group with regard to achievement in writing ability on pretest and posttest

Experimental Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	25.7	5.68	20.24	1.96
Posttest	60	35.27	5.35		

Table 22 shows that the calculated value of t (20.24) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{14} was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of experimental group with regard to writing ability after being treated by cooperative learning method.

Ho_{15}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in writing ability on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in writing ability on posttest.

Table 23: Significance of difference between mean scores of experimental group and control group with regard to achievement in writing ability on posttest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	63	35.07	5.41	4.84	1.96
Control	61	30.08	6.07		

Table 23 indicates that the calculated value of t (4.84) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{15} was rejected and Ha was accepted. It means that there was significant difference between mean scores of experimental group and control group with regard to achievement in writing ability on posttest.

The result of the present study confirmed the findings of the study conducted by Gooden and Carrasquillo (1998). They followed ten limited English proficient community college students who were taught English largely using a cooperative learning approach. Results indicate that the cooperative learning improved the students, English writing skill.

Ho_{16}: There is no significant difference between the mean scores of control group with regard to achievement in usage of parts of speech on pretest and posttest.

Ha: There is significant difference between mean scores of control group with regard to achievement in usage of parts of speech on pretest and posttest.

Table 24: Significance of difference between mean scores of control group with regard to achievement in usage of parts of speech on pretest and posttest

Control Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	13.06	.37	6.67	1.96
Posttest	60	15.02	3.42		

Table 24 reveals that the calculated value of t (6.67) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{16} was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of control group with regard to achievement in correct usage of parts of speech after being treated by traditional learning method.

Ho_{17}: There is no significant difference between the mean scores of experimental group with regard to achievement in correct usage of parts of speech on pretest and posttest.

Ha: There is significant difference between the mean scores of experimental group with regard to achievement in correct usage of parts of speech on pretest and posttest.

Table 25: Significance of difference between mean scores of experimental group with regard to achievement in usage of parts of speech on pretest and posttest

Experimental Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	12.92	3.13	15.33	1.96
Posttest	60	17.87	2.94		

Table 25 indicates that the calculated value of t (15.33) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{17} was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of experimental group with regard to correct usage of parts of speech after being treated by cooperative learning method.

Ho_{19}: There is no significant difference between the mean scores of control group with regard to achievement in usage of parts of speech on pretest and posttest.

Ha: There is significant difference between the mean scores of control group with regard to achievement in usage of parts of speech on pretest and posttest.

Table 27: Significance of difference between mean scores of control group with regard to achievement in usage of tenses on pretest and posttest

Control Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	12.98	3.29	8.00	1.96
Posttest	60	15.28	2.99		

Table 27 shows that the calculated value of t (8.00) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{19} was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of control group with regard to achievement in usage of tenses after being treated by traditional learning method.

Ho_{20}: There is no significant difference between the mean scores of experimental group with regard to achievement in usage of tenses on pretest and posttest.

Ha: There is significant difference between the mean scores of experimental group with regard to achievement in usage of tenses on pretest and posttest.

Table 28: Significance of difference between mean scores of experimental group with regard to achievement in usage of tenses on pretest and posttest

Experimental Group	N	M	SD	t value	
				Calculated value	Table value at .05
Pretest	60	12.88	3.27	12.89	1.96
Posttest	60	17.56	3.11		

Table 28 indicates that the calculated value of t (12.89) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{20} was rejected and Ha was accepted. It means that there was significant difference between mean scores on pretest and post of experimental group with regard to achievement in usage of tenses after being treated by cooperative learning method.

Ho_{21}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in usage of tenses on posttest.

Ha: There is significant difference between mean scores of experimental group and control group with regard to achievement in usage of tenses on posttest.

Table 29: Significance of difference between mean scores of experimental group and control group with regard to achievement in usage of tenses on posttest

Group	N	M	SD	t value	
				Calculated value	Table value at .05
Experimental	63	35.07	5.41	4.84	1.96
Control	61	30.08	6.07		

Table 29 reflects that the calculated value of t (4.84) was greater than table value (1.96) at 0.05 significance of level. Hence, Ho_{21} was rejected and Ha was accepted. It means that there was significant difference between mean scores of experimental group and control group with regard to achievement in usage of tenses on posttest.

The result of the study confirmed the findings of the study conducted by Ghaith and Yaghi (1998). They reported that cooperative learning method (Student Team Achievement Division) is more effective than individualistic instruction in improving the acquisition of second language rules and mechanics.

Similarly Bibi (2002) found that group work approach is more effective than traditional textbook method in improving the usage of tenses. She reported significant

difference in favour of experimental group on variable usage of tenses at elementary and secondary levels in comparison with control group.

Table 30: Comparison of achievement level of students of experimental and control groups on posttest

Students	A^1 N %	A N %	B N %	C N %	D N %	E N %	F N %	Total
Experimental Group	15 (23.63)	23 (35.93)	22 (34.37)	2 (3.12)	1 (1.56)	0 (0)	1 (1.56)	64
Control Group	4 (6.25)	14 (21.87)	22 (34.37)	15 (23.65)	5 (7.81)	1 (1.56)	3 (4.68)	64

Grade: A1= 80-above, A=70-79, B=60-69, C=50-59, D=40-49, E=33-39, F=32-below

(Govt. of Punjab, 2002, p.12).

Table 18 shows that 23.63 percent students of experimental group get A^1 grade, 35.93 percent A grade, 34.37 percent B grade, 3.12 percent C grade, 1.56 percent D grade, zero percent E grade and 1.56 percent F grade. On the other side 6.25 A^1 grade, 21.87 percent A grade, 34.37 percent B grade, 23.63 percent C grade, 7.81 percent D grade, 1.56 percent E grade and 4.68 percent F grade.

Aforementioned results indicate that students of experimental group who are taught by cooperative learning method show comparatively better results than that of students of control group who are taught with traditional method. So achievement level of students of experimental group is better than that of students of control group in the subject of English. The bad results of control group are due to the following reasons:

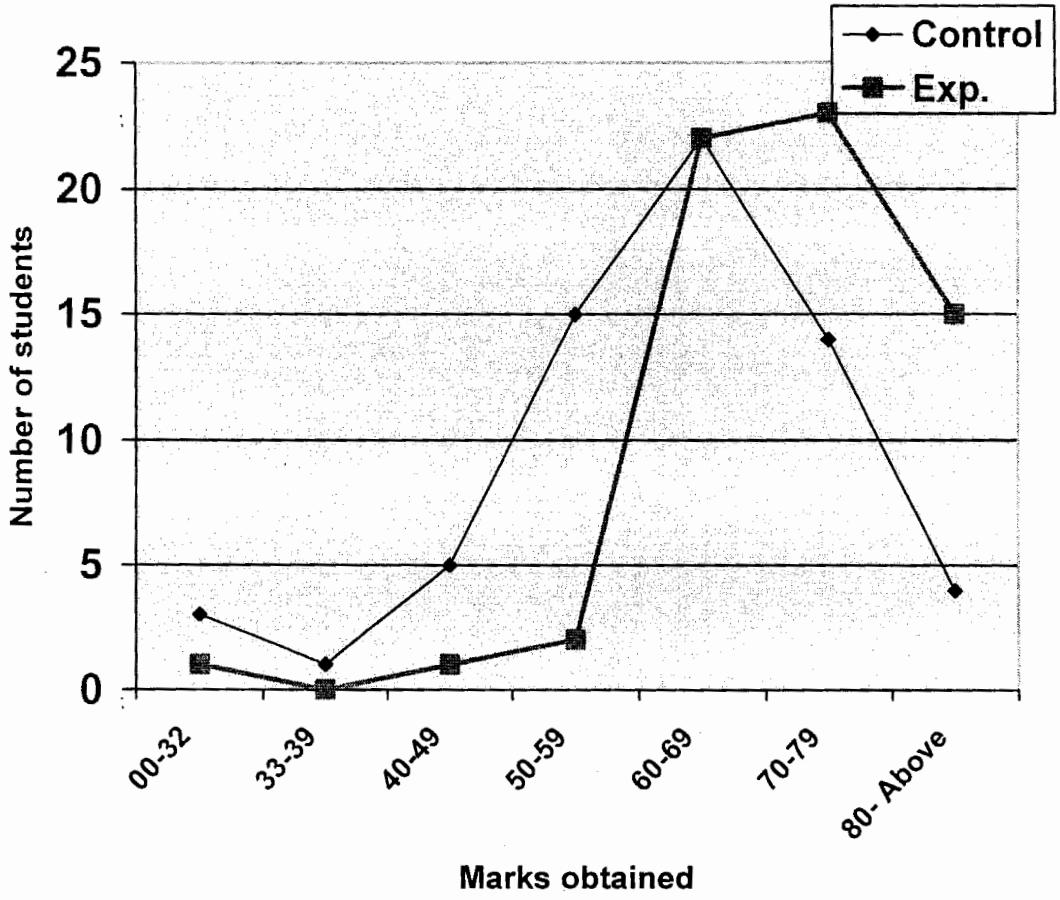
In traditional learning method, there is no student interaction. Students take turns in reading each paragraph. Comprehension questions at the end of the lessons are usually direct; the students have to reproduce answers so that understanding is at the minimum .such a method encourages rote learning and memorizing. The teacher does not allow any communication between the students. Class discipline would be at stake .such a plan reflects monopoly and boredom .comprehension is very limited. The student creative thinking is sapped .The entire lesson is conducted under vigilant eye of the teacher, so that writing is mostly controlled or guided. The students hardly get a chance of free writing (Mueen 1992).

On the other hand comparatively better results of experimental group are due to following reasons: cooperative learning encourages mutual interaction and by increasing the number of opportunities available for activities. These learning outcomes attribute primarily to the amount of student instruction and the learners active, purposeful, task oriented participation in associated learning events (Change and Smith 1991)

The same results are presented by graph as under:

Graph

Achievement level of students of experimental and control groups on posttest



DISCUSSION

The purpose of this study was to assess the effects of cooperative learning method and traditional learning method on the achievement in reading comprehension and achievement in writing ability of the students. Comparison of pretest scores of both the experimental and control groups by applying statistical analysis reflected that there existed no significant difference between the two groups (Table 2-8), and both the groups were almost equal with respect to achievement in reading comprehension and achievement in writing ability. Moreover, the comparison between mean pretest scores of students of the experimental and control groups on reading comprehension i.e. literal level of reading comprehension, evaluative level of reading comprehension was insignificant at 0.05 level (Table 3-5). It means that the level of achievement in reading comprehension of both the groups before starting the experiment was almost same. Similarly, the difference between mean pretest scores of students of the experimental and control groups on writing ability i.e. usage of parts of speech and usage of tenses was insignificant at 0.05 level (Table 6-8). It means that the level of achievement in writing ability of both the groups before starting the experiment was also same.

H_{o1}: Control group performed significantly better on posttest than pretest. The difference between means score of the two groups was significant at 0.05 level (Table 9). Thus the null hypothesis that "there is no significant difference between mean scores on pretest and posttest of control group" was rejected

H_{o2}: Experimental group performed significantly better on posttest than pretest. The difference between mean scores of the two groups was significant at 0.05 level

(Table 10). Thus the null hypothesis that "there is no significant difference between mean scores of pretest and posttest of experimental group" was rejected

Results (Table 9-10) indicate that mean scores of control group on posttest by teaching through traditional learning method was improved than pretest but average performance was less than the experimental group.

H_{o3}: Experimental group performed significantly better than control group on posttest. The difference between the posttest mean scores of the two groups was significant at 0.05 level (Table11). Thus the null hypothesis that, "there is no significant difference between the mean scores of experimental group and control group on posttest", was rejected at 0.05 level in favour of the experimental group.

The significant difference between the overall mean post-test scores of experimental and control group indicates that the experimental group performed better on the posttest. Same lessons from English prescribed textbook and same exercises from grammar book of 8^{th} class were used in experimental and control groups. However the experimental plans provided opportunities for small group interaction and sharing resources among team members. They are actively involved in reading. Group members try to help one another for clearance of thought. Conversely students in the control group worked in individually and shared their answers with the class. They remained passive listener. The result of study supported the findings of the studies, conducted by Johnson and Johnson (1995), and Calderon *et al.*, (1998).

H_{o4}: Control group performed significantly better on posttest than pretest. The difference between means score of the two groups was significant at 0.05 level (Table 12). Thus the null hypothesis that "there is no significant difference between mean

scores of pretest and posttest of control group with regard to achievement in reading comprehension" was rejected

H_{o5}: Experimental group performed significantly better on posttest than pretest .The difference between means score of the two groups was significant at 0.05 level (Table 13). Thus the null hypothesis that "there is no significant difference between mean scores of pretest and posttest of experimental group with regard to achievement in reading comprehension." was rejected

Results (Table 12-13) indicate that mean scores of control group on posttest by teaching through traditional learning method was improved than pretest but average performance was less than the experimental group.

H_{o6}: The difference of means was significant at 0.05 level (table 14). Thus the null hypothesis, "there is no significant difference between mean scores of experimental group and control group with regard to reading comprehension on posttest" was rejected.

There is significant difference between mean posttest scores of the experimental and control groups in respect of reading comprehension. The reason behind this may be that traditional learning method gives more importance to rote learning. The result is that their comprehension ability becomes weak.

H_{o7}: Control group performed significantly better on posttest than pretest. The difference between mean scores of the two groups was significant at 0.05 level (Table15). Thus the null hypothesis that "there is no significant difference between mean scores of pretest and posttest of control group with regard to achievement in literal level of reading comprehension." was rejected.

H_{o8}: Experimental group performed significantly better on posttest than pretest. The difference between mean scores of the two groups was significant at 0.05 level (Table16). Thus the null hypothesis that "there is no significant difference between mean scores of pretest and posttest of experimental group with regard to achievement in literal level of comprehension." was rejected.

Results (Tables 15-16) show that performance of control group on posttest by teaching through traditional learning method was improved than pretest but average performance in literal level of reading comprehension was less than the experimental group.

H_{o9}: The difference of mean scores of two groups was significant at 0.05 level (Table17). Thus the null hypothesis, "there is no significant difference between mean scores of experimental group and control group with regard to achievement in literal level of reading comprehension on posttest", was rejected.

The significant difference between the mean post-test scores of experimental and control groups indicates that experimental group performed better than control group in respect of literal comprehension. The result of study supported the finding of the studies of Slavin (1991) and Ghaith (2003).

H_{o10}: Control group performed significantly better on posttest than pretest. The difference between means score of the two groups was significant at 0.05 level (Table18). Thus the null hypothesis that "there is no significant difference between mean scores of pretest and posttest of experimental group with regard to achievement in evaluative level of reading comprehension" was rejected

H_{o11}: Experimental group performed significantly better on posttest than

between mean scores of pretest and posttest of experimental group with regard to achievement in writing ability" was rejected

Results (Tables 21-22) show that mean scores of control group on posttest by teaching through traditional learning method were improved than pretest but average performance was less than the experimental group.

H_{o15}: The difference of mean scores of experimental group and control group was significant at 0.05 level. Thus the null hypothesis, "there is no significant difference between mean scores of experimental group and control group with regard to achievement in writing ability", was rejected.

There is significant difference between the experimental and control group in respect of writing ability. This may be due to the fact that students are not given practice in writing. Environment of the classroom was not conducive. Teacher was unable to give individual attention to every student in over-crowded class. In experimental group members helped one another to improve the writing ability. In control group, there was competitive environment and students try to overcome to one another. Teacher was unable to make correction of every student. This result confirmed the results of the study of Gooden and Carrasquillo (1998).

H_{o16}: Control group performed significantly better on posttest than pretest. The difference between means score of the two groups was significant at 0.05 level (Table24). Thus the null hypothesis that "there is no significant difference between mean scores of pretest and posttest of control group with regard to achievement in usage of parts of speech" was rejected

H_{o17}: Experimental group performed significantly better on posttest than pretest. The difference between means score of the two groups was significant at 0.05

level (Table 25). Thus the null hypothesis that "there is no significant difference between mean scores of pretest and posttest of experimental group with regard to achievement in usage of parts of speech" was rejected

Results (Tables 24-25) show that mean scores of control group on posttest by teaching through traditional learning method were improved than pretest but average performance was less than the experimental group.

H_{o18}: The difference of mean scores of experimental group and control group was significant at 0.05 level (Table 26). Thus the null hypothesis that "there is no significant difference between mean scores of experimental group and control group with regard to achievement in usage of parts of speech", was rejected.

The significant difference between the mean post-test scores of experimental and control group indicates that experiment group performed better than control group in respect of usage of parts of speech. The result supported the studies of Ghaith and Yaghi (1998), and Davidheiser (1996).

H_{o19}: Control group performed significantly better on posttest than pretest. The difference between means score of the two groups was significant at 0.05 level (Table 27). Thus the null hypothesis that "there is no significant difference between mean scores of pretest and posttest of control group with regard to achievement in usage of tenses" was rejected.

H_{o20}: Experimental group performed significantly better on posttest than pretest. The difference between means score of the two groups was significant at 0.05 level (Table 28). Thus the null hypothesis that "there is no significant difference

between mean scores of pretest and posttest of experimental group with regard to achievement in correct usage of tenses" was rejected.

Results (Table 27- 28) show that mean scores of control group in posttest by teaching through traditional learning method were improved than pretest but average performance was less than the experimental group.

H_{o21}: Experimental group performed significantly better than control group on posttest. The difference between means score of the two groups was significant at 0.05 level (Table 29). Thus the null hypothesis that "there is no significant difference between mean scores of experimental group and control group with regard to achievement in usage of tenses" was rejected.

There is significant difference between the experimental and control group in respect of usage of tenses. This may be due to the fact that students are not given practice in application of tenses in writing. Students are encouraged to memorize the grammatical rules. The result supported the studies of Bibi (2002), Ghaith and Yaghi(1998).

The graphical representation indicated that performance of students of experimental group was better than control group.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

It is an experimental study in which pre-test post-test equivalent group design was conducted to evaluate the effect of cooperative learning method on the achievement in reading and writing of students of class VIII in the subject of English. English is used as a second language in Pakistan and it was started as a compulsory subject from class 6^{th} class in government schools. Now it is taught as compulsory subject from class one. It is an important international language. English has been regarded as an essential part of curricula in Pakistan. Four language skills i.e. listening, reading, writing and speaking are taught with the use of different methods. The objectives of the study included; (1) To asses the effects of cooperative learning method and traditional learning method on the achievement in reading comprehension of the students in the subject of English; (2) To asses the effects of cooperative learning method and traditional learning methods on the achievement in writing ability of the students in the subject of English. In reading comprehension literal and evaluative level of comprehension were included and in writing ability five parts of speech (pronoun, adverb, adjective, conjunction and preposition) and two tenses (present and past) were included.

In order to investigate the various dimensions of reading comprehension and writing ability the following null hypotheses were tested:

H_{01}: There is no significant difference between the mean scores of control group on pretest and posttest.

H_{o2}: There is no significant difference between the mean scores of experimental group on pretest and posttest.

H_{o3}: There is no significant difference between mean scores of experimental group and control group on posttest.

H_{o4}: There is no significant difference between mean scores of control group with regard to achievement in reading comprehension on pretest and posttest.

H_{o5}: There is no significant difference between mean scores of experimental group with regard to achievement in reading comprehension on pretest and posttest.

H_{o6}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in reading comprehension on posttest.

H_{o7}: There is no significant difference between mean scores of control group with regard to achievement in literal level of reading comprehension on pretest and posttest.

H_{o8}: There is no significant difference between mean scores of experimental group with regard to achievement in literal level of reading comprehension on pretest and posttest.

H_{o9}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in literal level of reading comprehension on posttest.

H_{o10}: There is no significant difference between mean scores of control group with regard to achievement in evaluative level of reading comprehension on pretest and posttest.

H_{o11}: There is no significant difference between mean scores of experimental group with regard to achievement in evaluative level of reading comprehension on pretest and posttest.

H_{o12}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in evaluative level of reading comprehension on posttest.

H_{o13}: There is no significant difference between the mean scores of control group with regard to achievement in writing ability on pretest and posttest.

H_{o14}: There is no significant difference between the mean scores of experimental group with regard to achievement in writing ability on pretest and posttest.

H_{o15}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in writing ability on posttest.

H_{o16}: There is no significant difference between the mean scores of control group with regard to achievement in usage of parts of speech on pretest and posttest.

H_{o17}: There is no significant difference between the mean scores of experimental group with regard to achievement in usage of parts of speech on pretest and posttest.

H_{o18}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in usage of parts of speech on posttest.

H_{o19}: There is no significant difference between the mean scores of control group with regard to achievement in usage of tenses on pretest and posttest.

H_{o20}: There is no significant difference between the mean scores of experimental group with regard to achievement in usage of tenses on pretest and posttest.

Ho_{21}: There is no significant difference between mean scores of experimental group and control group with regard to achievement in usage of tenses on posttest.

This study was conducted in Government Comprehensive Boys High School Rawalpindi. The sample of the study was taken from classes VIII. Sample was divided into two groups on the basis of pretest (appendix-I). Sample consisted of 128 students in two groups of 64 each. Students of both the groups had almost equal marks and group A served as experimental group and group B served as control group.

The control group was kept under controlled condition by providing traditional competitive situation in the class while the experimental group was taught with the use of cooperative learning method. Both the control and experimental groups' lesson plans addressed the same instructional objectives and were based on the same lessons for reading comprehension and same grammar exercises for writing ability. Students in the control group worked individually and shared their answers with the class. However, the experimental group provided cooperative learning method, small group interaction and sharing resources among team members.

This experimental period was of fifty six days i.e. 1st February 2006 to 6th April 2006. The content included 18 lesson plans covering five lessons of textbook of English of 8th class and 13 exercises of grammar book of 8th class. The academic achievement of the experimental and control group was examined through a posttest (Appendix-II)

Pretest (Appendix-I) and posttest (Appendix-11) were used as measuring tools in the experiment. Pretest and posttest were same with different arrangements of test items. The pretest was used for the equal distribution of students in the control and the

experimental groups. The purpose of posttest was to measure the achievement in reading comprehension and in writing ability of the students after treatment.

Reliability of the posttest was determined by using Spearman-Brown's Prophecy formula. Reliability of the posttest was found to be 0.88. Validity of the test was judged by a committee comprised expert of education and of English.

Significance of difference between the mean scores of the experimental and control groups was tested by applying independent sample t-test and dependent sample t-test.

5.2 FINDINGS

The following findings emerged as a result of the analysis of data.

1. It is found that the calculated value of t (25.99) was greater than table value (1.96) at 0.05 level of significance, hence H_{o1} was rejected. It means that control group was better in posttest than pretest after treated by traditional learning method but average performance was less than experimental group (Table 9).

2. It was found that the calculated value of t (28.87) was greater than table value (1.96) at 0.05 level of significance, hence H_{o2} was rejected. It means that experimental group was better in posttest than pretest after treated by cooperative learning method (Table 10).

3. It was found that the calculated value of t (5.37) was greater than table value (1.96) at 0.05 level of significance, hence H_{o3} was rejected. It means that experimental group was better than control group with regard to overall performance on posttest (Table 11).

4. It was found that the calculated value of t (13.85) was greater than table value (1.96) at 0.05 level of significance, hence null hypothesis H_{o4} was rejected. It means that control group was better in posttest than pretest with regard to achievement in reading comprehension after being treated by traditional learning method but average performance was less than experimental group (Table 12).

5. It was found that the calculated value of t (26.83) was greater than table value (1.96) at 0.05 level of significance, hence null hypothesis H_{o5} was rejected. It means that experimental group was better in posttest than pretest with regard to achievement in reading comprehension after being treated by cooperative learning method (Table 13).

6. It was found that the calculated value of t (5.43) was greater than table value (1.96), hence H_{o6} was rejected. It means that experimental group was better than control group with regard to achievement in reading comprehension (Table 14).

7. It was found that the calculated value of t (5.2) was greater than table value (1.96) at 0.05 level of significance, hence null hypothesis H_{o7} was rejected. It means that control group was better in posttest than pretest with regard to achievement in literal level of reading comprehension after being treated by traditional learning method but average performance was less than experimental group (Table 15).

8. It was found that the calculated value of t (9.46) was greater than table value (1.96) at 0.05 level of significance, hence null hypothesis H_{o8} was rejected .It

means that experimental group was better in posttest than pretest with regard to achievement in literal level of reading comprehension after being treated by cooperative learning method (Table 16).

9. It was found that the calculated value of t (5.43) was greater than table value (1.96), hence null hypothesis H_{o9} was rejected. It means that experimental group was better than control group with regard to achievement in literal level of reading comprehension after being treated by cooperative learning method (Table 17).

10. It was found that the calculated value of t (8.96) was greater than table value (1.96) at 0.05 level of significance, hence H_{o10} was rejected .It means that control group was better in posttest than pretest with regard to achievement in evaluative level of reading comprehension after being treated by traditional learning method but average performance was less than experimental group (Table 18).

11. It was found that the calculated value of t (13.53) was greater than table value (1.96) at 0.05 level of significance, hence H_{o11} was rejected. It means experimental group was better in posttest than pretest with regard to achievement in evaluative level of reading comprehension after being treated by cooperative learning method (Table 19).

12. It was found that the calculated value of t (5.43) was greater than table value (1.96) at 0.05 level of significance, hence H_{o12} was rejected. It means that experimental group was better than control group with regard to achievement

in evaluative level of reading comprehension after being treated by cooperative learning method (Table 20).

13. It was found that the calculated value of t (15.53) was greater than table value (1.96) at 0.05 level of significance, hence H_{o13} was rejected. It means control group was better in posttest than pretest with regard to achievement in writing ability after being treated by traditional learning method but average performance was less than experimental group (Table21).

14. It was found that the calculated value of t (20.24) was greater than table value (1.96) at 0.05 level of significance, hence H_{o14} was rejected. It means that experimental group was better in posttest than pretest with regard to writing ability after being treated by cooperative learning method (Table 22).

15. It was found that the calculated value of t (4.84) was greater than table value (1.96) at 0.05 level of significance, hence H_{o15} was rejected .It means that experimental group was better than control group with regard to achievement in writing ability after being treated by cooperative learning method (Table 23).

16. It was found that the calculated value of t (6.67) was greater than table value (1.96) at 0.05 level of significance, hence H_{o16} was rejected .It means that control group was better in posttest than pretest with regard to achievement in usage of parts of speech after being treated by traditional learning method (Table 24).

17. It was found that the calculated value of t (15.33) was greater than table value (1.96) at 0.05 level of significance, hence H_{o17} was rejected. It means that

experimental group performed better in post test than pretest with regard to usage of parts of speech after being treated by cooperative learning method (Table 25).

18. It is found that the calculated value of t (4.84) was greater than table value (1.96) at 0.05 level of significance, hence H_{o18} was rejected. It means that experimental group was better than control group with regard to achievement in usage of parts of speech after being treatment by cooperative learning method. (Table 26).

19. It was found that calculated value of t (8.00) was greater than table value (1.96) at 0.05 level of significance, hence H_{o19} was rejected. It means that control group was better in posttest than pretest with regard to achievement in usage of tenses after being treated by traditional learning method but average performance was less than experimental group (Table27).

20. It was found that the calculated value of t (12.89) was greater than table value (1.96) at 0.05 level of significance, hence H_{o20} was rejected. It means that experimental group was better in posttest than pretest with regard to achievement in usage of tenses (Table 28).

21. It was found that calculated value of t (6.07) was greater than table value (1.96) at 0.05 level of significance, hence H_{o21} was rejected. It means that experimental group was better than control group with regard to achievement in usage of tenses (Table29).

5.3 CONCLUSIONS

In the light of statistical analysis and the findings of the study, the following conclusions were drawn:

1. Cooperative learning method is more effective as a teaching learning technique for overcrowded class of English at elementary level.

2. Students in the cooperative groups showed better performance in literal level of reading comprehension and also showed better performance in evaluative level of reading comprehension than that of students in traditional learning situation.

3. The performance of the students of control group was improved in literal level of reading comprehension and in evaluative level of reading comprehension on posttest but average performance was less than students of experimental group were.

4. Students in cooperative groups have significant superiority in learning writing (parts of speech and tenses) over students learning writing by traditional learning method.

5. The performance of the students of control group was improved in usage of parts of speech and tenses in sentences on posttest but average performance was less than students of experimental group.

6. The result of research leads to conclusion that cooperative learning method is equally useful for improving the writing and reading comprehension of low achievers, average students and high achievers.

7. The pedagogical implications of findings call for using the dynamics of the Student Thematic Achievement Division (STAD) of cooperative learning model to teach English because it engages learners in meaningful interaction in a supportive classroom environment. This is conducive for learning of English.

8. It is found that in cooperative learning environment, students cooperate with each other to maximize their own and each other's learning. Cooperative learning encourages mutual interaction and by increasing the number of opportunities available for verbal expression, provides opportunities for a wider range of communicative functions than those found in traditional classroom. Cooperative learning method needs prerequisites of English subject. On the other side, in traditional learning method, students tried to overcome each other. Traditional learning method often ends up preventing students having genuine interactions or negotiating meaning with the teacher and fellow students because the teacher initiates and controls the interaction, constantly orienting it towards the achievement of his instructional objectives.

5.4 RECOMMENDATIONS

This section has been divided into two parts.

- Implementations for classroom instruction
- General recommendations

In the light of findings and conclusions of the study, following recommendations were made:

Implementations for Classroom Instruction

1. This study proves that cooperative learning is better for English subject than traditional method of teaching. Therefore, teachers of English subject should use cooperative learning to improve the academic achievements of students.

2. Teachers of English may be encouraged to use cooperative learning method in the classrooms. Teachers of English should be provided training in cooperative learning method. Training may be provided to use the basic elements of cooperative learning i.e. positive interdependence, equal participation, individual accountability, simultaneous interaction, interpersonal and small group skills and group processing.

3. Training may be provided to use of material, cooperative climate through refresher courses to in-service teachers.

4. There are some potential dangers in cooperative learning method. Sometimes all the potential troublemakers gather together in one group. The teacher may use mixed ability groups to avoid this danger.

5. The teacher should ensure equal participation of every group member in activity .If activities are not properly constructed, cooperative learning method can allow some group members do all or most of the work while others remain inactive.

General Recommendations

1. Flexible or moveable chairs should be provided in the classroom of Govt. schools.

2. The results of this study may be disseminated to the teachers who are teaching English at elementary level to convince to use cooperative method for academic achievement of their students.

3. The results of the study may also be disseminated to the Curriculum Wing of the Ministry of Education, Islamabad and Provincial Bureaus of curriculum. These results may serve as guide lines for revising/improving English course for elementary classes.

4. The results of this study may be disseminated to planners, policy makers to take useful decisions and allocate the proper amount for training of the teachers in cooperative learning.

5. The International Islamic University may benefit from the results by inducting cooperative learning techniques in teacher training programmes.

6. Results show that a heavy number of students fail in examination conducted by Directorates. Results can be improved by using cooperative learning method and in this way the education wastage can be decreased.

7. Reading and writing skills of the students can be improved by using basic elements of cooperative learning i.e. positive interdependence, equal participation, individual accountability, simultaneous interaction, small group skills and group processing.

8. This study examined only the achievement in reading comprehension and in writing ability of students in English. Further studies can be conducted to investigate the effectiveness of cooperative learning for other variables such as attitude towards subjects, self-esteem, peer relation, social skills and academic motivation for different subjects. Studies on cooperative learning method provide a field of research if we examine the relative effectiveness of different cooperative learning methods.

9. The study may be extended to the other classes of the elementary, secondary, higher secondary stages and the students of English medium schools and different areas of the country.

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PRETEST/POSTTEST

ENGLISH (CLASS VIII)

Name _____ **Group/Section** _____

Date: _____ **Time: 2 Hrs**

Test _____ **Marks** Part-I _____

Part-II _____

Total _____

General instructions

i. Write your name, roll number and group/class on the answer sheet.

ii. Please read the questions carefully before answering.

iii. This test comprises two parts. Part-I deals with reading comprehension Part-II deals with writing ability.

iv. This test comprises 100 questions. Every question carries one mark each.

v. Attempt all questions.

vi. Use lead pencil, blue or black ink for filling the correct option.

vii. Cutting and more than one answer for each question carries no marks.

viii. Return the question paper along with the answer sheet. Do not write on the question paper.

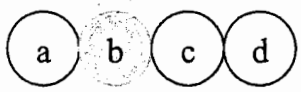
ix. Multiple-choice questions are given in this test. Every question has one statement and four options for selection.

x. Fill in the correct answer in the given four options on separate sheet.

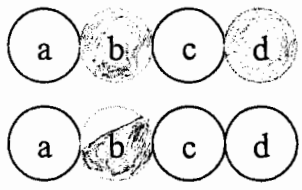
Examples: The Holy Prophet Hazrat Muhammad (PBUH) was born in the city of _____.

a. Madina b. Makkah c. Jaddah d. Riadh

Correct answer



Incorrect answer



READING COMPREHENSION TEST / WRITING ABILITY TEST

Answer Sheet

Name _____

Roll No. _____ Class / Group_____

1	(a) (b) (c) (d)	26	(a) (b) (c) (d)	51	(a) (b) (c) (d)	76	(a) (b) (c) (d)
2	(a) (b) (c) (d)	27	(a) (b) (c) (d)	52	(a) (b) (c) (d)	77	(a) (b) (c) (d)
3	(a) (b) (c) (d)	28	(a) (b) (c) (d)	53	(a) (b) (c) (d)	78	(a) (b) (c) (d)
4	(a) (b) (c) (d)	29	(a) (b) (c) (d)	54	(a) (b) (c) (d)	79	(a) (b) (c) (d)
5	(a) (b) (c) (d)	30	(a) (b) (c) (d)	55	(a) (b) (c) (d)	80	(a) (b) (c) (d)
6	(a) (b) (c) (d)	31	(a) (b) (c) (d)	56	(a) (b) (c) (d)	81	(a) (b) (c) (d)
7	(a) (b) (c) (d)	32	(a) (b) (c) (d)	57	(a) (b) (c) (d)	82	(a) (b) (c) (d)
8	(a) (b) (c) (d)	33	(a) (b) (c) (d)	58	(a) (b) (c) (d)	83	(a) (b) (c) (d)
9	(a) (b) (c) (d)	34	(a) (b) (c) (d)	59	(a) (b) (c) (d)	84	(a) (b) (c) (d)
10	(a) (b) (c) (d)	35	(a) (b) (c) (d)	60	(a) (b) (c) (d)	85	(a) (b) (c) (d)
11	(a) (b) (c) (d)	36	(a) (b) (c) (d)	61	(a) (b) (c) (d)	86	(a) (b) (c) (d)
12	(a) (b) (c) (d)	37	(a) (b) (c) (d)	62	(a) (b) (c) (d)	87	(a) (b) (c) (d)
13	(a) (b) (c) (d)	38	(a) (b) (c) (d)	63	(a) (b) (c) (d)	88	(a) (b) (c) (d)
14	(a) (b) (c) (d)	39	(a) (b) (c) (d)	64	(a) (b) (c) (d)	89	(a) (b) (c) (d)
15	(a) (b) (c) (d)	40	(a) (b) (c) (d)	65	(a) (b) (c) (d)	90	(a) (b) (c) (d)
16	(a) (b) (c) (d)	41	(a) (b) (c) (d)	66	(a) (b) (c) (d)	91	(a) (b) (c) (d)
17	(a) (b) (c) (d)	42	(a) (b) (c) (d)	67	(a) (b) (c) (d)	92	(a) (b) (c) (d)
18	(a) (b) (c) (d)	43	(a) (b) (c) (d)	68	(a) (b) (c) (d)	93	(a) (b) (c) (d)
19	(a) (b) (c) (d)	44	(a) (b) (c) (d)	69	(a) (b) (c) (d)	94	(a) (b) (c) (d)
20	(a) (b) (c) (d)	45	(a) (b) (c) (d)	70	(a) (b) (c) (d)	95	(a) (b) (c) (d)
21	(a) (b) (c) (d)	46	(a) (b) (c) (d)	71	(a) (b) (c) (d)	96	(a) (b) (c) (d)
22	(a) (b) (c) (d)	47	(a) (b) (c) (d)	72	(a) (b) (c) (d)	97	(a) (b) (c) (d)
23	(a) (b) (c) (d)	48	(a) (b) (c) (d)	73	(a) (b) (c) (d)	98	(a) (b) (c) (d)
24	(a) (b) (c) (d)	49	(a) (b) (c) (d)	74	(a) (b) (c) (d)	99	(a) (b) (c) (d)
25	(a) (b) (c) (d)	50	(a) (b) (c) (d)	75	(a) (b) (c) (d)	100	(a) (b) (c) (d)

Appendix – I

PRETEST

PART – I

Direction: Read the passage. Then read each question about the passage. You are to find the best answer to each question.

A. "You have to be disarmed completely" Said the emperor to Lamboo. The emperor then asked Lamboo about his pistols. He told the emperor not to be afraid. The pistols were empty. LAMBOO fired a shot in the air. Everybody fell down for fear except the emperor who ordered LAMBOO to give up his pistols. LAMBOO did so. The emperor thus made sure that Lamboo if he wanted to say anything Lamboo said respectfully to the king that the land of the king was a beautiful place. "People are strong and healthy. How could it all be so nice and beautiful?" Lamboo exclaimed in surprise. The king told him that though they are tiny and small, yet they are wise. They have small families. Each one has a lot to eat and every one is healthy here. Lamboo thought in despair that his country was over crowded and not so rich. "Alas! We could do something about it." He thought to himself.

1. **Lamboo said to the emperor __**

   a. To go away b. To get rid of c. Not to be afraid
   d. To be afraid

2. **Lamboo said that King's land was __**

   a. Dirty place b. Small place c. Beautiful place
   d. Large place

3. **The people of the land of the King were __**

   a. Weak b. Lazy c. Stupid
   d. Strong

4. **People of the land have __**

   a. Large families b. Small families c. Combined families
   d. Separate families

5. **The main cause of shortage of food was __**

   a. Large families b. Small families c. Combined families
   d. Separate families

6. **According to this passage Lamboo belonged to __**

a. Poor family b. Rich family c. Poor country

d. Rich country

7. **The King told Lamboo that they are wise because __**

a. They were tiny b. They had controlled their population

c. They and an emperor d. None of them

8. **The main purpose is to appreciate the __**

a. Wisdom of tiny creature b. Wisdom of the King

c. Wisdom of Lamboo d. Wisdom of the rich

9. **Developed countries have __**

a. Controlled population b. Shortage of food

c. Shortage of medicine d. Shortage of experts

10. **Which one of the following is the best title for this passage?**

a. "Lamboo's visit to an under developed country" b. "Lamboo's visit to a prosperous country"

c. "Lamboo's visit to a large country" d. "Lamboo's visit to a small country"

B. Hazrat Umar (God be pleased with him) was born in Makkah in a noble tribe called the Quraish. He was a tall, strong man. He was also a very good wrestler. Hazrat Umar (God be pleased with him) participated in the holy wars and proved a great strength for Islam. He remained Caliph for 11 years. He conquered a vast empire during the 11 years of his Khilafat. He introduced a great system of administration, which served as a model during the whole of Islamic history. He introduced a large number of reforms. He organized the army. He was a great man who shaped the destiny of the nation. He gave much importance to Justice and the well being of the people. He led a very simple life. He loved to meet people and enquire about their problems. He followed the saying of the Holy Prophet, "Treat your servant as you would treat yourself. Master and servant are both equal before God". Hazrat Umar (God be pleased with him) was kind and sympathetic to the poor. He spent many sleepless nights. He used to roam in the streets to see the conditions of his people.

11. **In the Holy wars, Hazrat Umar (God be pleased with him) __**

a. Did not participate b. Participated c. Got martyred

d. B and c

12. **He remained Caliph for __**

a. 9 years b. 10 years c. 11 years

d. 12 years

13. **He organized __**

a. Police b. Army c. Ranger

d. a, b & c

14. **He gave much importance to __**

a. Justice b. Khilafat c. Tribe

d. Wealth

15. **Hazrat Umar's conversion to Islam was of great value because __**

a. He was a tall man b. He was healthy man

c. He was an intelligent and brave person d. He was a good wrestler

16. **Hazrat Umar loved to meet people and enquired about their problems because __**

a. He wanted to impress the opponents b. He was a well wisher of the people

c. He belonged to the Quraish d. He belonged to a noble family

17. **Hazrat Umar led a simple life because __**

a. He was not a rich person b. He followed the noble example set by the Holy Prophet (PBUH)

c. There was poverty in the country d. He belonged to Quraish

18. **Which one of the following is the best title for this passage?**

a. "Hazrat Umar as a good fighter" b. "Khilafat of Hazrat Umar"

c. "Hazrat Umar as a good wrestler" d. "Hazrat Umar as a conqueror"

19. **A muslim ruler should follow Hazrat Umar __**

a. Provide the basic necessities to the people b. Give justice to the people

c. bring administrative reforms d. b, c

20. **In Islam the ruler is a __**

a. Master b. Guardian

c. Slave d. a, b & c

C. Mrs. Anwar told that life is not possible on any of these planets because these planets are extremely hot being nearest to the sun. Some of these are extremely cold because they are farther from the sun. Aisha asked Mrs. Anwer, "Then why are we spending so much money on research about these planets? Mrs. Anwar said, 'You know that the population of the world is increasing tremendously every

day while the resources are not increasing at the same rate. Scientists and other experts think that one day we may be short of food and other commodities on earth. So we must explore new worlds with large resources. Recently, a spaceship called Shuttle has been sent into space by American. It is a kind of laboratory. Many difficult experiments, which cannot be done on earth, can be done in space. Photograph has been received from the satellite telling us so many interesting things about the planets. We can watch live programmes of any other country of the world on television. We can forecast weather and thus tell beforehand whether it is going to be dry or wet".

21. Population of the world is __

a. Increasing slowly
b. Decreasing rapidly
c. Decreasing slowly
d. Increasing tremendously

22. A spaceship has been sent into space by __

a. The Russians
b. The Americans
c. The Germans
d. The French

23. Many difficult experiments can not be done __

a. On earth
b. In space
c. Under ground
d. In the sea

24. Experts think that one day we may run __

a. Short of production
b. Short of knowledge
c. Short of food
d. Short of food and other commodities

25. Shuttle is sent into space for __

a. Research purpose
b. Outing and adventurous purpose
c. Taking photographs
d. a & c

26. Population of the world is increasing due to __

a. Better health facilities and control over diseases
b. Better food
c. Control over natural calamities
d. a, b & c

27. We can take advantage of space technology to __

a. Increase agricultural production
b. Communicate with each other
c. Go to planets
d. A, b & c

28. Increasing population of Pakistan has bad impact on our __

a. Production
b. Resources
c. Religion
d. Ideology

29. The purpose of spending money on research about the planets is to __

a. Search new resources
b. Make some experiment
c. Know about the planets
d. a, b & c

30. Which one of the following is the best title for this passage __

a. "Shuttle in space"
b. "Search for new resources"
c. "Research on population"
d. "Over population"

D. There was once a holy man who lived in a forest. One night there came a terrible storm in the forest. The holy man was busy in his daily work when he heard a knock at the door. He opened the door and there stood before him a gentleman who spoke to him to spend the night. Another knock was at the door. There was a farmer asking for shelter. The pious old man, as usual, asked the farmer to come in. He offered him a glass of milk. The weather outside was becoming more stormy. Some one was knocking very hard at the door again. The pious old man moved to open the door. The farmer however asked him not to do so. "There is hardly any place for the three of us in this room. How could we accommodate any more people? He said to the farmer. "You knocked at my door and I opened it for you. Just imagine what might have happened if I had not allowed you in". He rushed to open the door. This time there was a mother with her two small kids, shivering in the cold. The old man asked them to come in at once and said to the farmer "Now see what would have happened to the little kids in the cold, stormy night". The farmer felt guilty and apologized to the holy man. "I am very sorry, Sir. I'll never say such things again".

31. The holy man heard __

a. A knock
b. A shriek
c. A sound
d. A noise

32. The holy man asked the hunter to __

a. Wait there
b. Step in
c. Go away
d. Keep silent

33. Holy man offered a glass of milk to the __

a. Farmer
b. Doctor
c. Beggar
d. Child

34. The mother had __

a. One small kid
b. Two small kids
c. Three small kids
d. Four small kids

35. **The holy man could not see the people __**

a. Happy
b. In trouble
c. In a forest
d. On the door

36. **The people wanted __**

a. To loot the holy man
b. To spend night
c. To eat food
d. To meet the holy man

37. **The farmer farbade the holy man to open the door for women because he was __**

a. Selfish
b. Foolish
c. Wise
d. Intelligent

38. **Do you think the writer of the passage is trying to __**

a. Amuse us
b. Annoy us
c. Give us a lesson
d. Give facts and information

39. **We should follow the holy man __**

a. To help others
b. To cheat others
c. To tease others
d. To loot others

40. **The suitable moral of this lesson is __**

a. Charity begins at home
b. Appearance sometimes deceives us
c. Slow and steady wins the race
d. None of them

E. Breathing is the sign of life. We breathe in air. we get oxygen from the air and we must have air all the time. We must have it when we are awake. We must have it when we are asleep. We have read about astronauts going to the moon and we have read about sea divers diving down into the deep seas. Do you think the astronauts and the sea divers could go up into space or down into the deep seas without oxygen? No. They do need oxygen all the time and everywhere. They carry it with them in special containers. We know that there is no air in space nor in the depth of the ocean, and hence no oxygen. The astronauts and the sea divers, therefore, have to take their supply of oxygen with them. Human existence depends on oxygen. We also need oxygen to burn fire. The more the oxygen that the fire can get, the brighter it will burn. Try an experiment. Blow on a dying fire. You'll see that it burns more brightly. The fire burns more brightly because the air gives it more oxygen.

41. **Air is necessary for __**

a. Eating
b. Drinking
c. Breathing
d. a, b & c

42. **Oxygen is found in __**

a. The depth of the sea
b. The air
c. Space
d. Sun light

43. **Astronauts go to __**

a. Space with oxygen
b. Depth of oceans with oxygen
c. Deep sea with oxygen
d. a, b & c

44. **Divers go to __**

a. Space with oxygen
b. Sea with oxygen
c. Sea with nitrogen
d. a, b & c

45. **Oxygen is necessary for __**

a. Human life
b. Animals
c. Blowing fire
d. a, b & c

46. **The astronauts go to space for __**

a. Adventurous purpose
b. Research purpose
c. Enjoyment
d. a, b & c

47. **Sea divers carry oxygen in special containers to __**

a. Catch fish
b. Search diamond
c. Search on species
d. Ensure supply of oxygen

48. **Which one of the following is the best title for this passage?**

a. Space with oxygen
b. Depth of oceans with oxygen
c. Deep sea with oxygen
d. a, b & c

49. **The writer's main purpose is to __**

a. Amuse us
b. Give us a lesson
c. Give facts and information
d. Annoy us

50. **There is shortage of oxygen in __**

a. Space
b. The deep seas
c. The air
d. The depth of the ocean

PART-II

Direction: In each of the questions below four options are given. Choose the correct option for each sentence:

51. God helps those who help _____.

a. Herself b. Yourself c. Themselves d. Myself

52. She did not go home and I didn't _____.

a. Either b. Neither c. Each d. One another

53. He is the boy _____ stole my book.

a. Which b. Who c. That d. Whose

54. Hamid and Saeed love _____ .

a. One another b. Each c. Each other d. Either

55. You are wiser than _____.

a. He b. Him c. His d. Himself

56. _____ men attended the meeting?

a. How much b. How c. How many d. Where does

57. The news is _____ good to be true.

a. So b. Much c. That d. Too

58. I was _____ surprised to hear this news.

a. Very b. So c. Much d. That

59. He is _____ weak

a. Very b. So c. Much d. Too

60. He walks _____

a. Slow b. Slowly c. Very slow d. Most slowly

61. Shahid is _____ of the two boys.

a. Tall b. Taller c. Tallest d. Most tallest

62. America is the _____ country in the world.

a. Rich b. Richer c. Richest d. Most richest

63. His knife is _____ than mine.

a. Sharp b. Sharper c. Sharpest d. Most sharpest

64. Only _____ rich men own cars.

a. Few b. A few c. The few d. Very few

65. A _____ wind began to blow.

a. Tall b. Feeble c. Weak d. Strong

66. Do not be a slave _____ your habits.

a. Of b. With c. For d. To

67. We cannot rely _____ him as he is dishonest.

a. For b. Upon c. With d. On

68. He hit _____ an idea.

a. On b. Of c. Upon d. For

69. He died _____ Cholera:

a. By b. Of c. From d. To

70. He started _____ six in the morning.

a. By b. On c. At d. To

71. He was so tired_____ he could not go a step further.

a. As b. That c. Than d. So

72. I shall return the books _____ I finish them.

a. As b. As well as c. Since d. As soon as

73. He is contented _____ he is poor.

a. Although b. And c. But d. As

74. Though he is poor, _____ he is honest.

a. But b. Yet c. And d. As

75. Either the father _____ the son is mistaken.

a. Neither b. And c. Or d. Nor

76. She _____ a letter to her mother every month.

a. Writes b. Write c. Writing d. Wrote

77. He _____ working hard to earn his living.

a. Is b. Are c. Am d. Has

78. They _____ postponed their departure.

a. Has b. Have c. Is d. Are

79. It _____ raining for two hours.

a. Have been b. Has been c. Is d. Are

80. He has been waiting _____ morning.

a. For b. Since c. From d. Of

81. He _____ wash his hands before eating his food.

a. Do not b. Does not c. Has not d. Is not

82. They _____ sleep late at night.

a. Do not b. Does not c. Is not d. Have not

83. I _____ going to school daily.

a. Do not b. Does not c. Am not d. Have not

84. You _____ climbed up the hill.

a. Has not b. Have not c. Has not been d. Have not been

85. The principal of the school _____ speaking to the students for one hour.

a. Has not b. Have not c. Has not been d. Have not been

86. _____ she know how to swim?

a. Do b. Does c. Is d. Am

87. _____ you go early in the morning?

a. Do b. Does c. Is d. Are

88. _____ I waiting for my result?

a. Is b. Do c. Am d. Does

89. _____ he enjoyed reading books?

a. Are b. Is c. Has d. Have

90. _____ the man been taking exercise for two hours?

a. Is b. Are c. Has d. Have

91. I'm sure I _____ him at the party last night.

a. See b. Seen c. Am seeing d. Saw

92. It started raining while we.

a. Are playing b. Were playing c. Was playing d. Played

93. I _____ come to see you yesterday.

a. Am b. Has c. Have d. Had

94. He _____ a story for two months.

a. Wrote b. Had written c. Was writing d. Had been writing

95. He did not _____ the letter

a. Writes b. Write c. Wrote d. Written

96. _____ I receive a telegram from my father last evening?

a. Was b. Had c. Do d. Did

97. _____ he already stolen my pen?

a. Was b. Did c. Had d. Had been

98. _____ the snake running after him?

a. Was b. Did c. Had d. Had been

99. _____ the patient died before the doctor came?

a. Was b. Did c. Had d. Had been

100. _____ boys been sleeping since evening?

a. Was b. Were c. Did d. Had

Appendix – II

POSTTEST

PART-I

Direction: Read each passage. Then read each question about the passage. You are to find the best answer to each question.

A. Breathing is the sign of life. We breathe in air. we get oxygen from the air and we must have air all the time. We must have it when we are awake. We must have it when we are asleep. We have read about astronauts going to the moon and we have read about sea divers diving down into the deep seas. Do you think the astronauts and the sea divers could go up into space or down into the deep seas without oxygen? No. They do need oxygen all the time and everywhere. They carry it with them in special containers. We know that there is no air in space or in the depth of the ocean, and hence no oxygen. The astronauts and the sea divers, therefore, have to take their supply of oxygen with them. Human existence depends on oxygen. We also need oxygen to burn fire. The more the oxygen that the fire can get, the brighter it will burn. Try an experiment. Blow on a dying fire. You'll see that it burns more brightly. The fire burns more brightly because the air gives it more oxygen.

1. **Astronauts go to __**
   a. Space with oxygen
   b. Depth of oceans with oxygen
   c. Deep sea with oxygen
   d. a, b & c

2. **Divers go to __**
   a. Space with oxygen
   b. Sea with oxygen
   c. Sea with nitrogen
   d. a, b & c

3. **Air is necessary for __**
   a. Eating
   b. Drinking
   c. Breathing
   d. a, b & c

4. **Oxygen is found in __**
   a. The depth of the sea
   b. The air
   c. Space
   d. Sun light

5. **The astronauts go to space for __**
   a. Adventurous purpose
   b. Research purpose
   c. Enjoyment
   d. a, b & c

6. **Oxygen is necessary for __**

a. Human life
b. Animals
c. Blowing fire
d. a, b & c

7. **Which one of the following is the best title for this passage?**

a. Space with oxygen
b. Depth of oceans with oxygen
c. Deep sea with oxygen
d. a, b & c

8. **Sea divers carry oxygen in special containers to**

a. Catch fish
b. Search diamond
c. Search on species
d. Ensure supply of oxygen

9. **There is shortage of oxygen in**

a. Space
b. The deep seas
c. The air
d. The depth of the ocean

10. **The writer's main purpose is to**

a. Amuse us
b. Give us a lesson
c. Give facts and information
d. Annoy us

B. There was once a holy man who lived in a forest. One night there came a terrible storm in the forest. The holy man was busy in his daily work when he heard a knock at the door. He opened the door and there stood before him a gentleman who spoke to him to spend the night. Another knock was at the door. There was a farmer asking for shelter. The pious old man, as usual, asked the farmer to come in. He offered him a glass of milk. The weather outside was becoming more stormy. Some one was knocking very hard at the door again. The pious old man moved to open the door. The farmer however asked him not to do so. "There is hardly any place for the three of us in this room. How could we accommodate any more people"? He said to the farmer. "You knocked at my door and I opened it for you. Just imagine what might have happened if I had not allowed you in". He rushed to open the door. This time there was a mother with her two small kids, shivering in the cold. The old man asked them to come in at once and said to the farmer "Now see what would have happened to the little kids in the cold, stormy night". The farmer felt guilty and apologized to the holy man. "I am very sorry, Sir. I'll never say such things again".

11. **The holy man asked the hunter to __**

a. Wait there
b. Step in
c. Go away
d. Keep silent

12. The holy man heard __

a. A knock
b. A shriek
c. A sound
d. A noise

13. The mother had __

a. One small kid
b. Two small kids
c. Three small kids
d. Four small kids

14. Holy man offered a glass of milk to the __

a. Farmer
b. Doctor
c. Beggar
d. Child

15. The people wanted __

a. To loot the holy man
b. To spend night
c. To eat food
d. To meet the holy man

16. The holy man could not see the people __

a. Happy
b. In trouble
c. In a forest
d. On the door

17. Do you think the writer of the passage is trying to __

a. Amuse us
b. Annoy us
c. Give us a lesson
d. Give facts and information

18. The farmer farbade the holy man to open the door for women because he was __

a. Selfish
b. Foolish
c. Wise
d. Intelligent

19. We should follow the holy man __

a. To help others
b. To cheat others
c. To tease others
d. To loot others

20. The suitable moral of this lesson is

a. Charity begins at home
b. Appearance sometimes deceives us
c. Slow and steady wins the race
d. None of them

C. Mrs. Anwar told that life is not possible on any of these planets because these

day while the resources are not increasing at the same rate. Scientists and other experts think that one day we may be short of food and other commodities on earth. So we must explore new worlds with large resources. Recently, a spaceship called Shuttle has been sent into space by American. It is a kind of laboratory. Many difficult experiments, which cannot be done on earth, can be done in space. Photograph has been received from the satellite telling us so many interesting things about the planets. We can watch live programmes of any other country of the world on television. We can forecast weather and thus tell beforehand whether it is going to be dry or wet".

21. A spaceship has been sent into space by __

a. The Russians
b. The Americans
c. The Germans
d. The French

22. Population of the world is __

a. Increasing slowly
b. Decreasing rapidly
c. Decreasing slowly
d. Increasing tremendously

23. Experts think that one day we may run __

a. Short of production
b. Short of knowledge
c. Short of food
d. Short of food and other commodities

24. Many difficult experiments can not be done __

a. On earth
b. In space
c. Under ground
d. In the sea

25. Population of the world is increasing due to __

a. Better health facilities and control over diseases
b. Better food
c. Control over natural calamities
d. a, b & c

26. Shuttle is sent in to space for __

a. Research purpose
b. Outing and adventurous purpose
c. Taking photographs
d. a & c

27. Increasing population of Pakistan has bad impact on our __

a. Production
b. Resources
c. Religion
d. Ideology

28 The purpose of spending money on research about the planets is to

29. **Which one of the following is the best title for this passage __**

a. "Shuttle in space"
b. "Search for new resources"
c. "Research on population"
d. "Over population"

30. **We can take advantage of space technology to __**

a. Increase agricultural production
b. Communicate with each other
c. Go to planets
d. A, b & c

D. Hazrat Umar (God be pleased with him) was born at Makkah in a noble tribe called the Quraish. He was a tall, strong man. He was also a very good wrestler. Hazrat Umar (God be pleased with him) participated in the holy wars and proved a great strength for Islam. He remained Caliph for 11 years. He conquered a vast empire during the 11 years of his Khilafat. He introduced a great system of administration, which served as a model during the whole of Islamic history. He introduced a large number of reforms. He organized the army. He was a great man who shaped the destiny of the nation. He gave much importance to Justice and the well-being of the people. He led a very simple life. He loved to meet people and enquire about their problems. He followed the saying of the Holy Prophet, "Treat your servant as you would treat yourself. Master and servant are both equal before God". Hazrat Umar (God be pleased with him) was kind and sympathetic to the poor. He spent many sleepless nights. He used to roam in the streets to see the conditions of his people.

31. **He remained Caliph for __**

a. 9 years
b. 10 years
c. 11 years
d. 12 years

32. **In the Holy wars, Hazrat Umar (God be pleased with him) __**

a. Did not participate
b. Participated
c. Got martyred
d. b and c

33. **He gave much importance to __**

a. Justice
b. Khilafat
c. Tribe
d. Wealth

35. **Hazrat Umar loved to meet people and enquired about their problems because __**

a. He wanted to impress the opponents
b. He was a well wisher of the people
c. He belonged to Quraish
d. He belonged to noble family

36. **Hazrat Umar's conversion to Islam was of great value because __**

a. He was a tall man
b. He was healthy man
c. He was an intelligent and brave person
d. He was a good wrestler

37. **Which one of the following is the best title for this passage?**

a. "Hazrat Umar as a good fighter"
b. "Khilafat of Hazrat Umar"
c. "Hazrat Umar as a good wrestler"
d. "Hazrat Umar as a conqueror"

38. **Hazrat Umar led a simple life because __**

a. He was not a rich person
b. He followed the noble example set by the Holy Prophet (PBUH)
c. There was poverty in the country
d. He belonged to Quraish

39. **In Islam the ruler is a __**

a. Master
b. Guardian
c. Slave
d. a, b & c

40. **Muslim rulers should follow Hazrat Umar to__**

a. Provide the basic necessities to the people
b. Give justice to the people
c. To bring administrative reforms
d. b and c

F. "You have to be disarmed completely" Said the emperor to Lamboo. The emperor then asked Lamboo about his pistols. He told the emperor not to be afraid. The pistols were empty. LAMBOO fired a shot in the air. Everybody fell down with fear except the emperor who ordered LAMBOO to give up his pistols. LAMBOO did so. The emperor thus made sure that Lamboo if he wanted to say anything Lamboo said respectfully to the king that the land of the king was a beautiful place. "People are strong and healthy. How could it all be so nice and beautiful?" Lamboo exclaimed in surprise. The king told him that though they are tiny and small, yet they are wise. They have small families. Each one has a lot to eat and every one is healthy here. Lamboo thought in despair that his country was over crowded and not so rich. "Alas! We could do something about it." He thought to himself.

41. **Lamboo said that King's land was __**

a. Dirty place b. Small place c. Beautiful place

d. Large place

42. **Lamboo said to the emperor __**

a. To go away b. To get rid of c. Not to be afraid

d. To be afraid

43. **People of the land have __**

a. Large families b. Small families c. Combined families

d. Separate families

44. **The people of the land of the King were __**

a. Weak b. Lazy c. Stupid

d. Strong

45. **According to this passage Lamboo belonged to __**

a. Poor family b. Rich family c. Poor country

d. Rich country

46. **The main cause of shortage of food was __**

a. Large families b. Small families c. Combined families

d. Separate families

47. **Which one of the following is the best title for this passage?**

a. "Lamboo's visit to an under developed country" b. "Lamboo's visit to a prosperous country"

c. "Lamboo's visit to a large country" d. "Lamboo's visit to a small country"

48. **The King told Lamboo that they are wise because __**

a. They were tiny b. They had controlled their population

c. They and an emperor d. None of them

49. **The main purpose is to appreciate the __**

a. Wisdom of tiny creature b. Wisdom of the King

c. Wisdom of Lamboo d. Wisdom of the rich

50. **Developed countries have __**

a. Controlled their population b. Shortage of food

c. Shortage of medicine d. Shortage of experts

PART-II

Direction: In each of the questions below four options are given. Choose the correct option for each sentence:

51. Do not be a slave _____ your habits.

a. Of b. With c. For d. To

52. We cannot rely _____ him as he is dishonest.

a. For b. Upon c. With d. On

53. He hit _____ an idea.

a. On b. Of c. Upon d. For

54. He died _____ Cholera:

a. By b. Of c. From d. To

55. He started _____ six in the morning.

a. By b. On c. At d. To

56. Shahid is _____ of the two boys.

a. Tall b. Taller c. Tallest d. Most tallest

57. America is the _____ country in the world.

a. Rich b. Richer c. Richest d. Most richest

58. His knife is _____ than mine.

a. Sharp b. Sharper c. Sharpest d. Most sharpest

59. Only _____ rich men own cars.

a. Few b. A few c. The few d. Very few

60. A _____ wind began to blow.

a. Tall b. Feeble c. Weak d. Strong

61. God helps those who help _____.

a. Herself b. Yourself c. Themselves d. Myself

62. She did not go home and I didn't _____.

a. Either b. Neither c. Each d. One another

63. He is the boy _____ stole my book.

a. Which b. Who c. That d. Whose

64. Hamid and Saeed love _____ .

a. One another b. Each c. Each other d. Either

65. You are wiser than _____.

a. He b. Him c. His d. Himself

attended the meeting?

67. The news is _____ good to be true.

a. So b. Much c. That d. Too

68. I was _____ surprised to hear this news.

a. Very b. So c. Much d. That

69. He is _____ weak

a. Very b. So c. Much d. Too

70. He walks _____

a. Slow b. Slowly c. Very slow d. Most slowly

71. He was so tired _____ he could not go a step further.

a. As b. That c. Than d. So

72. I shall return the books _____ I finish them.

a. As b. As well as c. Since d. As soon as

73. He is contented _____ he is poor.

a. Although b. And c. But d. As

74. Though he is poor, _____ he is honest.

a. But b. Yet c. And d. As

75. Either the father _____ the son is mistaken.

a. Neither b. And c. Or d. Nor

76. _____ man been taking exercise for two hours?

a. Is b. Are c. Has d. Have

77. _____ he enjoyed reading books?

a. Are b. Is c. Has d. Have

78. _____ I waiting for my result?

a. Is b. Do c. Am d. Does

79. _____ you go early in the morning?

a. Do b. Does c. Is d. Are

80. _____ she know how to swim?

a. Do b. Does c. Is d. Am

81. She _____ a letter to her mother every month.

a. Writes b. Write c. Writing d. Wrote

82. He has been waiting _____ morning.

a. For b. Since c. From d. Of

83. It _____ raining for two hours.

84. **They _____ postponed their departure.**

a. Has b. Have c. Is d. Are

85. **He _____ working hard to earn his living.**

a. Is b. Are c. Am d. Has

86. **The principal of the school _____ speaking to the students for one hour.**

a. Has not b. Have not c. Has not been d. Have not been

87. **You _____ climbed up the hill.**

a. Has not b. Have not c. Has not been d. Have not been

88. **They _____ sleep late at night.**

a. Do not b. Does not c. Is not d. Have not

89. **He _____ wash his hands before eating his food.**

a. Do not b. Does not c. Has not d. Is not

90. **I _____ going to school daily.**

a. Do not b. Does not c. Am not d. Have not

91. **_____ the patient died before the doctor came?**

a. Was b. Did c. Had d. Had been

92. **_____ he already stolen my pen?**

a. Was b. Did c. Had d. Had been

93. **_____ I receive a telegram from my father last evening?**

a. Was b. Had c. Do d. Did

94. **_____ boys been sleeping since evening?**

a. Was b. Were c. Did d. Had

95. **_____ the snake running after him?**

a. Was b. Did c. Had d. Had been

96. **He did not _____ the letter**

a. Writes b. Write c. Wrote d. Written

97. **I _____ come to see you yesterday.**

a. Am b. Has c. Have d. Had

98. **It started raining while we.**

a. Are playing b. Were playing c. Was playing d. Played

99. **I'm sure I _____ him at the party last night.**

a. See b. Seen c. Am seeing d. Saw

100. **He _____ a story for two months.**

a. Wrote b. Had written c. Was writing d. Had been writing

Appendix-II1

STATISTICAL DATA (TEST SCORES)

	EXPERIMENTAL GROUP			CONTROL GROUP		
No.	**Pupils**	**Pretest Scores**	**Posttest Scores**	**Pupils**	**Pretest Scores**	**Posttest Scores**
1	Ikram	73	92	Khuram Sagheer	74	85
2	Taimur	72	88	Tauseef	71	82
3	Attique	70	91	Saleem Haider	70	81
4	Ehtisham	70	90	M. Arif	70	78
5	Shoaib	70	88	Faqeer	70	80
6	Atta	69	85	Majid	70	79
7	Imran	69	79	Amanullah	68	72
8	Aamir	68	90	Adnan Nadir	68	77
9	Saqib	68	84	Israr	68	75
10	Adnan Ahmed	66	75	Ateeq Usman	67	72
11	Sajjid	66	84	M. Azhar	66	70
12	Mujahid	65	87	Touseef	65	71
13	Faheem	65	82	Nadeem Ikram	65	69
14	Atif	65	79	Khan Nawaz	63	72
15	Saidullah	64	83	Khuram Shahzad	63	76
16	Nouman Azad	63	79	Adnan Abbasi	63	68
17	Ali Usman	62	81	Nouman Babir	62	70
18	Awais Asghar	62	80	M. Kashif	62	72
19	Sameeullah	61	78	Yasar Hussian	62	74
20	Yasar	61	74	M. Sadeeq	60	70
21	Adnan Sharif	60	80	Umair Ali	60	65
22	Qasim	60	75	M. Imran	60	68
23	Shoaib	60	77	Mushtaq	60	69
24	M. Shakoor	59	76	M. Safeer	60	68
25	Bilal Satti	59	75	Babar	59	Absent
26	Ali	59	76	Sohail	59	69
27	Awais	59	70	Shabir Shah	58	68
28	Ahsan	58	74	Abdullah	58	65
29	Abbas	57	72	Waseem	57	63
30	Waqar Majeed	56	76	Usman Javaid	57	62
31	Asad Sameer	56	64	Ibrar Qurashi	56	66

	EXPERIMENTAL GROUP			CONTROL GROUP		
No.	Pupils	Pretest Scores	Posttest Scores	Pupils	Pretest Scores	Posttest Scores
32	Naeem	55	68	Shan Zaib	55	62
33	Sheeraz	54	69	Amjad Qasim	54	60
34	Sudher Ahmed	54	65	Asghar Masood	53	61
35	Waqas Naqeeb	51	64	Haras Shoaib	53	60
36	Adil	51	70	Asad M.	52	58
37	Adeel	50	71	Faroze Khan	50	62
38	Faisal	50	71	Razwan Tahir	50	61
39	M. Naveed	49	77	M. Asif	49	60
40	Salman	49	65	Aqeel	49	63
41	Ali Usman	49	68	Abdul Mateen	49	59
42	Tayyab	49	68	Mumraiz	49	62
43	Zohaib	48	66	Shahzad Jhan	49	55
44	Waqas Ali	48	76	Rashid Mahmod	48	57
45	Naqash	48	60	Zulfiqar Ahmed	48	54
46	Luqman	47	67	Rafaqat M.	48	56
47	Zeeshan	47	70	Bilal Aslam	47	52
48	Hassan	47	67	Ashraf Aslam	46	56
49	Mukarram	45	69	M. Anwar	45	Absent
50	Shaban	45	71	Raza	45	60
51	Raees	44	68	Qasim Waheed	44	55
52	Jahangeer	43	68	Adnan Ahmed	43	50
53	Minhas	42	65	Ali Usman	42	50
54	Saqib	42	62	M. Waqar	41	52
55	M. Rehan	40	66	Tanveer Safer	40	50
56	Asim	40	61	Khalid	40	50
57	Anjum	39	69	Farooq Shoukat	40	49
58	Ahsan	38	67	Manzoor Iqbal	39	51
59	Bilal Sadiq	38	64	Ahad Abbasi	38	48
60	Awais Rizwan	36	60	Ali Murtaza	36	45
61	Awais Asghar	35	Absent	Safdar Mahmood	33	40
62	Junaid	33	50	Waqas Raza	33	Absent
63	Waqar Ahmed	30	58	Umar	30	38
64	Rasheed	27	44	Imran Sardar	28	40

Appendix -IV

STATISTICAL DATA (READING COMPREHENSION)

	EXPERIMENTAL GROUP						CONTROL GROUP					
Pupils	PRETEST SCORES			POSTTEST SCORES			PRETEST SCORES			POSTTEST SCORES		
	Lit.c (20)	Eva.c (30)	Total (50)	Lit.c (20)	Eva.c (30)	Total (50)	Lit.c (20)	Eva.c (30)	Total (50)	Lit.c (20)	Eva.c (30)	Total (50)
1	20	20	40	20	28	48	19	20	39	20	24	44
2	18	20	38	20	25	45	20	19	39	19	22	41
3	17	18	35	18	24	42	19	17	36	18	22	40
4	18	19	37	19	25	44	18	17	35	20	19	39
5	19	17	36	20	25	45	18	19	37	19	19	38
6	18	17	35	18	25	43	17	19	36	18	23	41
7	19	18	37	20	26	46	18	17	35	18	20	38
8	18	18	36	20	25	45	17	19	36	19	22	41
9	17	18	35	18	25	44	18	16	34	18	22	40
10	16	17	33	17	22	39	17	18	35	16	22	38
11	18	17	35	20	25	45	18	15	33	18	17	35
12	16	18	34	20	26	46	18	16	34	18	18	36
13	18	15	33	19	23	42	16	19	35	18	18	36
14	19	16	35	17	23	40	17	18	35	17	20	37
15	19	16	35	18	24	42	17	17	34	18	21	39
16	15	15	31	17	22	39	18	12	30	16	18	34
17	17	25	32	20	24	44	17	15	32	19	16	35
18	18	26	34	19	25	43	19	16	35	19	21	40
19	16	15	31	20	22	44	18	14	32	19	22	41
20	17	16	33	17	22	39	16	15	31	17	20	37
21	18	27	35	19	23	42	19	14	33	17	16	33
22	18	24	32	17	21	38	17	14	31	16	19	35
23	17	14	31	16	21	37	19	13	32	15	19	34
24	16	14	30	17	18	40	15	15	30	15	15	38
25	16	16	32	17	17	39	15	16	31	Absent		
26	14	15	29	16	17	38	14	16	30	16	18	34
27	16	15	31	18	20	43	15	18	33	17	18	35
28	15	14	29	17	18	40	16	14	30	16	18	34
29	15	15	30	17	17	39	15	15	30	16	16	32
30	14	15	29	18	17	40	12	19	31	16	15	31
31	14	14	28	19	21	40	13	16	29	17	16	33
32	17	14	31	18	20	38	14	15	29	18	15	33
33	16	13	29	17	19	36	14	16	30	15	16	31

	EXPERIMENTAL GROUP						CONTROL GROUP					
Pupils	PRETEST SCORES			POSTTEST SCORES			PRETEST SCORES			POSTTEST SCORES		
	Lit.c (20)	Eva.c (30)	Total (50)	Lit.c (20)	Eva.c (30)	Total (50)	Lit.c (20)	Eva.c (30)	Total (50)	Lit.c (20)	Eva.c (30)	Total (50)
34	14	14	28	17	17	34	14	13	27	17	15	32
35	12	14	26	15	18	33	16	14	30	16	11	27
36	15	14	29	16	19	35	14	11	25	14	17	31
37	15	12	27	17	19	36	15	11	26	16	17	33
38	13	13	26	17	16	38	15	10	25	17	15	32
39	15	13	28	18	22	40	13	13	26	16	15	31
40	11	14	25	16	17	33	14	11	25	16	17	33
41	14	13	27	17	18	35	14	12	26	15	15	30
42	13	14	27	19	17	36	13	12	25	16	15	31
43	10	15	25	17	17	34	12	15	27	15	14	29
44	12	12	24	19	20	39	13	13	26	16	14	30
45	11	14	25	16	18	34	13	14	27	14	15	29
46	11	12	23	18	15	33	14	10	24	16	14	30
47	11	14	25	17	18	35	13	13	26	15	14	29
48	13	11	24	18	19	37	14	10	24	16	13	29
49	12	12	24	18	17	35	13	10	23	Absent		
50	13	13	26	16	20	36	13	11	24	15	15	30
51	14	10	24	16	17	33	13	8	21	15	15	30
52	10	10	20	16	18	34	15	7	22	14	12	26
53	12	10	22	15	19	34	14	9	23	13	13	26
54	14	7	21	17	13	30	12	10	22	16	12	28
55	12	11	23	15	17	32	13	9	22	14	12	26
56	11	11	22	15	19	34	14	8	22	15	12	27
57	15	8	23	19	16	35	12	11	23	16	11	27
58	14	6	20	17	16	33	12	9	21	15	13	28
59	12	8	20	15	19	24	13	6	19	14	13	27
60	10	8	18	12	18	30	13	7	20	12	13	25
61	11	8	20	Absent			10	7	17	11	11	22
62	13	5	18	13	13	26	12	6	18	Absent		
63	10	6	16	16	19	35	8	6	14	12	10	22
64	8	8	16	15	10	25	9	7	15	14	8	22

Appendix- V

STATISTICAL DATA (WRITING ABILITY)

	EXPERIMENTAL GROUP						CONTROL GROUP					
	PRETEST SCORES			POSTTEST SCORES			PRETEST SCORES			POSTTEST SCORES		
Pupils	Parts of speech (25)	Tenses (25)	Total (50)	Parts of speech (25)	Tenses (25)	Total (50)	Parts of speech (25)	Tenses (25)	Total (50)	Parts of speech (25)	Tenses (25)	Total (50)
1	18	17	33	24	20	44	16	19	35	21	23	41
2	16	18	34	21	22	43	16	17	33	22	19	41
3	19	16	35	23	26	49	18	16	34	19	22	41
4	17	16	33	22	24	46	17	18	35	19	20	39
5	18	16	34	24	21	43	15	18	33	22	20	42
6	15	19	34	23	21	42	17	17	34	19	19	38
7	17	15	32	17	16	33	18	15	33	17	17	34
8	16	16	32	20	25	45	17	17	34	17	19	36
9	15	18	33	19	21	40	16	18	34	18	17	35
10	17	16	33	18	18	36	18	14	32	15	19	34
11	18	13	31	19	20	39	19	14	33	18	17	35
12	14	17	31	21	20	41	15	16	31	20	15	35
13	16	16	32	20	20	40	15	15	30	17	16	33
14	13	17	30	22	17	39	16	14	30	20	15	35
15	14	15	29	22	19	41	15	15	30	20	17	37
16	17	15	32	19	21	40	14	19	33	18	16	34
17	18	12	30	18	19	37	16	14	30	18	17	35
18	13	15	28	20	17	37	13	14	27	17	15	32
19	12	18	30	18	16	34	14	16	30	16	17	33
20	15	13	28	19	16	35	14	15	29	18	15	33
21	13	12	25	21	17	38	12	15	27	17	15	32
22	12	16	28	17	20	37	14	15	29	15	18	33
23	13	16	29	18	22	40	12	16	28	16	19	35
24	15	14	29	20	16	36	17	12	29	15	17	32
25	16	11	27	17	19	36	14	14	28	Absent		
26	14	16	30	22	16	38	15	14	29	18	17	35
27	13	15	28	17	18	35	12	13	25	16	17	33
28	12	17	29	16	18	34	15	13	28	16	15	31
29	17	10	27	18	15	33	15	12	27	16	15	31
30	15	12	27	17	19	36	13	13	26	15	16	31

	EXPERIMENTAL GROUP						CONTROL GROUP					
	PRETEST SCORES			POSTTEST SCORES			PRETEST SCORES			POSTTEST SCORES		
Pupils	Parts of speech (25)	Tenses (25)	Total (50)	Parts of speech (25)	Tenses (25)	Total (50)	Parts of speech (25)	Tenses (25)	Total (50)	Parts of speech (25)	Tenses (25)	Total (50)
31	13	15	28	16	18	32	12	15	27	15	18	33
32	12	12	24	16	14	30	13	13	26	15	14	29
33	15	10	25	15	18	33	13	11	24	13	16	29
34	12	14	26	14	16	30	12	14	26	15	14	29
35	13	12	25	17	14	31	11	12	23	15	18	33
36	9	13	22	16	20	35	12	15	27	14	13	27
37	11	12	23	18	17	35	12	12	24	12	17	29
38	14	10	24	16	17	33	10	15	25	14	13	27
39	10	11	21	17	20	37	11	12	23	15	14	29
40	12	12	24	15	17	32	14	10	24	14	16	30
41	12	10	22	17	16	33	10	13	23	15	14	29
42	14	8	22	16	16	32	14	10	24	15	16	31
43	10	13	23	17	15	32	13	9	22	13	13	26
44	13	11	24	20	17	37	12	10	22	13	14	27
45	11	12	23	14	12	26	10	11	21	12	13	25
46	10	14	24	15	19	34	11	12	23	13	13	26
47	12	10	22	18	17	35	10	11	21	12	11	23
48	13	14	23	16	14	30	15	18	23	13	14	27
49	12	19	21	16	18	34	11	11	22	Absent		
50	10	9	19	18	17	35	10	11	21	15	15	30
51	11	9	20	20	15	35	13	10	23	12	13	25
52	9	12	21	16	18	34	12	9	21	10	12	24
53	12	8	20	18	13	31	9	10	19	13	11	24
54	11	10	21	15	17	32	11	8	19	12	12	24
55	9	8	17	16	18	34	8	10	18	10	14	24
56	8	10	18	15	12	27	9	9	18	10	11	21
57	7	9	16	17	17	34	9	8	17	10	12	22
58	9	9	18	19	15	34	10	8	18	12	11	23
59	10	8	18	16	14	30	12	7	19	9	12	21
60	9	9	18	14	16	30	7	9	16	10	10	20
61	6	9	15	Absent			6	10	16	11	7	18
62	7	8	15	11	13	24	8	07	15	Absent		
63	6	8	14	10	13	23	8	08	16	7	9	16
64	6	5	11	10	9	19	7	05	13	8	10	18

Appendix - VI

CHART FOR ASSIGNING THE STUDENTS TO TEAMS/GROUPS

Level of students	Rank	Team Name	Pupils	Level of students	Rank	Team Name	Pupils
Higher performance students	1	A			33	A	
	2	B		Average performance students	34	B	
	3	C			35	C	
	4	D			36	D	
	5	E			37	E	
	6	F			38	F	
	7	G			39	G	
	8	H			40	H	
	9	I			41	I	
	10	J			42	J	
	11	K			43	K	
	12	L			44	L	
	13	M			45	M	
	14	N			46	N	
	15	O			47	O	
	16	P			48	P	
Average performance students	17	P		Low performance students	49	P	
	18	O			50	O	
	19	N			51	N	
	20	M			52	M	
	21	L			53	L	
	22	K			54	K	
	23	J			55	J	
	24	I			56	I	
	25	H			57	H	
	26	G			58	G	
	27	F			59	F	
	28	E			60	E	
	29	D			61	D	
	30	C			62	C	
	31	B			63	B	
	32	A			64	A	

Appendix - VII

QUIZ SCORE SHEET (STAD)

Date: ____________ **Quiz:** ________________

Student	Base score	Quiz score	Improvement points	Student	Base score	Quiz score	Improvement points

Appendix - VIII

TEAM SUMMARY SHEET

Team Name: _____

Team Members	1	2	3	4	5	6	7	8	9	10	11	12	13
Total Team Score													
Team Average													
Team Award	G.T												

Team Average = Total Team Score/ Number of Team Members.

IMPROVEMENT POINT CRITERIA

Quiz score	**Points**
More than 10 points below base score	05
10 points below to 1 point below base score	10
Base score to 10 points above base score	20
More than 10 points above base score	30
Perfect paper (regardless of base score)	30

Appendix -IX

LESSONS FROM THE TEXT-BOOK AND GRAMMAR BOOK

Following five lessons were selected from the textbook of 8th class and seven exercises were selected from grammar book to teach the reading and writing skills:

Lessons of textbook

i. Lamboo goes on a voyage

ii. Hazrat Umar (God be pleased with him)

iii. The stars and the planets

iv. It is a great virtue to be helpful.

v. Oxygen

Exercises of grammar book

i) Exercise (pronoun)

ii) Exercise (adverb)

iii) Exercise (adjective)

iv) Exercise (conjunction)

v) Exercise (preposition)

vi) Exercise No. 9-13 (Present Tense)

vii) Exercise No. 14-17 (Past Tense)

Appendix - X

SAMPLE LESSON PLAN (CONTROL GROUP)

Teacher _____ Subject: _____

Class: 8th Average Age of the Students: 14 Years

Date: _____ Time: 40 Minutes

Teaching points (Lesson) Magic Show

Steps	**Contents**
Specific objectives	1. Explain the concept of magic 2. Comprehended printed discourse 3. Label paragraphs 4. Provide information based on what is read 5. Cooperate with each other in the groups.
Materials	1. Textbook 2. Workbook 3. Quiz sheet
Teaching methods/ Techniques	Question answers, competitive, lock step, traditional group, competitive and individual learning

PREVIOUS KNOWLEDGE

The teacher will motive the students by asking them the following questions with the help of their previous knowledge.

1. What is magic?
2. What is magic show?
3. Who is a magician?

ANNOUNCEMENT OF THE TOPIC

After receiving the reply the teacher will announce the topic for reading and the same will be written on the blackboard. "Magic show".

PRESENTATION STAGE

The teacher will tell the class to look at the title and ask them to predict the purpose of magic show. He will explain summary of the lesson.

FIRST READING BY THE TEACHER

The teacher will open the book page No. 30 and will start reading. Students would have already opened the books. Teacher will tell to skim the text quickly.

PRACTICE

1. Students individually complete the idea magic show and present their work to class: exercise No. 1 in their workbooks.
2. Students free writing for 5 minutes about magic and share their writing with the class.
3. Students read the selected text about Magic Show and write down their answers to the following questions based on what they have read:
   i. Who is a magician?
   ii. What is the big box made of?
   iii. Who gets into the box?
   iv. What has the magician in his hands?
4. Read the selection once more and write subheadings for the paragraphs. Students share their answers with the class.

CLOSURE

Students volunteer to provide oral summaries of the selection to the class.

Homework: The questions, which are discussed in the class, will be given to the students as homework. They will write the answers of the questions and will write them on their exercise books.

The End: The teacher will leave the class in the supervision of class monitor.

Appendix - XI

SAMPLE LESSON PLAN (EXPERIMENTAL GROUP)

Teacher _____ Subject: _____

Class: 8th Average Age of the Students: 14 Years

Date: _____ Time: 40 Minutes

Lesson: Magic Show

Steps	**Contents**
Specific objectives	1. Explain the concept of magic 2. Comprehended printed discourse 3. Label paragraphs 4. Provide information based on what is read 5. Cooperate with each other in the groups.
Materials	1. Textbook 2. Workbook 3. Quiz sheet
Teaching methods/ Techniques	Cooperative learning, student teams achievement division (STAD)
Group size	4 students per group
Classroom arrangement	A teacher will find heavy desks in classroom. Two students would be sitting on one desk. He will allow students No. 1 and No. 2 to turn around and work with students No. 5 and No. 6. In this way whole class will be divided into groups of four in practice session. 1 2 3 4 5 6 7 8
Assigning students to teams	Teacher will assign a high, two averages and one low achieving student to each group. Teacher will produce a numbered list of students from highest to lowest achiever based on last test averages. He will choose the top, bottom and two middle achievers. He will assign them to team 1. Then he will use the reduced list to assign remaining teams. (see Appendix – VI)

iii. Who gets into the box?

iv. What has the magician in his hands?

He will delegate a group member to share his answers with the class. He will ask to read the selection once more and agree on a heading for each paragraph in the selection. Finally, he will delegate a group member to present his responses as well as provide an oral summary of the selection to the class.

POSITIVE INTERDEPENDENCE

Students will earn points for their teams based on the degree to which their quiz scores (percentage) exceed their base score. To figure a teams score, each team members improvement points will be divided team members' total improvement points by the number of team members who will present. They give one response from the group.

INDIVIDUAL ACCOUNTABILITY

Individual improvement scores are given to ensure the individual accountability. Any student can contribute maximum points to his team in this scoring system. Each student is given a base score, derived from the students' average past performance on last test. Students then earn points for their teams base on the degree to which their quiz scores exceed their base score.. Teacher explains that you are responsible for getting the group to answer questions on your worksheet. Students are responsible for helping their group members to come to one conclusion. They are also individually accountable.

TEAM RECOGNITIONS

Teacher figured individual scores and team scores and will announce the excellent, Good Team and will award certificates.

Improvement points: students earn points for their team based on the degree to which their quiz score (percentage correct) exceed their base scores.

Quiz score	**Points**
More than 10 points below base score	5
10 points below to 1 point below base score	10
base score to 10 points above base score	20
more than 10 points above base score	30
perfect paper (regardless of base score)	30

Recognizing Team Accomplishment: These levels of awards are given. These are based on average team scores, as follows:

Criterion (team average)	Award
10	Good team
20	Great team
25	Super team

Homework: The questions given in the evaluation will be given to the students as Homework. They will make the answers of the questions and will write them on their exercise books.

The end: The teacher will give the class in supervision of class monitor and will leave the class.

Appendix – XII

LIST OF EXPERTS

i) Dr. Maqsud Alam Bukhari, Professor, Faculty of Social Sciences, International Islamic University, Islamabad.

ii) Dr. Riasat, Assistant Professor, Department of Education, Bannu University of Science and Technology, Bannu, NWFP, Pakistan.

iii) Dr. Muhammad Ishtiaq, Assistant Professor, Department of Education, Kohat University of Science and Technology, Kohat, NWFP, Pakistan.

iv) Mr. Muhammad Umar, Lecturer, English Department, AIOU, Islamabad.

v) Mr. Muhammad Amjad, Elementary School Teacher, Govt. Comp. Boys High School, Rawalpindi.