CHAPTER - II

REVIEW OF LITERATURE
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"The literature in any field forms the foundation upon which all future will be built, if we fail to build the foundations of knowledge provided by the review of literature, our work is likely to be shallow and naive and will often duplicate someone else." – Anonymous

For a clear perception of the topic or variables of research, review and survey of literature hold a pivotal place. Review of literature is a sort of formal training which enables the researcher to understand the objectives and the corresponding hypotheses of the study. It acquaints the researcher with the current knowledge and also the pole star in delimiting and defining the problem. The most important reason for reviewing the literature is to know about the recommendation of previous researchers for further researches which, they have listed in their studies. Effective research is based upon past knowledge. This step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation (Best, 1982). This is done by reviewing books, journals, newspapers, records, documents, thesis, indexes, abstracts, dissertation and other sources of information directly and indirectly connected with the problem under investigation. The study of related literature implies locating, reading and evaluating reports of research as well as reports of casual observations and opinions that are related to the individuals planned research project.

In the present research, the investigator has scanned most of the relevant and reported studies done in India and abroad in the field of cooperative learning and scholastic achievement of the students. Therefore, in order to prepare a base for defining the problem precisely, for making interpretation of data meaningful and for making comparisons among similar studies, the investigator studied the related literature extensively. The review provided an insight into various dimensions of the problem and related issues at different stages. In this attempt, the investigator was selective and
reviewed researches which had direct bearing on the present study. The present chapter provides a thumbnail account of such studies, their ambit and outcomes. The available researches, which are directly and indirectly related to the present study are as follows.

**Cooper, Johnson and Wilderson (1980)** studied the effects of co-operative, competitive and individualistic experiences on cross-ethnic, cross-sex and cross-ability interpersonal attraction on 60 seventh graders during English, Geography and Science classes and found that more students in the co-operative learning receive help from peers of the other ethnic group and sex than in the competitive and individualistic conditions. More normal-progress student in the co-operative conditions perceive themselves as giving help to learning-disabled peers than in the competitive or individualistic conditions. More students in the co-operative and competitive conditions than in the individualistic condition chose friends from the other ethnic group and learning disabled peers.

**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.

**Slavin (1980)** studied the separate effects on student achievement and time on task of three components of the team learning technique STAD: co-operative rewards, group tasks and a focused schedule of instruction. Results revealed that in case of academic achievement, reward and task interaction effects were found significant for curriculum specific test. The reward effect was in favour of team reward and the task effect was in favour of the individual task. The experimental classes learned significantly more than the comparison classes due to focused scheduled of instruction; students in team reward conditions were found to be on-task significantly more than in the individual reward conditions.

**Lang (1983)** investigated the use of a co-operative learning technique Teams-Games-Tournaments (TGT), on academic achievement and improve attitude towards economics among colleges students in different ability levels. On 60 students of micro-
economics class, 30 each in experimental (TGT) and control group, it was found that TGT had no statistically significant treatment effect on academic achievement nor were there any statistically significant distributional effects of TGT among students in three ability groups, TGT had no statistically significantly treatment effects on attitude towards economics.

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.

Webb (1984) investigated in effects of small group gender composition on interaction and achievement in classroom settings. He found that the males and females had similar interaction patterns and nearly identical achievement results. However, in groups in which gender was imbalanced (majority male on majority female but with similar ability means), the females’ experiences were detrimental to their achievement. In majority male groups, the females tended to be ignored as males focused their attention on other males and in the majority female groups, the females focused much of their attention on the males to whom they gave more help than they gave to other females.

Peterson and Swing (1985) investigated student’s perceptions of helping behaviour during co-operative small-group activity as well as the relationship between help giving and achievement and found positive relationship between student’s perceptions of the nature of a good explanation and their likelihood and giving such an explanation. Positive relationship was found between giving and receiving help and achievement.

Bejarano (1987) reported on a study involving junior high school students learning English as a foreign language in Israel. Students in classes using cooperative learning methods were found to make significant improvements in an overall English proficiency test and in a listening comprehension subtest as opposed to students in classes using whole-class methods.

Scanlan (1988) examined the patterns of student talk in a fifth grade Mathematics class.
Cooperating learning groups provide an alternative means for structuring classroom activities and give students further opportunities to use language to learn. Although research has reported compelling evidence that use of co-operative groups promotes academic achievement, positive attitudes towards school, higher levels of collaboration, positive relationship among students and increases self-esteem, little as known about how students actually talk with one another in these settings. Results indicated that sudden talk in co-operative groups was significantly different from the typical patterns of classroom discourse. Students used talk in the following ways: 60% was related to the Mathematics they had been assigned to do; 30% was used to regulate their group processes, and 7% was for social/personal purpose. Only 2% of the students talk was unloadable. Group assignment, that is, who is working whom and the kind of tasks assigned influenced the ways in which the students used oral language.

Mulryan (1989) investigated the bahaviour and perceptions of high and low-achieving fifth and sixth-grade girls and boys. Student’s behaviour was observed in co-operative small-group Mathematics, whole class Mathematics and reading group settings. Comparisons were made across settings. Interviews with students and teachers were also conducted. The findings revealed that students manifested more time-on-task in the co-operative small-group setting than in the whole class Mathematics and reading group settings. High achievers manifested more time on task and also more quality involvement than did low achievers in co-operative small groups. Students and teacher perceptions were related to student’s behaviour in co-operative small groups. High achievers were more active participants than low achieves were in the groups.

Sheng (1990) investigated the effect of co-operative learning (with training and organized) and co-operative learning (without learning and unorganized) on 117 sixth graders in science in three ability levels (high, middle, and low). Results showed that co-operative learning (trained and organized) displayed statistically significant difference when compared with the other two conditions (co-operative learning without training and organization and traditional teaching) in a test of process skill. No significant difference was found between scores obtained by students engaged in co-operative learning and participating in traditional teaching. Significant difference was
found between ability levels. High ability students achieved higher than mixed ability students and mixed ability students achieved higher than low ability students.

**Daniel; Barbara; Diane (1991)** investigated the effect of cooperative learning in secondary school maximizing language acquisition, Academic Achievement and Social development and concluded that these can be met by cooperative learning structures and activities used in the content areas. These structures and activities can help maximize the rate at which secondary students acquire the English language, content area knowledge, and interpersonal skills needed for success in school. When we combine what we know about cooperative learning structures with what we know about what works for language minority students, we can more effectively meet the needs of these students.

**Peck (1991)** compared differences in spelling achievement among group of students who were high, average and low achievers. The study attempted to determine any treatment effects resulting from students being cooperatively grouped for spelling instruction on 135 intermediate grade elementary children. STAD was implemented. The results indicated that intermediate children achieved equally, well regardless of how they were grouped for spelling instruction. High, average and low achieving students achieved equally well regardless of how they were grouped for spelling instruction. Low achieving students achieved significantly different from high and average achieving students.

**Olsen and Kagan (1992)** stated that 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.

**Cook (1993)** examined verbal student interactions as a product of varying motivational patterns in small co-operative learning groups in physics classes. Results showed significantly different relationship between scores on the positive half of IAR and the Attitude towards Science in School Assessment (ATSSA) Scale but not between the negative half of the IAR and the ATSSA. Significant differences were found for the main effects of sending and receiving, on and off-task messages. No significant
relationships were found for being learned helpless and sending or receiving positive/negative comments of making attributions for effort or ability.

**Ahuja (1994)** studied the effectiveness of the use of the co-operative learning instructional strategy on academic achievement, attitudes towards science class and process skills of seventh graders. Findings from the ANCOVA on post-test scores indicated that the use of co-operative learning instructional strategy results in greater academic achievement and better attitudes towards science class. The process skills were not influenced by the instructional strategy. Responses from the interview of six students (who were purposefully selected on the basic of their responses on the attitudes checklist) corroborated the selected that a co-operative learning experience was looked upon more favorably by seventh class science students., who found that it improved their perceptions of science, made science learning more fun and improved their learning.

**Cohen (1994)** also found that 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.

**Kagan (1994)** found that grouping is essential to co-operative learning. The most widely used team formation is that of heterogeneous teams, containing a high, two middle, and a low achieving student and having a mix of gender and ethnic diversity that reflect the classroom population. The rationale for heterogeneous groups argues that this produces the greatest opportunities for peer tutoring and support as well as improving cross race and cross sex relations and integrations. Occasionally, random or special interest teams could be formed to maximize student talents or meet a specific student need.

**Sapon-Shevin (1994)** in their study on co-operative learning, found it to be a successful teaching strategy at all levels, from pre-school to post secondary. The development characteristics of middle school students make co-operative learning a good, ‘fit’ of teaching strategy for the needs of the students. Young adolescents need to socialize, be a part of a group; share feelings receive emotional support and learn to see things from
other perspective. Co-operative learning groups do not separate students on the basis of class, race or gender and the goals of middle schools are consistent with the goals of co-operative learning theories, it is peer centered pedagogy that promotes academic achievement and builds positive social relationship.

**Sumitra (1994)** studied the effect of co-operative learning on student achievement, self-concept and liking of classmates. Co-operative learning method STAD was used. The findings of the study revealed that the students who were taught social science through co-operative learning showed significant improvement in their achievement in social science than the students who received instruction through traditional method. This suggests that co-operative learning contributes towards raising the student’s achievement. The group of students taught social science through co-operative learning showed significantly higher gain in achievement than the group of students taught social science through the traditional method.

**Adams (1995)** investigated the effectiveness of specific co-operative learning method student teams achievement divisions (STAD) on achievement and self esteem levels of mildly handicapped and normal progressing learners. The sample consisted of 44 mildly handicapped and 64 normal progressing learners of sixth grade. Findings revealed that the treatment group had significantly higher levels of academic achievement in reading comprehension. Whereas self-esteem of the students in the two groups did not differ significantly, the mildly handicapped students in the treatment group had significantly higher achievement levels in vocabulary, but not in reading comprehension; they had significantly higher levels of general self-esteem, but did not differ in school and academic self-esteem.

**Slavin (1995)** examined ninety-nine studies that lasted four or more weeks and that used a variety of co-operative learning methods. Sixty four (64%) of the ninety-nine experimental control comparison favored co-operative learning. Only five (5%) significantly favored control group. Overall, students in co-operative learning groups scored about one-fourth of a standard deviation higher on achievement tests than did students taught conventionally.
McManus and Gettinger (1996) examined the teachers' use and evaluation of co-operative group learning along with student's reactions to working in groups and their verbal interactive behaviour during group activities and found positive academic, social and attitude outcomes in the classrooms. Majority of student interactions were directly related to teaching and learning. Behaviour such as listening to another student or watching a student demonstrate how to complete a task occurred most frequently during group activities.

Armstrong (1997) studied the effect of student teams achievement divisions (STAD) co-operative learning strategy on academic achievement and attitude towards social studies class on twelfth-grade social studies students in two advanced progressive American classes and found that the application of STAD in the upper secondary social studies classroom exhibited no statistically significant difference in academic achievement on student attitude towards social studies class.

Karnes and Collins (1997) found Geography classes lend themselves to co-operative learning methods due to the skill and values within the curriculum. Students use their thinking, communication and information-sharing skills to increase their content knowledge as well as their interpersonal skills. The social environment provided by co-operative learning enables learners to appreciate the presence of students hailing from different social, ethnic, religious, linguistic, caste and class backgrounds. They are more committed to each other success and well being when they work together to get the job done than when they complete to see who is best or work independently from each other. Thus, learning in small group fulfills the individual and social goals of education.

Wilson (1998) investigated the ability of general education middle school students to prompt and reinforce the functional academic skill acquisition of peers with moderate to severe disabilities in the context of content area co-operative learning instructional settings and found that the general education students learned to provide the identified opportunities, prompt sequences and reinforcement to their peer with disabilities after a brief training session. Analysis of the grades achieved by the tutors indicated that the tutoring responsibilities had little or no negative impact on their attainment of classroom skills.
Chen (1998) examined and compared English achievement of junior college students through cooperative learning techniques and the traditional whole class method. The results showed that students in small cooperative groups achieved significantly better results on the overall test. Chen states that the achievement gains under cooperative learning are attributed to the methods’ reward structures and carefully structured interaction.

Minakshi (1998) studied the effect of team games tournaments on students’ achievement, inter-group relatives and self-concept under co-operative learning in Hindi grammar. The results implied that the students, who were taught Hindi grammar through team-games-tournaments under co-operative learning, showed significant improvement in their achievement in Hindi Grammar than the students who received instructions through traditional method. This suggests that team-games-tournaments under co-operative learning contribute towards raising the achievement of students in Hindi grammar.

Prinz (1998) studied the conditions in college students of various ability levels. They learn best when they are assigned randomly to one to three co-operative learning conditions: homogenous (where all students in a small group were of same ability level); heterogeneous (where high, medium and low ability students were placed into small groups together); and narrow range groups where medium/ low ability students groups placed in small groups). Findings revealed that no significant difference in performance outcomes for students in the three grouping conditions (narrow range, heterogeneous and homogeneous); no significant difference for attitude towards learning and students perception that the presence of other in the group enhanced their learning; a significant interaction effect was noted for students preference for learning alone, with low and high ability students in the narrow-range grouping conditions less interested in working individually; students in the narrow range grouping conditions who perceived the group process to be helpful experienced higher post test scores than did those students in the narrow range grouping condition who did not believe in the group process to be helpful.
Stewart (1998) investigated the effects of co-operative learning on the social self-esteem and peer ratings on a sample of 70 children in grades 4-6, that is, 31 with mental retardation and 39 without mental retardation. The study found that at post-test those children with and without mental retardation who had participated in co-operative learning received significantly fewer unknown and not a friend ratings and more neutral ratings than their peers in the individual group.

Szosteck (1998) 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.

Asmstrong-Melser (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 the gifted group performing only slightly higher.

Earley (1999) investigated of the effect of co-operative learning on the grade work and social skills interaction of social studies students from grade 9 to 11 during a twelve weeks period. Results of the survey indicated that social skills taught through co-operative learning methodology increased group effectiveness as well as inter personal interaction.

Gillies (1999) conducted a one-year investigation on whether children, who had been trained in the previous year to cooperate, were able to use the skills they had been taught in reconstituted groups without additional training on 64 fourth graders, who had participated in training in co-operative group behaviours in the previous year, were assigned to the trained condition, 84 fourth graders, who had not received any training, were assigned to the untrained condition. Results indicated that the children in the trained groups, although they had not received ‘refresher’ training in co-operative group behaviour showed better skills.

Khorshidi (1999) examined the possible relationship between the cooperative method or the teacher-fronted method and the reading comprehension achievement of students. The study was also an attempt to compare the effectiveness of homogeneous and
heterogeneous groups with regard to their reading comprehension performance. Heterogeneity and homogeneity were considered according the criteria of field of study. Four different fields of study were included in the study as heterogeneous students. Results signified a statistically significant difference among the experimental groups and the control group. Specifically, the heterogeneous group outperformed the homogeneous group and both performed better that the control group.

Mackeachie (1999) reported that 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.

Sparks (1999) studied the effectiveness of a short-term remediation/ co-operative learning programme on first semester general chemistry course students. Increase in achievement was found which was over topics discussed in the sessions. The session’s participants also increased their achievement on later examinations over material that was not discussed in the sessions.

Williamson (1999) studied whether the presence of embedded metacognitive cues facilities learner interactions and improves attitudes towards co-operative learning during the co-operative computer based lesson and studied the effects of ability grouping and group interaction on the sample of 120 sixth grade students assigned by the ability to one of the three group compositions: homogeneous high-ability, low-ability and heterogeneous. Significant differences for ability groups were found only on the achievement post-test and for management interactions. Homogeneously grouped low ability tended to have lower achievement post-test scores. There was no significant difference in attitude towards co-operative computer based instruction for either treatment or group composition.

Barett (2000) investigated the effects of two co-operative learning strategies: performed and coach earn reward (PACER) and Jigsaw-II on social behavior of eight sixth graders. The study revealed that no functional relationship was found between the
independent variable and ALT-PE, therefore, neither PACER and Jigsaw II-PE was more time-consuming than traditional instructions; PACER and Jigsaw III-PE each showed gender effects and a functional relationship was found for both the strategies with social duration, but with no frequency of social interaction.

**Abd El Sami Ali (2001)** looked at the effect of using the jigsaw reading technique on the EFL pre-service teachers’ reading anxiety and comprehension. The experimental group was instructed to read reading passages using the Jigsaw Reading technique while the control group read the same passages individually. Participants’ comprehension was checked via a TOEFL test and their anxiety was evaluated using a questionnaire designed by the author. Results showed that the lower anxiety among the experimental group participants led to their better performance in the comprehension of the reading passages.

**Karch (2001)** studied the effect of group training on co-operative learning teams of ninth-graders in four heterogeneously mixed social-studies classes in a sub-urban high school. Results showed that students in the trained condition did feel more personally supported in their groups than did their counterparts in the untrained condition. In general, students in the trained condition had a more positive experience engaging in co-operative learning activities, and a more positive attitude towards their particular group. No significant difference was shown between the two conditions in the area of student achievement.

**Moryadee (2001)** studied the effects of cooperative learning using Student Team-Achievement Divisions (STAD) technique on self-efficacy and English learning achievement of students. They were randomly assigned to an experimental group and a control group, comprising of 39 students in each group. The experimental group studied through STAD and the control group studied through the conventional method. This research employed the pretest/posttest control group design. All subjects were tested their self-efficacy and English learning achievement before and after the treatment. The data were analyzed by t-test. The results indicated that the students who studied through STAD have a higher self-efficacy after the treatment than before the treatment at the .01 level of significance. The students who studied through STAD have a higher English
learning achievement after the treatment than before the treatment at the .01 level of significance. On the post-test, the students who studied through STAD have a higher self-efficacy and English learning achievement than those students who studied through the conventional method at the .01 level of significance.

Neyshabour (2001) studied the effect of individual and co-operative learning in computer education on performance at knowledge, skill and application categories in relation to cognitive styles on a sample of X class students and reported that no difference was found between knowledge mean scores, application mean scores and skill mean scores yielded through individual and co-operative learning mode. Both modes were found to be equally effective. Mode of learning was found to interact with cognitive style in respect of knowledge scores. Performance of field-independent group was higher with co-operative learning than that of field-independent group with individual learning.

Gillies (2002) investigated the effect of training in small group and interpersonal behaviours on children’s behaviour and interactions as they worked in small groups two year later. 52 fifth-graders who had been trained two years previously in co-operative group behaviour were assigned to the trained condition and 36 fifth graders, who had not previously been trained, were assigned to the untrained condition. The results showed a residual training effect, with the children in the trained groups being more co-operative and helpful than their untrained peers.

Judith Grundman (2002) examined whether student participation increased when cooperative learning structures were used in an ESL classroom. The results indicated that student participation increased when ESL students were engaged in cooperative learning activities. The study concluded that cooperative learning used in an ESL classroom: provided more opportunities for students to listen and produce language, created strong friendship connections, supported first language skills, improved classroom environment and student attitude, and encouraged leadership skills and teamwork.

Lee and Phang (2002) found the effects of co-operative learning on elementary school children in Singapore. The experimental treatment consisted of the use of co-operative
learning as one aspect of participants' social studies instruction, while participants in the control group received instruction consisting largely of the traditional whole-class mode. Dependent variables were achievement in social studies, classroom climate, and attitude toward social studies. The results of the study indicate an overall positive effect for co-operative learning.

Liang (2002) conducted a study on the effect of cooperative learning on EFL junior high school learners' language learning, motivation toward learning English and high and low achievers' academic achievements with five structures and models of cooperative learning. Liang found that the experimental group outperformed control groups who were taught in Grammar Translation Method and Audio-Lingual Method.

Somapee (2002) compared critical thinking skills of students who studied Business English I at Chiangrai Commercial School using the cooperative learning method with those of students using the traditional group work method and surveyed the opinions of students toward the cooperative learning method. A pre-test was used to assign students so both had the same level of the critical thinking skills. During the eight weeks of teaching, unit pre-tests and post-tests were given to students at the beginning and at the end of each unit respectively. After the implementation, the pre-test was assigned for them to take as the post-test. Then, two sets of averaged scores taken from the pre-test and post-test were compared by T-test. A questionnaire was then given to the experimental group to assess their opinion about cooperative learning. The results of the test revealed that critical thinking skills of students in the experimental group were higher than those in the control group. The post-test scores of students who were taught through the cooperative learning method were remarkably higher than the post-test scores of students who were taught through the traditional group work method at p < .05 level. Moreover, the unit post-test scores of the experimental group were higher than those of the control group as the statistical difference was significant at p < .05 level. The results of the questionnaire showed that students' opinions towards the cooperative learning were moderately positive.

Tsailing Liang (2002) investigated the effects of cooperative learning on EFL junior high school learners' language learning, motivation toward learning English as a foreign
language, and the high- and low-achievers’ academic achievements in a heterogeneous language proficiency group. A pretest-posttest group research design was used. The results of the study showed that the experimental group outperformed the control group significantly (p < .05) in the measurement of oral communicative competence and the motivational questionnaire. The findings of this study suggested that cooperative learning helped significantly to enhance the junior high school learners’ oral communicative competence and their motivation toward learning English.

Arbab (2003) conducted a research to probe the effect of co-operative learning on general science achievement of 9th class students. In the experiment of two weeks duration, she found on the basis of pre-test and post-test scores that co-operative learning and more positive effect on student general science achievement as compared to usual method of teaching general science.

Caposey (2003) selected the cooperative teaching method as a remedial method for compensating the problems that elementary and middle school learners had with vocabulary and reading skill. Students were unable to transfer the reading skill to content areas which were considered to stem from their lack of vocabulary knowledge. Treatment of ten weeks turned out to be successful in making the classroom atmosphere cooperative and in improving the students reading skill.

Geed, Passi and Dube (2003) compared the overall achievement of students of the co-operative learning environmental group with those of the traditional learning environment group in English. Result indicated that experimental group scored better in the reading section than the control group; no significant difference was found between experimental and control group in writing section. No significant difference was found between experimental and control group in Grammar section. Experimental group showed better understanding and retaining in literature when compared to the control group. Overall achievement of experimental group was significantly higher than that of control group.

Ghaith (2003) investigated the effects of cooperative learning on reading achievement, academic self-esteem, and feelings of school alienation. The participants were 56 high school Lebanese EFL learners studying at a private school in Beirut. The result revealed
that there were no significant differences between control and experimental groups regarding the dependent variables of academic self-esteem and feelings of school alienation. However, the results revealed that the reading achievement of EFL learners improved significantly as a result of implementing cooperative learning.

Kosar (2003) investigated the effects of co-operative learning on social studies achievement among 7th class students. The sample comprised 40 students of class 7th 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, co-operative learning resulted in higher achievement as compared to routine method of teaching social studies.

Onwuegbuzie, Collins and Elbedour (2003) investigated the role of group composition ranging on in size from 2 to 7 co-operative learning groups. The analysis revealed that positive relationship between degree of group heterogeneity at the midterm level and scores on the research proposed; relationship was found between group size and performance on the article critique: however, no relationship emerged involving scores on the research proposal; significant interaction was found between treatment and aptitude interaction with respect to the article critiques although no interaction emerged for search proposal scores.

Parveen (2003) conducted an experimental study on the effects of co-operative learning on social studies achievement among 8th grade student. 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 pre-test and post-test scores, co-operative learning was not found to be better instructional strategy that routine method of instruction.

Seetape (2003) studied the effects of cooperative learning on English reading achievement and the students’ behavior towards this learning method used in the English classroom. The samples were selected by means of purposive sampling. Students were taught for eight periods, each of which lasted fifty minutes. The instruments were English reading achievement test, cooperative learning behavioral
observation sheet, and lesson plans using cooperative learning technique. The results of the study showed that the post-test scores after learning English reading using cooperative learning were higher than the pre-test scores at the .05 level of significance. Most of the samples displayed very good behavior in cooperating in their tasks. Their cooperative behavior had increasingly developed.

**Bosfield (2004)** investigated mathematical computation (i.e. addition, subtraction, multiplication, division, algebraic algorithm, decimals and fractions) skills between students instructed through the traditional learning method compared to the students instructed through the co-operative learning method on 53 subjects, 29 boys and 24 girls, from two fifth grade classrooms. Analysis of results revealed that students in the co-operative classroom had significantly higher growth skills in Mathematics computation than students in the traditional classroom.

**Chen (2004)** investigated the effectiveness of co-operative learning strategies in teaching English as a foreign language. Two co-operative learning strategies, Jigsaw and student teams achievement division (STAD) were implemented in the experimental group and control group was instructed through traditional grammar translation method. The study revealed that the experimental group outperformed the control group and that males performed better in a co-operative structure than in the traditional competitive structure.

**Krishanaraj and Kalaiyarsan (2004)** studied whether the STAD approach with reward was more effective than the traditional approach in developing self-esteem of learners, besides investigating whether the group investigation approach without reward’ scores over the traditional approach resulted in enhancing the self esteem of learners. The investigation revealed that: STAD with reward approach and the traditional method differed in enhancing the self-esteem of learners. It was noted that STAD with reward approach proved to be more effective than the traditional approach in enhancing the self-esteem of learners. A comparison between the traditional approach and group investigation approach revealed a true difference in the mean scores. The Group investigation approach was found to be more effective than the traditional approach.
Rondinaro (2004) studied the relationship between interpersonal multiple intelligence and the usage of co-operative learning teaching methods on the sample of 103 teachers and revealed that no significant relationship between interpersonal multiple intelligence and the usage of co-operative learning teaching methods. Elementary school teachers had a significantly more positive attitude towards co-operative learning than high school teachers.

Tripathy (2004) investigated co-operative learning as a method of promoting learning through student co-operative rather than competition and considered it as an effective method using in student groups in a classroom. The findings of the study revealed that students who were working in groups were more likely to stay on task and remain motivated because of peer support and encouragement. Working together is good as it does a lot to increase self-esteem and reduce normal peers’ rejection, which is so important for our students. Co-operative group learning induces co-operative attitude in the learners, which in the long run, has the potential of carry over into other areas of the competitive world.

Almaguer (2005) studied the effects of cooperative learning on reading fluency and comprehension of 80 third grade English language learners in south Texas. Analysis of data through covariance revealed that peer assisted reading strategy improves reading achievement.

Shaaban & Ghaith (2005) explored the theoretical relevance and possible applications of CL in ESL/EFL instruction and maximizing authentic and purposeful classroom interaction among learners in a supportive and stress-reduced environment, there by increasing their achievement in the cognitive, affective, and social domains of schooling it also provides equal opportunities for all learners to experience success and ensures equal opportunities for participation and improvement.

Yaibua (2005) studied the effect of multimedia CAI through co-operative and individualistic learning conditions on the students of Diploma Course in Electronics in relation to Persistence. The conclusions were that multimedia CAI in individualistic learning situation yielded lower achievement gain means than multimedia CAI in Co-operative learning situations. The multimedia CAI in cooperative learning situation
yielded higher achievement gain means than in conventional group learning. Through multimedia CAI in co-operative learning, the high, average or low persistence students did not differ in their achievement gain means.

**Giedrė Klimovienė, Svetlana Statkevičienė (2006)** during analyses of the most effective CL techniques being applied in the foreign language classroom disclosing their content and effect on social skills development and foreign language proficiency found the effectiveness of CL in producing greater gains in academic and social outcomes while teaching foreign languages. The positive effects of the cooperative learning paradigm are impressive.

**Alhaidari (2006)** examined the extent to which the use of cooperative learning in the had an impact on the reading performance of grade four and five students in the standard reading curriculum. The study used a quasi-experimental design. Four groups of ISA male students participated in the study: two fourth grade classes, and two fifth grade classes. The researcher developed and administered pre- and post-measures for reading performance, which designed vocabulary, reading comprehension, and fluency. Additionally, the researcher administered pre- and post-measures of students’ attitudes toward cooperative learning and students’ motivation toward reading. Students from both grades and both treatment conditions received all pre- and post-measures. Finally, the researcher developed and administered measures of teachers’ attitudes toward cooperative learning. Data were analyzed using a one way analysis of variance (ANOVA) to test the differences between the experimental and comparison groups on the pre-measures. Results of this analysis indicated no significance difference between experimental and comparison groups for all measures. For the post-measures, the pretests served as a covariate, where grade and treatment were independent variables, and the post-measures were the dependent measures. The results of this analysis indicated significance differences between experimental and comparison groups on post-measures of vocabulary and fluency, and students’ attitudes toward cooperative learning.

**Seng (2006)** conducted a study on co-operative learning in rural secondary school. It was found that all respondents showed a low and moderate performance in English
literature before the treatment. However, after the treatment, respondents from experimental group showed a significant improvement. Those from the control group did not show similar improvement. Thus, the use of co-operative learning played an important role in acquiring English language in an English literature class. Furthermore, the qualitative data showed that co-operative learning could enhance student’s social development as well as interest in the learning of English literature. In conclusion, this study had proven that co-operative learning enhances students' achievement in learning English literature.

**Hsu, Tsu-Chia (Julia) (2007)** elicited numerous positive outcomes from both the teacher’s and the students' perspectives and the findings support the positive aspects of application of a CTBL approach to first year university students who have low achievement status with the idea of facilitating their motivations to learn English. It proved to be a more effective learning strategy and also that a CTBL pedagogy might be a solution in developing their motivation to read more.

**Attamim Zain (2007)** studied the effect of implementation of cooperative learning to improve the students' proficiency in writing paragraphs and The result of the research concluded that the teaching of writing, as well as the result of the students writing could be improved by designing a careful lesson planning, implementing the strategy appropriately, and employing both process or product evaluation

**Badawi (2008)** attempted to investigate the improvements in learners’ reading achievement and motivation as a result of the employment of jigsaw technique in contrast to the holistic approach. To this end, 44 participants took part in the study and the treatment lasted for 8 weeks. The results of treatment showed that although there were no differences between the experimental and control groups with regard to the vocabulary acquisition and reading achievement, there were significant effects for the students’ affective aspects such as self-concept, and value.

**Yang Yang (2008)** identified the relationship between cooperative learning and second language acquisition and reported that cooperative learning has a strong impact on second language acquisition.

**Jalilifar (2009)** investigated the effectiveness of two methods of cooperative teaching,
namely the student team achievement divisions (STAD) and group investigation (GI) with regard to the reading achievement of students. The experimental groups received each method of cooperative teaching and the control group received the conventional teacher-fronted method. Results of quantitative data analyses showed significant differences among the groups, with the STAD group having a higher performance than the other groups.

Mohammadi and Salimzadeh (2009) investigated the effects of cooperative learning strategy training on reading comprehension and motivation of 72 Iranian intermediate EFL learners. It found statistically significant differences between control and experimental groups.

Mandal (2009) revealed the effect of cooperative learning strategies to enhance writing skill and showed high level of enthusiasm, curiosity and involvement in being taught through cooperative learning tasks. Thus, an incorporation of these activities will be of great benefit to the student community and help them enhance their writing skill.

Sabarun (2009) reported that cooperative learning strategy with cooperative integrated reading and composition (CIRC) was effective in improving the student’s writing ability.

Bertucci, Conte, Johnson and Johnson (2010) found effect of co-operative learning in pairs and groups of 4 and in individualistic learning were compared on achievement, social support, and self-esteem. The results indicate that co-operative learning in pairs and 4s promoted higher achievement and greater academic support from peers than did individualistic learning. Students working in pairs developed a higher level of social self-esteem than did students learning in the other conditions.

Chabra and Tabassum (2010) designed a study to find the efficacy of the co-operative learning as knowledge building situations in the Indian higher education classroom. The sample comprised of ten teacher educators and ninety-six teacher trainees. The result evidenced that teacher trainees learnt better through co-operative learning method. The teacher trainees of the experimental group also reported better social relations among the members.
Hsiung (2010) conducted an experimental investigation to compare the efficiency of
the co-operative learning method with that of the traditional learning method. The
results show that given an equivalent learning time, the students in the co-operative
learning condition outperform those who study alone in both the unit tests and the
homework tests. Therefore, it is concluded that co-operative learning has a higher
efficiency than the individualistic learning method.

Jing Meng (2010) studied the effect of cooperative learning method in the practice of
english reading and speaking and concluded that Interaction in small groups, provides a
basis for language acquisition. With learners working in groups or pairs they learn how
to read and speak effectively, how to work out what texts mean how to gather important
information, how to work well in cooperation with others and how to solve language
problems in a systematic way. They become skilled at cooperating with others, and
express their own opinions, ideas and feelings. In a word, cooperative learning method
helps students become a real language user in and out of English classroom.

Ning and Hornby (2010) investigated the effects of co-operative learning on chinese
EFL learners' english language competencies in listening, speaking, reading, writing
and vocabulary. Findings revealed clear differences in favour of the co-operative
learning approach in the areas of listening, speaking and reading but no differences
were found between the two approaches in the areas of writing and vocabulary.

Rahvard (2010) evaluated the effects of cooperative techniques on the reading
comprehension of intermediate level Iranian EFL students. The experimental group read
the stories in groups of four whereas the control group received no treatment of
cooperative type. Results showed that there were statistically significant differences
between the experimental and control groups in favor of the experimental group. She
attributed the conclusion to the fact that to be cooperative, a group must have clear
positive interdependence; use their skills as a group to work together and each member
must hold each other personally and individually accountable to do his or her fair share
of the work.

Wyk (2010) determined the effects of the co-operative learning approach of Teams-
Games-Tournaments (TGT) on the achievement of content knowledge, retention, and
attitudes of Economic education students toward the teaching method. Co-operative learning was compared to traditional lecturer teaching learning classroom structure using a quasi-experimental design. Multivariate analysis of covariance showed no significant difference among the dependent variables (achievement and retention) between the teaching methods used. There was no significant difference in student attitudes toward the teaching methods. Students taught by co-operative methods should perform equally as well as students taught by lecture method. In addition, student attitudes toward co-operative learning are similar to lecture learning.

Yan Zhang (2010) revealed the positive effects of cooperative language learning on foreign language learning and teaching. Compared with traditional language teaching, cooperative language learning conforms to the developmental trend of language teaching method and possesses considerable advantages. In the foreign language learning classrooms, cooperative language learning provides students with the necessary academic and social skills.

Durukan (2011) investigated Effects of cooperative integrated reading and composition (CIRC) technique and the traditional reading and writing teaching methods on reading-writing skills of students. The CIRC method was based on the principles of cooperative teaching and used small groups to integrate the reading and writing skills. However, the traditional approach was based on the conventional techniques which focused on the individualistic ways of teaching reading and writing skills. Having compared these two techniques with each other, he concluded that the students’ reading and writing skills were enhanced by means of the CIRC technique.

Gupta & Pasrija (2011) studied the impact of co-operative learning versus traditional learning on achievement and retention in mathematics an experimental design with pre-test post-test control group was employed to compare cooperative learning with conventional teaching learning classroom structure. The findings revealed that Experimental Group performed better than Control Group on post-test showing the obvious dominance of Co-operative Learning Strategy (STAD) over Conventional Method of teaching. Significant difference was found between mean retention scores of the two groups (E and C) favoring the cooperative learning strategy.
Rininta (2011) investigated the effects of cooperative integrated reading and composition (CIRC) strategy to improve students' reading achievement and also focused on the use of CIRC to minimize the heterogeneity of students reading achievement and this study proved that CIRC can be used to minimize the heterogeneity of students reading achievement.

Sabarun (2011) studied the effect of improving writing ability through cooperative learning strategy the study showed that cooperative learning strategy with cooperative integrated reading and composition (CIRC) model was effective to improve the students' writing ability that could be seen from the improvement of the students' writing achievement.

Topping, Thurston, Tolmie, Christie, Murray and Karagiannidou (2011) found use of co-operative learning in secondary school is reported - an area of considerable concern given attempts to make secondary schools more interactive and gain higher recruitment to university science courses. There were increases during co-operative learning in pupil formulation of propositions, explanations and disagreements. Intervened pupils gained in attainment, but comparison pupils gained even more. Pupils who had experienced co-operative learning in primary school had higher pre-test scores in secondary education irrespective of being in the intervention or comparison group.

Ulya (2011) investigated the students' Ability in writing a narrative text, to apply CIRC in teaching learning activity to improve students' from aspect: Content, Organization, Vocabulary, grammar, and mechanic and revealed that there is an improvement before and after students get the teaching. Students improve their writing efficiently and effectively by using CIRC. This method give much time to students to be active in the English teaching and learning process Beside that, they can develop critical thinking and learn to solve the problem.

Wenjing (2011) studied the effects of cooperative learning on improving college students' reading comprehension and found that In cooperative learning students work with their peers to accomplish a shared goal through interdependence, interaction and team work among all group members rather than working alone hence learning efficiency increased to great extent.
Zhou Xiaoshuang (2011) studied the effect of cooperative learning to English teaching for English as a foreign language (EFL) students and cooperative learning has proved to be an effective method for both teachers and students, and it has been found to have many positive benefits to foreign language teaching. Cooperative learning creates a positive learning environment for students to practice their English. It can help students to develop skills in communication and improve their motivation to learn. Cooperative learning also has positive effects on student achievement, increases student relationships, and increases self-esteem. These benefits of cooperative learning help EFL learners improve efficiency in their language learning, therefore, cooperative learning is an effective teaching strategy in foreign teaching.

Zarei (2012) investigated the effects of the ‘Student Teams-Achievement Divisions’ (STAD) and ‘Cooperative Integrated Reading and Composition’ (CIRC) cooperative learning models on reading achievement and vocabulary learning of Iranian learners of English. 132 female Language learners of EFL participated in the study at National Iran English Language (NIEL) institute in Takestan. The four experimental groups were taught in cooperative learning for one semester with methods of the ‘Student Teams-Achievement Divisions’ (STAD) and ‘Cooperative Integrated Reading and Composition’ (CIRC), the control groups were taught in a non-cooperative method. Data collected through reading comprehension and vocabulary post-tests were analyzed using four one-way ANOVA procedures. The results indicated that the cooperative learning model CIRC had statistically significant effects on reading comprehension and vocabulary learning, particularly for elementary EFL learners.

Amalia (2012) studied the effect of implementation of cooperative integrated reading and composition (CIRC) to improve students’ writing skill on 39 students of senior high school. The result of research showed that CIRC successfully improve students’ writing skill and they felt enjoy interest about applying CIRC in their writing class.

Arthy. (2012) studied the relative effectiveness of small group interaction techniques in enhancing reading comprehension skills and concluded that cooperative learning is the instructional use of small groups so that students work together to maximize their
own and each other’s to learning. Cooperative learning has been demonstrated to be an effective method for improving reading comprehension.

Gupta & Pasrija (2012) investigated cooperative learning as an efficient technique to convert students into active learners in classrooms and also discussed the need of cooperative learning in Indian classrooms in order to promote active participation of all students in the classroom and the findings suggested a shift from teacher-centered instruction towards more active participatory learning methods as one way to improve the quality of the learning process as the search on cooperative learning was overwhelming positive, and the cooperative approaches are appropriate for all curriculum areas and it makes teaching–learning more satisfying, momentous, enjoyable and effective.

Gupta & Pasrija (2012) compared the effects of Team Assisted Individualisation (TAI) and Student Teams-Achievement Division (STAD) on ninth grade students’ academic achievement and retention in Mathematics. 144 students were randomly selected for this experimental study. The Experimental Group-1 (E₁) comprising 52 students were taught through TAI; Experimental Group-2 (E₂) comprising 46 students were taught through STAD, and the remaining 46 students were treated as Control Group (C). Achievement Test in Mathematics and Instructional Material were developed by the investigators themselves. Whole teaching - learning process was carried out for ten weeks only. For the purpose of data analysis regarding academic achievement and retention, one way Analysis of Variance was used to compare the three groups. The findings revealed: The Experimental Group-1 and Experimental Group-2 outscored significantly the Control Group on post-test showing the obvious supremacy of co-operative learning over traditional method of teaching. On retention test, significant difference was found between mean retention scores of the three groups (E₁, E₂ and C).

Gupta & Pasrija (2012) investigated the effects of Team Assisted Individualisation (TAI) on ninth grade students’ academic achievement and retention in Mathematics. Cooperative Learning was compared with conventional teaching learning classroom structure using an experimental design. The findings revealed that the Experimental
Group outscored significantly the Control Group on post-test showing the obvious supremacy of Co-operative Learning Technique (TAI) over Conventional Method of teaching. On retention test, significant difference was found between mean retention scores of the two groups (E and C).

Gupta & Pasrija (2012) investigated the effects of Student Teams-Achievement Division (STAD) on ninth grade students’ academic achievement and retention in Mathematics. Cooperative Learning was compared with conventional teaching learning classroom structure using an experimental design. The findings revealed that the Experimental Group outscored significantly the Control Group on post-test showing the obvious supremacy of Co-operative Learning Technique (STAD) over Conventional Method of teaching. On retention test, significant difference was found between mean retention scores of the two groups (E and C).

Hadi (2012) studied whether students’ improving reading comprehension using cooperative integrated reading and composition (CIRC). The results of the research show that CIRC can improve students’ reading comprehension and also teaching learning process. Students participate actively in the learning process and are able to find the implied information.

Isfatul (2012) examined the effect of implementation of cooperative integrated reading and composition technique to teach reading narrative text at eleventh grade and found its positive effects on students’ reading skill. The effect is not only academic knowledge but also social knowledge. It can give choice for students to interact and cooperate with their friends. The students do series activities in a group. Therefore, it can create good atmosphere and makes them more interested in learning the material.

Mahnaz (2012) studied the effect of jigsaw technique on the learners’ reading achievement in English as second language. The study revealed the positive results after a comprehensive examination of the effects off the jigsaw teaching method on the success of Iranian EFL learners in terms of their reading comprehension achievement and concluded that Cooperative approach presents an example of an “innovative approach” (Ellis, 2003) that constitutes a paradigm shift in the area of language teaching.
Mahnaz (2012) studied the effect of teaching method in exploring the Iranian EFL learners’ reading performance. The positive results attained were attributed to the major specificities of the cooperative teaching such as positive interdependence, group formation, individual accountability, social skills, and structuring and structures. T-test indicated statistically significant differences between the experimental and control groups.

Gilani Mohammad Reza Ahmadi (2012) discussed whether learning reading strategies enhance students’ reading comprehension proficiency. The study showed an improvement in the students’ reading comprehension proficiency and a positive reaction to the benefits of learning reading strategy. The findings indicated that reading strategies had a positive effect on the English reading comprehension proficiency.

Nassar (2012) investigated the use of student team achievement division method as one type of cooperative method as opposed to the traditional method with regard to the reading comprehension performance and the motivation of students. The experimental group was exposed to STAD where as control group was exposed to traditional method based on a teacher-fronted grammar translation method. The results of the study showed clear advantages for the use of STAD method compared with the traditional method.

Seid Mohammed (2012) investigated the effects of cooperative learning method on general secondary school students’ reading comprehension achievement and social skills performance. Analyses after the treatment indicate that the experimental group outscored significantly (p<.05) the control group on reading comprehension post-test and post-social skills questionnaire showing the supremacy of cooperative learning method over the usual method. Therefore, the major findings of the study suggest that cooperative learning helped significantly to enhance the general secondary school students’ reading comprehension achievement and social skills performance in EFL classrooms. The results were consistent with the that cooperative learning be used in the EFL classrooms to teach reading comprehension and enhance students’ social skills.

Ching-Ying Pan & Hui-Yi Wu (2013) investigated the effects of using cooperative learning to enhance the English reading comprehension and learning motivation of EFL
Ni Made Sri Agustini, Anak Agung Istri Ngurah Marhaeni, Wayan Suarnajaya (2013) investigated the effect of cooperative learning techniques and students’ attitude on the reading comprehension on a sample of 84 students of grade 11 and the result of this experimental study was that there was a significant interactional effect of cooperative learning techniques and student’s attitude on the reading comprehension and also that CIRC technique was more effective for teaching reading comprehension better than other technique.

Paramita & Rahmah (2013) focused on improving students’ achievement in writing news item text through cooperative integrated reading and composition (CIRC) technique. This study was conducted by using classroom action research. On grade X students. Twenty four students were taken as the sample. The research was conducted in two cycles. First cycle was conducted in four meetings. The second cycle was conducted in two meetings. The instruments for collecting data were quantitative data (writing test) and qualitative data (observation sheet, diary note, and questionnaire sheet). Based on the data analysis, students’ score kept improving in every test. The mean of the students’ score in the first competence test was 38.4, in the second competence test was 75.4 and in the third competence test was 81.9. The result showed that Cooperative Integrated and Reading Composition (CIRC) technique improved students’ achievement in writing news item text.

Baliya (2013) determined how the use of cooperative learning approach affected the writing abilities of primary class students. The investigator took up 42 students of grade
5th of K.V. No1 Jammu (J&K-INDIA) for this experimental study. The research study was one-group pretest and post-test design. The pretest and post-test scores of writing test were compared using a dependent samples t-test measure; the study revealed that the students’ post-test score was higher than their pretest score at the .01 level of significance. The study concluded that cooperative learning provides a less anxiety-producing context in terms of discussing, creating, and thinking in a group rather than in a whole class. A comfortable non-stressful environment is useful for learning and practicing English.

Syafri Renny Afni Juita Mahdum (2013) investigated the effectiveness of CIRC to improve reading ability of the second year students of SMPN 14 Pekanbaru in comprehending descriptive texts and found the improvement in scores. From the result, the writer regarded that the students have comprehended descriptive texts interestingly and easily.

Keshavarz, Shahrokhi & Talebi Nejad (2014) investigated the effect of cooperative learning techniques on promoting writing skill of Iranian EFL Learners so that, one hundred Iranian English foreign language learners participated in initial population of this study and 60 learners were selected after a proficiency Test. The participants were at the intermediate level in compliance with Nelson English Language Proficiency Test. The selected participants were randomly divided into two experimental groups: Student Team - Achievement Divisions (STAD), Group Investigation (GI), and one control group Conventional Instruction (CI). The procedure lasted for 16 weeks. The statistical analysis of the results by one way ANOVA shows that the experimental groups (STAD and GI) performed better on writing skills than the control group (CI), and based on the results cooperative learning enhances students writing performance.

AN OVERVIEW

This review of the literature available on co-operative learning reveals that the range of researches conducted on its various aspects and their effects are quite considerable. Although there is no complete unanimity of opinion, a vast majority or researchers agree that co-operative learning can provide answers to many of the questions faced by educators, parents, students and planners today if it is used systematically and
sensitively. Results of most of the studies provide evidence of the effectiveness of co-operative learning in raising the achievement level of the learners. The claims of the advocates of co-operative learning that students can achieve higher if they receive education through co-operative learning procedure seem to stand vindicated by a large number of the researches. The development of success builds in pupils a sense a self confidence, a desire to learn more, work systematically in order to achieve higher, deeper interest in the subject of study and a more positive attitude towards the teacher and the school. The information provided in several of the researches indicates that the overall effect of co-operative learning on student self-esteem, peer-support is positive. It suggests that the use of co-operative learning methods can go a long way in improving achievement level of the students of different racial or ethnic groups and between mainstreamed students and their normal progress classmates. It also emerges from this brief survey that the number and range of studies conducted to examine the effectiveness of co-operative learning methods in Indian situation are limited, leaving much scope for research.

In the past 90 years, many studies have been conducted on co-operative learning methods as appeared in different meta-analyses. These studies have been mostly conducted and experimented in the western countries while a few studies have been carried out in South Asia. This scenario of co-operative learning provokes us to test and implement co-operative learning in our classrooms. Apart from this, the prevailing phobia of English as a second language in our students also urges to examine the effectiveness of co-operative learning for achievement in English. For this purpose, the present study was conducted and it would be fruitful and beneficial for not only students and classroom teachers but also for educators and planners.

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