

Exploring the use and Impact of Co-operative Learning in ESL Classroom, A Case Study of SBBU SBA

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Abstract

This research delves into the dynamics of cooperative learning in ESL classrooms at Shaheed Benazir Bhutto University, Sindh, Pakistan. Employing a quantitative research design, data from two batches (2020 and 2021) in the English department were gathered using a meticulously validated questionnaire. The results underscore robust support (55%) for cooperative learning, emphasizing its efficacy in problem-solving and expedited learning. Participants acknowledge heightened learning competencies (33%) and a sense of individual responsibility within groups (59%). Notably, cooperative learning plays a pivotal role in refining essential skills, including dialogue, active listening, and debate. The study accentuates the affirmative influence of cooperative learning on ESL education, fostering effective communication, collaborative teamwork, and a spectrum of skill development. While celebrating these advantages, the research also acknowledges challenges, particularly uncertainties, warranting in-depth exploration for an enhanced and tailored implementation within the unique context of this educational setting.

Keywords: Cooperative Learning, ESL Classrooms, Learning Competencies

INTRODUCTION

Education serves as the cornerstone of a nation's infrastructure, playing a pivotal role in determining its prosperity and development. The nature of educational opportunities available to citizens significantly influences a nation's trajectory. While classrooms traditionally feature individual and large-group settings, the integration of small group education, particularly through cooperative learning, enhances the cognitive engagement within collaborative groups (Fernández Álvarez, n.d.). This approach instills in students the importance of collaboration and teamwork in achieving shared goals, fostering a sense of collective accomplishment within the learning framework.

Educators and scholars have long shown a keen interest in implementing cooperative learning strategies within the realm of English as a Second Language (ESL) classes. Originating in the United States during the 1970s, cooperative learning stands out as a group

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instructional technique emphasizing student-driven learning rather than traditional teacher-centric approaches. The fundamental premise involves organizing students into diverse groups, encouraging collaborative efforts as they collectively engage in studying to accomplish shared objectives (Gong & Dong, 2016).

In contemporary education, cooperative learning has transcended disciplinary boundaries and is now widely employed across various subject areas in schools. Furthermore, its prevalence is increasingly notable in higher education settings, spanning colleges and universities globally (Johnson & Johnson, 1989; Kessler, 1992). Renowned academics, both domestically and internationally, recognize cooperative learning as a highly effective teaching strategy, particularly in the context of imparting foreign or second languages (Azizinezhad et al., 2013).

The demonstrable effectiveness of cooperative learning as an instructional approach has been validated for both educators and students. This pedagogical method not only fosters effective learning but also facilitates the development of communication skills among students (Jacobs & Mc Cafferty, 2006). Notably, it creates a conducive and relaxed learning environment, effectively mitigating the apprehension ESL students may have about expressing themselves and engaging in foreign language communication (Salem Al-Yaseen, n.d.).

As per Gillies (2007, p. 4-5), cooperative learning encompasses five crucial components vital for augmenting both the social dynamics and educational outcomes among participants. The first component, Individual Accountability, involves instructing students about their accountability for individual contributions to the group. It emphasizes that exploiting others is unacceptable and underscores the collective responsibility of all group members to actively contribute (Gillies, Peter (2007), p. 5).

1. The term "social skills" refers to interpersonal and cooperative abilities that are necessary for successful collaboration.
2. Face-to-Face Interaction entails having students work in small groups so they can see each other and interact face-to-face.
3. Positive interdependence that motivates pupils is developed when everyone recognizes how crucial each member's contribution is to the group's success.
4. Group processing is a term used to describe the evaluation of cooperative learning. It can be characterized as a formative evaluation that emphasizes the input from students on their learning experiences.

The idea of cooperative learning as it is presented in numerous academic publications

(Pateşan, Balagiu, & Zechia, 2016) highlights how effective small group dynamics can be in creating better learning opportunities. However regardless with all of the praise that cooperative learning has received from a variety of educational environments, there is still a noticeable void, especially in the ESL department at SBBU SBA. As stated in .Sijali (2018) even though a lot of research has been done all over the world to praise CL, there is not much that has been done to evaluate how it affects students' English language ability in the setting of Nepal. This gap makes the current study an essential effort to close a gap in the corpus of knowledge already in existence. The burgeoning literature (Uzma and Sumarni n.d.) highlights the many benefits of cooperative learning, but it also draws attention to a significant weakness in its successful application. The research' findings about educators' misconceptions and misapplications of the genuine nature of CL highlight the need for a thorough investigation in the ESL classes at SBBU SBA.

Gong and Dong (2016) stated that emerging in American education in the 1970s, cooperative learning emphasizes the influence of social circumstances on learning and fosters collaborative group work, revolutionizing established teaching methods. This is a transformative method that is well-known for improving student performance and the classroom environment. Its use in middle school education, especially when it comes to teaching English language proficiency, has not been thoroughly studied, though. Because of its distinct memory requirements, cultural differences, and universal application, English demands a specialised method for full language development. With a focus on the usefulness and practical consequences of cooperative learning for enhancing English language proficiency, this study intends to investigate how cooperative learning is incorporated into ESL classes at SBBU SBA.

Tamimy, Rashidi, and Koh (2023) in their research examined that cooperative learning is a method in which students work together in structured groups to achieve common goals, taking advantage of the benefits of group work while resolving possible difficulties. Students must rely on one another in order to accomplish learning objectives in this manner (Johnson and Johnson, 2017a). Cooperative learning is consistently linked to better learning results, positive affect, and improved social behaviours in controlled trials conducted across school domains (Arnaiz-Sanchez et al., 2020; Bardach et al., 2019; Van Ryzin & Roseth, 2019). In addition to providing the foundation for cooperative language acquisition, cooperative learning also inspires popular methodologies such as task-based learning and communicative language instruction (Ellis, 2003; Long, 2009; Richards & Rodgers, 2001).

The current investigation addresses the actual use of cooperative learning in EFL classrooms, concentrating on 14 Iranian EFL teachers through semi-structured interviews in recognition of the research gaps. The study uses grounded theory as an analytical tool to reveal how instructors' use of cooperative learning vary, how faithfully they implement it, and what obstacles they encounter. The purpose of the study is to bridge the gap between theoretical frameworks and actual classroom implementation by shedding light on the variables that affect how EFL teachers conceptualise and implement cooperative learning.

One effective method for addressing the challenges that ESL students encounter in improving their speaking abilities is cooperative learning, which is acknowledged as a potent instructional instrument. English is a second language at SBBU SBA, and despite the Ministry of Education's best efforts, the challenges associated with language proficiency still exist. Given the apparent gap in speaking ability between ESL students at SBBU SBA and the possible advantages of cooperative learning, this study aims to make a significant contribution to the area of language instruction. As we go through this research, it becomes clearer how important cooperative learning is as a pedagogical strategy for developing ESL students' linguistic competence and confidence in the special SBBU SBA setting.

Cooperative Learning (CL) is one of the most popular pedagogical approaches in the field of education, encouraging students to engage in interactive and cooperative learning (Harianingsih and Jusoh n.d.). CL goes beyond conventional teaching techniques by encouraging knowledge production through cooperative group activities. It is based on the ideas of shared accountability and mutual support. The fundamental aspect of CL is its ability to bind members of a group together such that their accomplishments become reliant on one another, strengthening the group's will to accomplish common goals. Scholars point out that CL is beneficial not just in traditional classroom settings but also in a variety of global educational environments. Though it requires careful preparation and consideration of the various learning styles and personalities among students, implementing CL is not without its problems, particularly in language classes.

Following the worldwide Covid-19 outbreak, the nature of schooling has changed dramatically, and online group work (GW) has become an important factor to take into account. Concerns over the flexibility and effectiveness of CL techniques in virtual learning environments have been highlighted by the move to online platforms.

Research Objectives

- 1 To explore the functions of cooperative learning in ESL classroom at SBBU, SBA.
- 2 To investigate the advantages & challenges faced by ESL students at SBBUSBA.

Research Questions

1. How does cooperative learning functions in ESL classrooms at SBBU, SBA?
2. What are the advantages and challenges faced by the ESL students at SBBU, SBA?

Theoretical frame work

The theoretical framework presented here is based on the ideas and standards of cooperative learning and its application in English as a Second Language (ESL) classes. The teaching method known as cooperative learning places a strong emphasis on small-group student participation, which promotes engagement, critical thinking, and communication skills (Gillies, Peter, 2007). According to a notion put forth by Gillies, Peter (2007), cooperative learning requires a few key components in order to be successfully used in ESL training. The following are these components:

- **Individual Responsibility:** To ensure fair participation and discourage free-riding behaviours, each student is held accountable for their contributions to the group.
- **Interpersonal Abilities:** Effective group collaboration requires social skills, such as communication and teamwork abilities.
- **Face-to-Face interaction:** Effective idea sharing and communication are facilitated by direct communication among students through face-to-face interaction.
- **Constructive Interdependence:** Students develop a sense of interdependence within the group as they rely on one another to accomplish shared objectives.
- **Collective Processing:** Information is processed collectively by groups, which improves comprehension and knowledge retention.

The framework considers the benefits and challenges of cooperative learning within the context of teaching ESL, offering insightful advice on how to use this method of instruction in language learning environments. According to Gillies (2007), ESL teachers can establish a stimulating and lively classroom atmosphere that encourages critical thinking, active learning, and meaningful connections between students by utilising cooperative learning.

LITERATURE REVIEW

Cooperative learning activities enable students to succeed in an atmosphere that is

interactive, responsive, cooperative, and thinking (Lyman, 1992). Cooperative learning activities, according to Kagan (2009), offer a framework for instruction in the classroom that can raise student engagement while letting them explore and take an active role in learning. Students that participate in cooperative learning groups gain intellectual and social benefits, such as increased self-worth, interest in the subject matter, and amount of time dedicated to activities (Lyman, 1992). They also benefit from the opportunities cooperative learning groups give them to practice applying a collaborative model, apply critical thinking skills in real-world settings, and turn theoretical concepts into best practices through practical application (Nguyen et al., 2021). They can also learn from others in informal interactions.

However, cooperative learning is still not widely used in ESL classes, despite its apparent advantages. While some instructors may be unaware of the cooperative learning technique, others may hold false beliefs about its efficacy in the acquisition of second languages. Smith (2000) highlighted the benefits of supervised cooperative learning, Johnson & Johnson (2018) focused on the advantages of cooperative learning for student planning and self-clarification. Subsequent studies ought to expand their purview to include more areas, topics, and academic levels. Additionally, it ought to incorporate both genders and a greater sample size.

Khan and Akhtar (2017), in their study, compares the effects of traditional whole class instruction to the Student Teams Achievement Divisions (STAD) cooperative learning approach on seventh-grade students' English language ability. The STAD model has the capacity to enhance elementary school students' English grammar competency. This is demonstrated by the fact that, despite little variance in pre-test scores, post-test results demonstrated a significant advantage for the cooperative learning group.

Technology in the classroom has been shown to be beneficial, particularly for higher-order cognitive tasks (Kurt, 2010). The use of technology in the classroom has the ability to enhance and transform the learning environment while fostering advanced cognitive development (Kurt, 2010). Technology-enhanced cooperative learning, according to Keser, Huseyin, and Ozdamli (2011), makes group projects, peer review, and collaborative work easier. Moreover, research has shown that integrating technology into literary discussions maintains student engagement and promotes positive networking (Coffey, 2012). It allows students to interact with individuals from other organizations, countries, and backgrounds. However, studies also demonstrate how important it is to enhance intrinsic motivation by

connecting technology-based inquiry learning to real-world contexts (Usher & Centre on Instruction, 2012). It has been observed that incorporating technology for teaching and learning can be challenging, particularly at universities like Shaheed Benazir Bhutto. This emphasises how critical it is to understand students' perspectives on technology use (Courville, 2011).

A thorough study including high school EFL students proved the value of cooperative learning strategies in ESL training. Compared to children taught using traditional methods, children exposed to cooperative learning demonstrated significantly improved reading comprehension, according to a study that used the Student-Teams-Achievement Divisions (STAD) paradigm (Aslan Berzener and Deneme 2021). Numerous studies, including those by Bilen, Karabay, Gömleksiz, Kezoui, and Özkılıç, have consistently shown the benefits of cooperative learning. These studies also show increased student participation in language classes, enhanced vocabulary, and improved grammar proficiency. While some studies, like Árnadóttir, express reservations due to teachers' unfamiliarity with this approach, others, like Yaşar, Baş, Oral, and Açıkgöz, consistently support the positive impact of cooperative learning on diverse language skills and student characteristics, underscoring its potential across educational settings. Overall, a substantial body of research supports the effectiveness of cooperative learning strategies, especially the STAD approach, in enhancing the learning results of ESL students at different educational levels. Cooperative learning greatly improves students' language competency and participation in ESL classes, and all the statistics point to its clear advantages over traditional methods. Numerous studies have consistently shown how cooperative learning—and the STAD technique in particular—can improve student engagement and learning outcomes in ESL classrooms. Teachers wishing to use effective teaching practices will find this knowledge to be of tremendous assistance.

This study examines the potential benefits of cooperative learning on the speech abilities of trainee English tour guides. The experimental group that used cooperative learning significantly increased learners' oral competency, while the control group continued to use traditional methods, according to the findings of a quasi-experimental design. Cooperative learning has emerged as a key strategy for raising academic achievement, motivation, and language acquisition in ESL programmers for students of all skill levels (Azizinezhad, Hashemi, and Darvishi 2013). Research looking at its effects on different groups of language proficiency indicates significant benefits. Notably, the findings demonstrate that junior high school ESL students' enthusiasm and oral communicating skills were considerably higher. This method enhances language and discourse competency while also fostering the development of

strategic and nonverbal communication abilities, fostering a more diversified learning environment.

The study presents the case for cooperative learning's obvious advantages and suggests that it be included as a mainstay of the institution's English curriculum. Cooperative learning has demonstrated significant increases in language acquisition and motivation, making it a powerful teaching tool that can take the place of more established methods like Grammar Translation. It also benefits students who achieve at both low and high levels, as seen by the increased oral performance. In ESL education, cooperative learning is particularly effective as a transformative strategy because it echoes the advantages that Brown found in group work in language classrooms: it generates language in an interactive way, creates a supportive environment, nurtures learner autonomy and responsibility, and opens the door to individualized instruction.

The introduction of cooperative learning, which blends traditional methods with cooperative approaches, in English instruction represents a crucial turning point in Chinese educational reform (Gong and Dong 2016). This innovative approach aims to address the drawbacks of conventional methods of teaching English. Through an evaluation of its theories and actual implementations in English education, this study highlights the significance of cooperative learning in helping students develop their cooperative skills and English-speaking talents. However, there is a significant problem with the way cooperative learning is evaluated. While traditional techniques focus more on quantitative assessment, the study highlights the necessity for a more comprehensive evaluation strategy. It encourages a comprehensive assessment strategy that considers students' non-academic development and personal progress in addition to their academic achievement. To address this, formative evaluations that highlight students' approaches, experiences, and interpersonal relationships are recommended in addition to non-quantitative methods, including in-person interviews, questionnaires, and situational assessments. This emphasises the requirement for a more thorough, all-encompassing assessment system that can track students' growth throughout cooperative learning.

Following a comprehensive analysis of forty-three papers released between 2018 and 2023, this assessment of cooperative learning in ESL instruction offers some very encouraging findings. The findings demonstrate that cooperative learning is highly beneficial for learning English, with special attention to the effects it has on each key skill. The degree to which this kind of instruction aids students in improving their language proficiency becomes evident, so corroborating its inclusion as a necessary 21st-century capability for English language

instruction in the future. This evaluation not only confirms the usefulness of cooperative learning as a strategy for language learning, but also lays the groundwork for its eventual integration into future pedagogical approaches.

Another study by Sulaiman and Thakur (2022) focuses on how task achievement and cognitive engagement (CE) in ESL/EFL instruction are affected by cooperative learning (CL) among Omani Bachelor of Education (B. Ed.) students. The study's primary objectives are to assess the level of awareness of CE abilities, examine gender-based differences in CE levels, and compare the outcomes of CL vs traditional training. The 36-student study yielded several significant findings. First off, it was noted that general awareness of CE skills was quite low, with a mean score of 2.20. Second, pupils who received traditional training and those who received CL instruction had significant differences ($p < 0.01$) in their CE scores. The post-intervention data demonstrated a substantial difference in CE achievement between the experimental and control groups, with the former scoring 4.25 and the latter 2.58. This suggested that the systematic CL intervention had a significant impact. However, gender differences did not have a substantial effect on people's cognitive achievements.

Despite the fact that the advantages of cooperative learning have been widely acknowledged and validated by experimental research, there is a significant disparity between the perceived benefits and the actual adoption of this approach in Iranian EFL classrooms (Tamimy et al., 2023). Despite widespread belief in its effectiveness, cooperative learning is used sparingly and inconsistently due to a variety of issues, including learner dynamics, teacher knowledge, cultural influences, and structural limitations. This study uses grounded theory to analyse interviews with 14 EFL teachers and uncovers a contradiction. The study's limitations, which draw attention to the need for deeper technique development, learner views that are more thorough, and generalizability, emphasize the significance of targeted educational reforms and practical solutions. Future research should focus on enhancing teacher preparation, emphasizing outcome interdependence strategies, modifying instructional materials, utilising online resources, and modernizing evaluation techniques in order to support the successful implementation of cooperative learning in EFL settings.

Over the years, educators have made extensive use of cooperative learning strategies to assist students in developing as readers and writers. Over the course of more than 50 years of research, these techniques—which are crucial to language acquisition—have been repeatedly linked to improved student accomplishment (Heidari and Moghaddam, 2018). Teachers are presented with a wide range of options when deciding which cooperative learning strategies to

implement. These include social skills, positive interdependence, group processing, individual accountability, and face-to-face engagement. Cooperative learning boosts students' engagement and helps them retain the material better, according to studies. This study, which included 50 adult students from Kermanshah Zagros Art and Cultural Institute, employed a pretest-posttest control group design to examine the effects of cooperative learning on the oral skills and motivation of EFL learners. The results demonstrated how learners who were taught cooperative learning strategies like Learning Together and Pair Talk significantly improved in both oral skill performance and motivation. An SPSS analysis was used to corroborate the findings. The study's implications emphasize the need for reproducing and empirically validating its findings for pedagogical application, making it relevant for language test writers, educators, curriculum designers, and EFL methodologists. The study's limitations are imposed by its concentration on intermediate-level students and participant count, but it also opens up possibilities for additional research and potential changes based on the study's duration and breadth.

RESEARCH METHODOLOGY

The current research is based on quantitative research design. It is seen that the statistical, numerical data has been seen worth reliable and valid in the phase of data analysis. Quantitative data has brought valid results after its analysis on different statistical software like, SPSS and others. Quantitative method is quite common and accessible for data collection process.

SETTING

The current research has been conducted in the department of English language and literature in SBBU SBA. Moreover, SBBU SBA has its other campuses as well but the researcher has collected data from main campus.

SAMPLING

The survey's participants were chosen using a convenience sample method. The sample will be collected from two batches (2020 and 2021) from the English department. The sample size would be 25 students for each batch.

QUESTIONNAIRE DEVELOPMENT

The questionnaire for this study, adapted from prior research (Hammond and Macken-Horarik 1999; Hosseini, Bakhshi, and Chizari 2013) underwent rigorous testing for expert and

self-validity, demonstrating excellent reliability and validity in the unique context of cooperative learning in ESL classrooms. The finalized questionnaire, featuring closed-ended questions organized to meet research objectives, is a robust tool for examining the goals, advantages, and challenges of cooperative learning in ESL classrooms.

DATA COLLECTION

Provide the participants the one you selected for the survey questionnaire. Paper-based survey forms and questionnaires will be offered in accordance with the functionality and usability of the target group. The survey form will provide detailed instructions on how to complete it and make sure that participants are aware of its confidentiality and goal.

RESULTS

Apply descriptive statistics to analyze the closed-ended questions and display the results, such as frequencies and percentages. This will give a general picture of how participants evaluate the benefits, functions, and difficulties of cooperative learning faced by the students at undergraduate level in SBBU SBA.

The statistical program SPSS (Statistical Package for the Social Sciences) will be used to analyze the data. Having a wide range of features and statistical techniques, SPSS, which is widely used in research and academia for quantitative data analysis, can efficiently analyze the closed-ended questionnaire responses.

With the use of descriptive statistics from SPSS, such as frequencies and percentages, it is possible to compile and show the answers to the closed-ended questions. Primarily intend to run any inferential statistics on the acquired data and run any statistical tests, SPSS also offers tools for doing so.

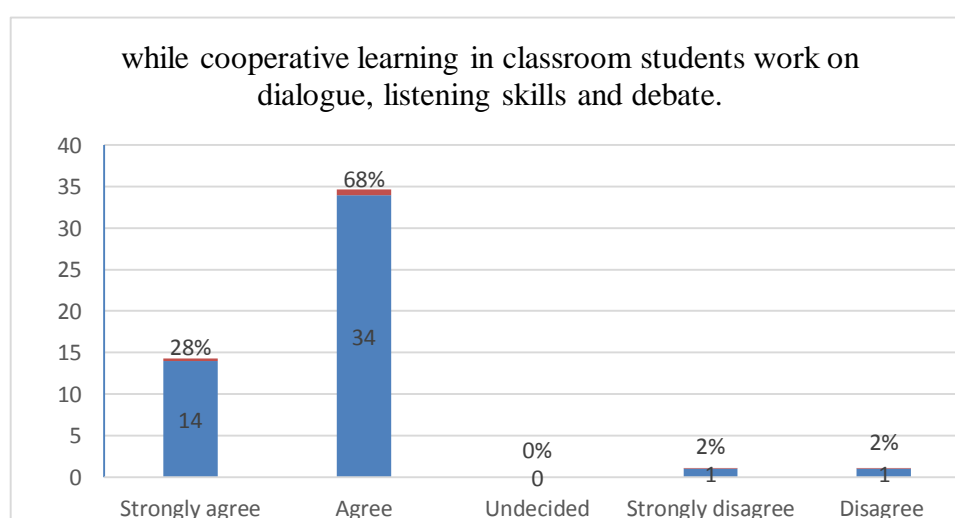


Figure 1: Chart illustrating participants' reactions to Question no.1

The findings of first question reveals that during cooperative learning in classroom students' work on dialogue, listening skills and debate in high level aptitudes. Moreover, the findings of concerned question describes statistically that 68% respondents are of the view that they do agree about the asked perception. While, 28% participants say that they do strongly agree to cooperative learning in classroom work on dialogue, 2% of the participants are of the view that they are strongly disagreed, 2 % participants disagreed the question and the remaining 0% students are undecided about the asked question.

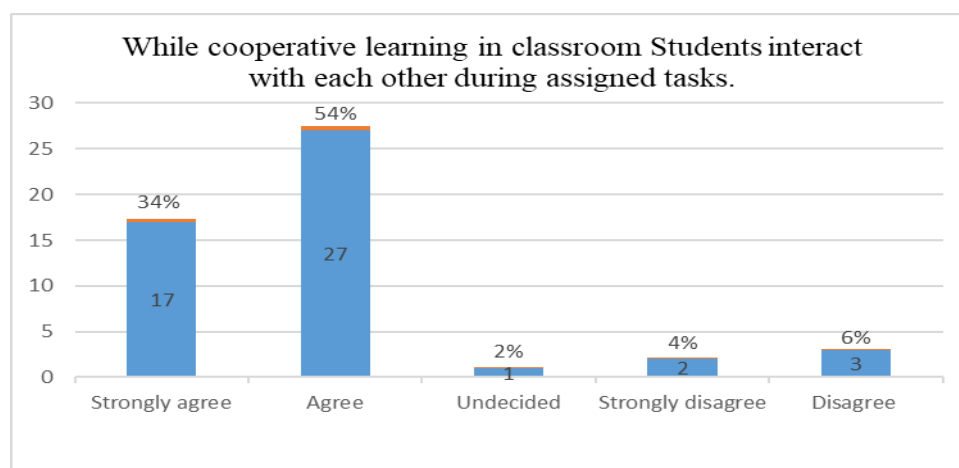


Figure 2: Chart illustrating participants' reactions to Question no.2

The findings of second question appears that while cooperative learning in classroom students interact with each other during assigned tasks. Moreover, the findings of concerned question describe statistically that 54% respondents are of the view that they do agree about the asked perception. While, 34% participants say that they do strongly agree to cooperative learning in classroom that students interact with each other during assigned task 6% of the participants are of the view that they are disagreed, 4% participants strongly disagreed the question and the remaining 2% students are undecided about the asked question.

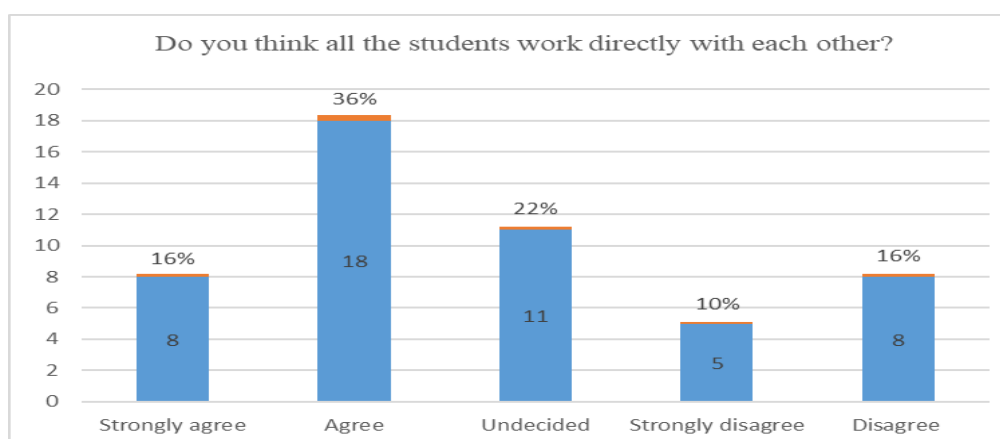


Figure 3: Chart illustrating participants' reactions to Question no.3

The findings of third question reveals that do you think all students work directly with each other? Moreover, the findings of concerned question describes statistically that 36% respondents are of the view that they do agree about the asked perception. While, 22% participants say that they are undecided to work directly with each other, 16% of the participants are of the view that they are strongly agreed, 16 % participants disagreed the question and the remaining 10% students are strongly disagreed about the asked question.

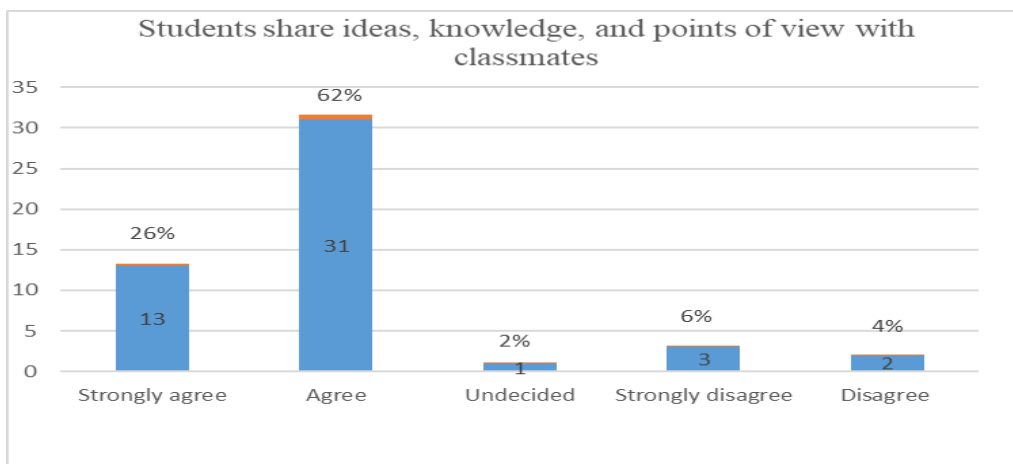


Figure 4: Chart illustrating participants' reactions to Question no.4

The findings of fourth question reveals that cooperative learning students share ideas, knowledge, and points of view with classmates. Moreover, the findings of concerned question describes statistically that 62% respondents are of the view that they do agree about the asked perception. While, 26% participants say that they do strongly agree to cooperative learning and Students share ideas, knowledge, and points of view with classmates, 6% of the participants are of the view that they are strongly disagreed, 4% participants disagreed the question and the remaining 2% students are undecided about the asked question.

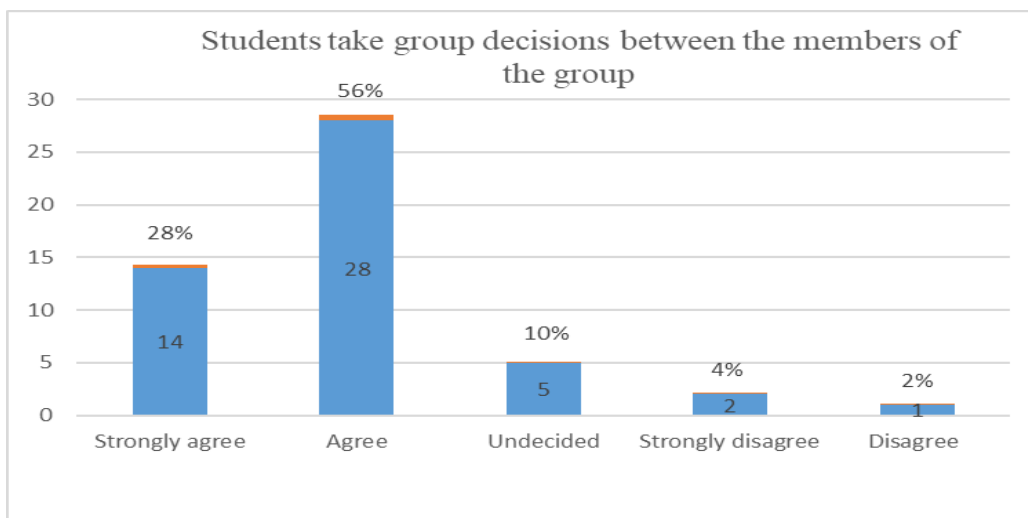


Figure 5: Chart illustrating participants' reactions to Question no.5

The findings of fifth question reveals that during cooperative learning in classroom students take group decisions between the members of the group. Moreover, the findings of concerned question describes statistically that 56% respondents are of the view that they do agree about the asked perception. While, 28% participants say that they do strongly agree to cooperative learning in classroom in which student takes group decisions between the members of the group 10% of the participants are of the view that they are undecided ,4% participants strongly disagreed the question and the remaining 2% students are disagree about the asked question.

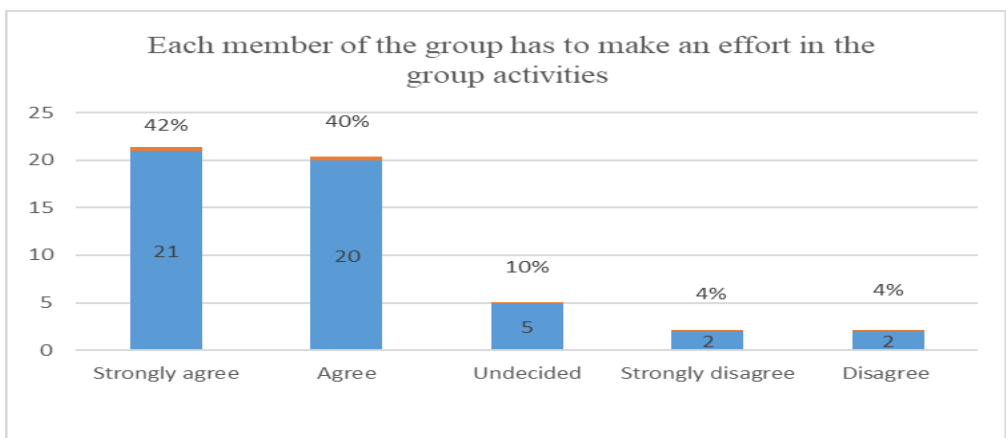


Figure 6: Chart illustrating participants' reactions to Question no.6

The findings of sixth question reveals that during cooperative learning each member of the group has to make an effort in the group activities Moreover, the findings of concerned question describes statistically that 42% respondents are of the view that they do strongly agree about the asked perception. While, 40% participants say that they do agree to cooperative learning each member of the group has to make an effort in the group activities, 10% of the participants are of the view that they are undecided, 4% participants strongly disagreed the question and the remaining 4% students are disagree about the asked question.

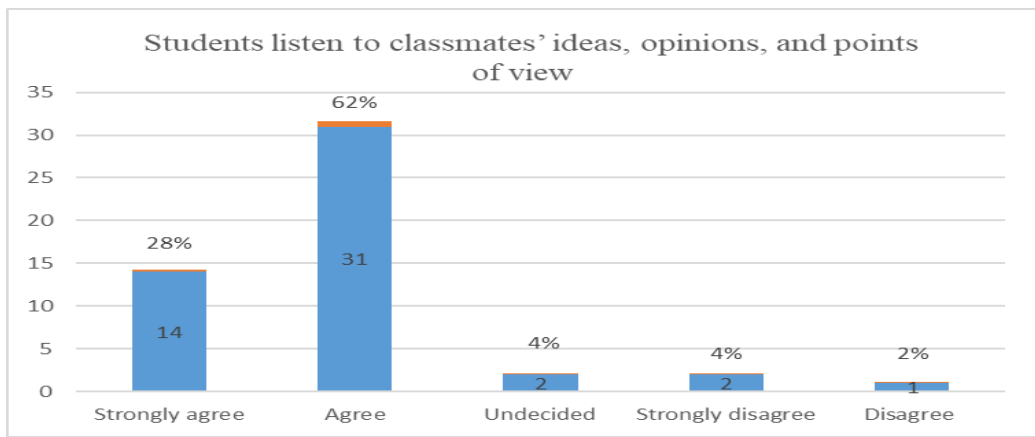


Figure 7: Chart illustrating participants' reactions to Question no.7

The findings of seventh question reveals that during cooperative learning Students listen to classmates' ideas, opinions, and points of view. Moreover, the findings of concerned question describes statistically that 62% respondents are of the view that they do agree about the asked perception. While, 28% participants say that they do strongly agree to cooperative learning that students listen to classmates' ideas, opinions, and points of view, 4% of the participants are of the view that they are undecided, 4% participants strongly disagreed the question and the remaining 2% students are disagree about the asked question.

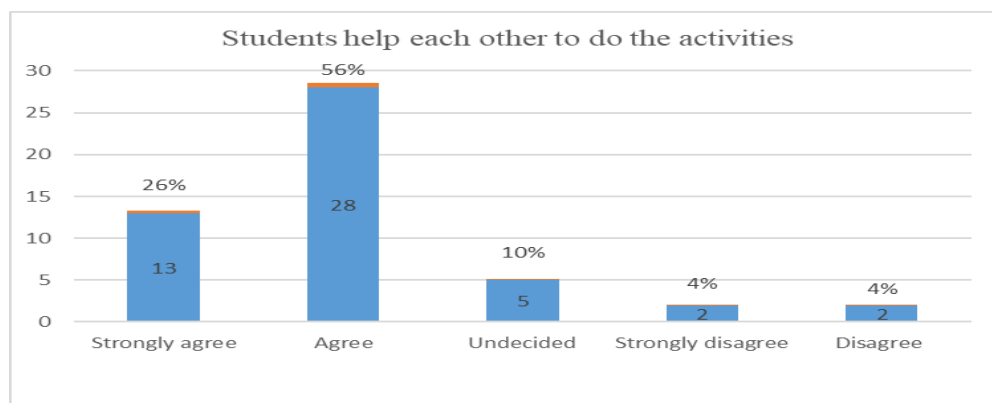


Figure 8: Chart illustrating participants' reactions to Question no.8

The findings of eighth question reveals that during cooperative learning Students helps each other to do activities. Moreover, the findings of concerned question describes statistically that 56% respondents are of the view that they do agree about the asked perception. While, 26% participants say that they do strongly agree to cooperative learning that students help each other to do the activities 10% of the participants are of the view that they are undecided, 4% participants strongly disagreed the question and the remaining 4% students are disagree about the asked question.

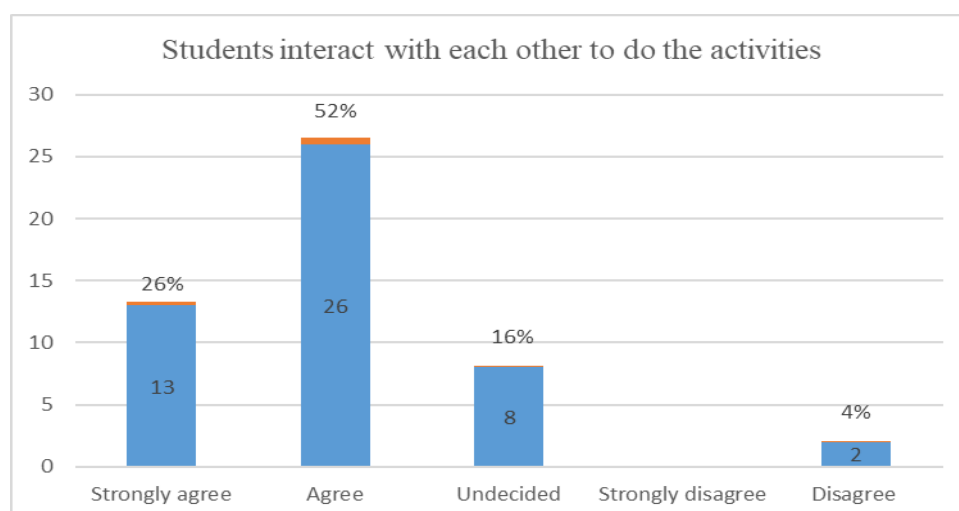


Figure 9: Chart illustrating participants' reactions to Question no.9

The findings of ninth question reveals that during cooperative learning Students interact with each other to do the activities. Moreover, the findings of concerned question describes statistically that 52% respondents are of the view that they do agree about the asked perception. While, 26% participants say that they do strongly agree to cooperative learning that students interact with each other to do the activities 16% of the participants are of the view that they are undecided, 4% participants disagreed the question and the remaining 0% students are strongly disagree about the asked question.

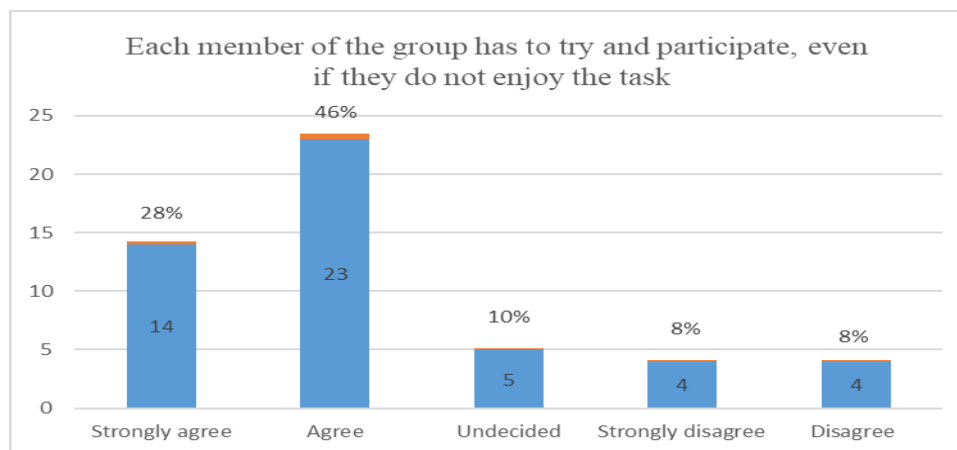


Figure 10: Chart illustrating participants' reactions to Question no.10

The findings of tenth question reveals that during cooperative learning each member of the group has to try and participate, even if they do not enjoy the task. Moreover, the findings of concerned question describes statistically that 46% respondents are of the view that they do agree about the asked perception. While, 28% participants say that they do strongly agree to cooperative learning that each member of the group has to try and participate, even if they do not enjoy the task 10% of the participants are of the view that they are undecided, 8% participants strongly disagreed the question and the remaining 8% students are disagree about the asked question.

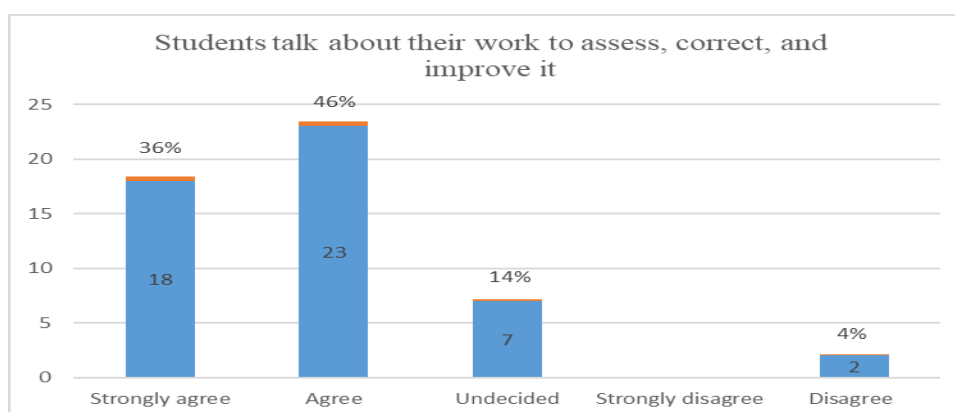


Figure 11: Chart illustrating participants' reactions to Question no.11

The findings of eleventh question reveals that during cooperative learning students talk about their work to assess, correct, and improve it. Moreover, the findings of concerned question describe statistically that 46% respondents are of the view that they do agree about the asked perception. While, 36% participants say that they do strongly agree to cooperative learning that students talk about their work to assess, correct, and improve it 14% of the participants are of the view that they are undecided, 4% participants disagreed the question and the remaining 0% students are strongly disagree about the asked question.

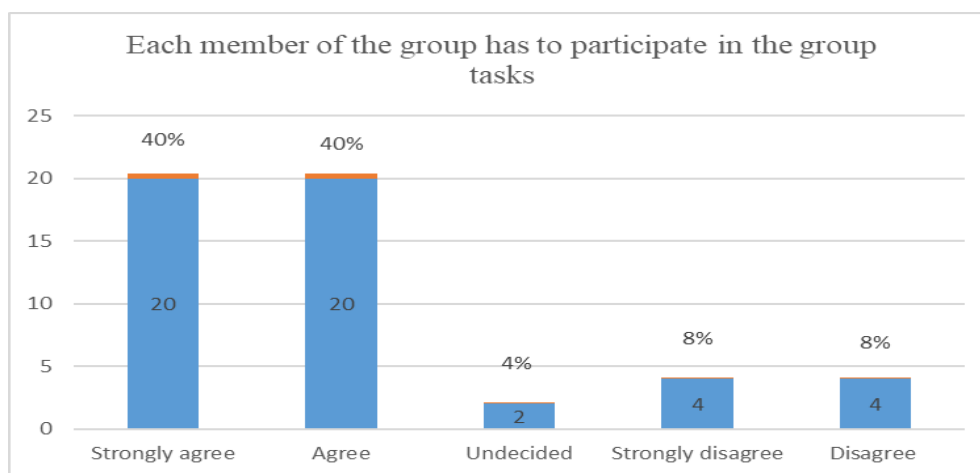


Figure 12: Chart illustrating participants' reactions to Question no.12

The findings of twelfth question reveals that during cooperative learning each member of the group has to participate in the group tasks. Moreover, the findings of concerned question describes statistically that 40% respondents are of the view that they do agree about the asked perception. While, 40% participants say that they do strongly agree to cooperative learning each member of the group has to participate in the group tasks 8% of the participants are of the view that they are strongly disagreed, 8% participants disagreed the question and the remaining 4% students are undecided about the asked question.

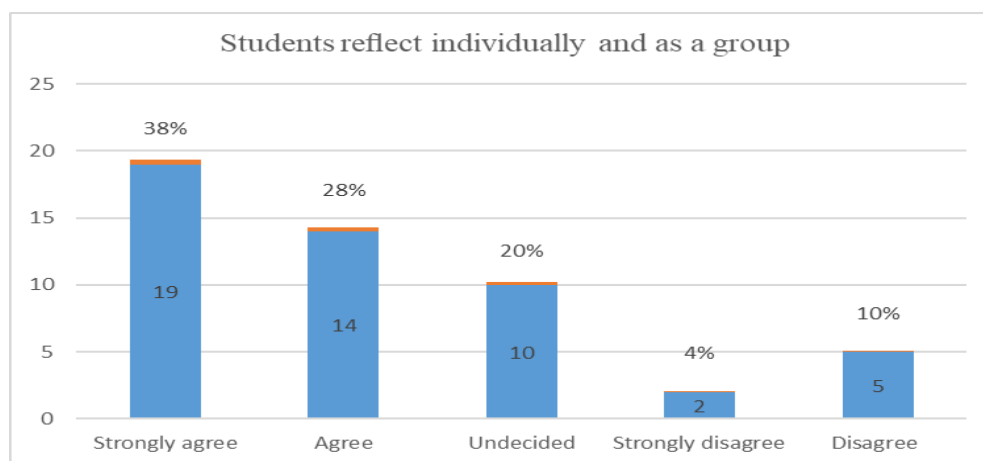


Figure 13: Chart illustrating participants' reactions to Question no.13

The findings of thirteenth question reveals that during cooperative learning students' reflect individually and as a group. Moreover, the findings of concerned question describes statistically that 38% respondents are of the view that they do strongly agree about the asked perception. While, 28% participants say that they do agree to cooperative learning students reflect individually and as a group participants 20% of the participants are of the view that they are undecided, 10% disagreed the question and the remaining 4% students are strongly disagree about the asked question.

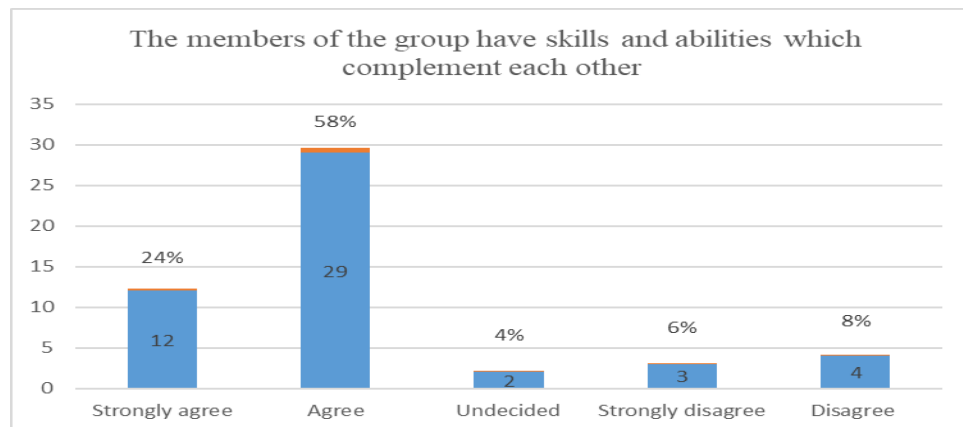


Figure 14: Chart illustrating participants' reactions to Question no.14

The findings of fourteenth question reveals that during cooperative learning the members of the group have skills and abilities which complement each other. Moreover, the findings of concerned question describes statistically that 58% respondents are of the view that they do agree about the asked perception. While, 24% participants say that they do strongly agree to cooperative learning the members of the group have skills and abilities which complement each other 8% of the participants are of the view that they are disagree, 6% participants strongly disagreed the question and the remaining 4% students are undecided about the asked question.

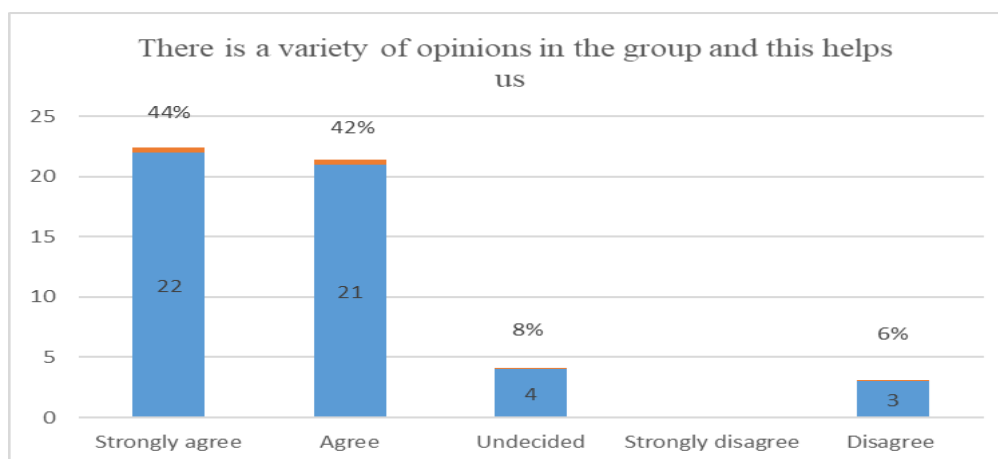


Figure 15: Chart illustrating participants' reactions to Question no.15

The findings of fifteenth question reveals that during cooperative learning there is a variety of opinions in the group and this helps us. Moreover, the findings of concerned question describes statistically that 44% respondents are of the view that they do strongly agree about the asked perception. While, 42% participants say that they do agree to cooperative learning that there is a variety of opinions in the group and this helps us 8% of the participants are of the view that they are undecided, 6% participants disagreed the question and the remaining 0% students are strongly disagree about the asked question.

CONCLUSION

The study's revelations showcase a prevailing endorsement of cooperative learning among participants, with 55% expressing a favorable stance towards its implementation in the classroom. Participants underscore cooperative learning as an effective problem-solving tool, facilitating a swift and seamless learning experience. Furthermore, they assert that this pedagogical approach significantly enhances learners' exposure and positively impacts their overall learning domains.

Approximately one-third (33%) of the participants consider cooperative learning to be effective in enhancing learners' abilities. This can be due to its promotion of active engagement in group discussions and the accomplishment of numerous given tasks. Within a context of collaboration, 59% of participants experienced a shared responsibility dynamic, wherein each member of the group takes on the responsibility for their assigned responsibilities, leading to the presentation of valid results that can be discussed among peer.

The study titled "Exploring the Use and Impact of Cooperative Learning in ESL Classroom: A Case Study of SBBU SBA" highlights the significant benefits of using cooperative learning in ESL classrooms. It enhances the ability to communicate effectively, think critically, engage in interpersonal interactions, and promote student engagement. However, there are concerns regarding language barriers and disparities in participation. These issues can be resolved through strategies such as assigning roles and promoting open communication. The study not only emphasizes the advantages of cooperative learning in ESL training, but also provides valuable guidance for administrators and teachers seeking to improve language learning outcomes. Further research undertaken in several educational contexts might enhance the understanding and adoption of cooperative learning as an effective pedagogical approach.

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