

## CHAPTER-II

### REVIEW OF RELATED LITERATURE

#### 2.0. Introduction:

Any scientific research requires a strong support for the conceptual or theoretical background of the study. Similarly some of the research studies undertaken earlier by other researchers, that are relevant to the present study, provide a sound background for the further research endeavor in the specified field of research. Therefore, a comprehensive review of such studies, if done with utmost care, can result in observations and critical analysis that would not only provide necessary inputs for the rationale, conceptual background and methodology for the present study but can also direct the entire investigation.

A number of relevant researches were tapped from various resources for the critical analysis in order to arrive at implications for the present study. For this purpose, the investigator reviewed the online sources of various websites of educational institutes, national and international organization's web resources as well as offline sources included books, academic journals, articles, research projects, Dissertation Abstract International, Surveys of Education etc. For a coherent review and ease of understanding the shuttle nuances of the researcher, they are classified and presented under following five sections:

- Section: I: Research Studies related to Cooperative Learning
- Section: II: Research Studies related to Soft skills
- Section: III: Research Studies related to ELT and Language skills
- Section: IV: Research Studies related to Pre-service Secondary Teacher Training Programmes
- Section: V: Review of Books, Articles or Research Papers published related to topic

#### 2.1. Section: I: Research studies related to Cooperative Learning:

Having reviewed a number of studies, about **five research studies** were found relevant to be included in this category. This first category provided the basic conceptual clarity and formed a base for the conceptual framework. It includes both qualitative and quantitative studies that were mostly carried out abroad.

Qualitative studies reviewed in the first category of studies included three studies. **Armstrong (1999)** conducted study on 'Collaborative Learning'. It described

and documented collaborative learning by dividing students into two sections of a graduate education course. **Igel (2010)** conducted study on ‘the effect of Cooperative Learning instruction on K-12 student learning: A meta-analysis of quantitative studies from 1998 to 2009’. **Krejci (2010)** carried out study on ‘A qualitative study of information technology students’ learning outcomes during a Cooperative education experience’. The titles and purpose of the above studies differed from one another.

Quantitative studies included two studies. **Sadler (2002)** carried out study to examine the effectiveness of Cooperative Learning as an Instructional strategy to increase academic achievement in biology. Out of six biology lecture classes, one lecture class was integrated daily with cooperative learning throughout the semester; the other five lessons were a continuum of direct lecture instructional practices. **Champion (2011)** conducted study on ‘Pedagogic effects of Cooperative Learning Assessment in the chemistry I classroom’.

In terms of **methodology** used, all of the above five studies reviewed in this category had used different methods of inquiry. **Armstrong (1999)** used Ethnographic observations of the two groups and participants were interviewed about their experiences in their respective groups. **Igel (2010)** adopted Cooperative instruction which grounded within socio-psychology. Igel opined that cooperative learning as a learning theory is one of the most theoretically grounded and popular but misunderstood concept among instructional strategies. Therefore, researcher had meta-analyzed the results of twenty rigorous studies on the effect of cooperative interventions on K-12 student learning. The meta-analysis employed extremely rigorous selection criteria to maintain internal validity and newly developed statistical adjustments. The purpose of qualitative descriptive study by **Krejci (2010)** was to describe the learning outcomes of the cooperative education experience from an Information Technology student’s perspective at a large Fortune 500 manufacturing or sales company located in the Midwest United States. It used Open-ended Interview in which the questions were developed based on the four component model of Cooperative education. This model included career development, academic/achievement development, professional/work-skills development and personal development during Co-operative experience. **Sadler (2002)** obtained data through biology self-efficacy scale (BSES). Texas high school biology-end-of-course examinations (BECE) were administered in a pre-test and post-test design. The purpose of **Champion (2011)**, a quasi- experimental study was to examine the impact

of Cooperative learning assessment on student achievement. This study aimed to determine the relationship between teacher assigned/group elected laboratory positions (independent variable) and academic achievement (dependent variable), while using the cards on the table approach of CL assessment.

The reviewed studies so far indicate some significant findings. **Findings of Armstrong (1999)** included Analysis of field notes from the ethnographic observations and interview transcripts related three categories of themes that described the process of collaborative learning in the two groups were: (1) group process (2) learning process and (3) group facilitation. Each category had multiple themes. The findings also described collaborative learning as a multifaceted, complex process that can be understood in terms of knowledge construction, relationships, and participants' role in facilitating their own and others' learning experiences. The findings also indicated that the participants were able to observe their own learning experiences in terms of relationships formed in their respective groups. The results were discussed in terms of implications for future research practice. Researchers were suggested to study influence of collaborative learning in diverse environments. **Findings of quantitative study by Sadler (2002)** revealed that the differential means were analyzed with one-way ANOVA comparing the cooperative learning with the direct lecture classes. There was significant difference between the differential means of BSES factors, application of biology concepts and BECE overall knowledge. The **study by Igel (2010)** revealed a moderate overall effect (0.44) for cooperative interventions with differential estimates across a range of moderators. These findings were placed within the context of the larger corpus of research on cooperative learning and its implications for practitioners were also discussed. **Findings of Krejci (2010)** depicted that Students reported positive changes in knowledge, communication, work experience, and skills/abilities across all four development components. Students entered the Co-operative experience with classroom knowledge related to IT; however, having the opportunity to gain practical knowledge or "hands on" knowledge provided the opportunity to mold theoretical and practical knowledge together. Students learned the importance of verbal and written communication across the organization. This study suggested that higher education and employers should continue to develop cooperative education programs and improve ways of measuring student's learning outcomes. **Findings of Champion (2011)** included results of ANCOVA analysis that indicated no significance difference on the adjusted scores

between teacher assigned versus group elected laboratory positions within structured laboratory groups on the academic achievement of Chemistry-I students as measured by standardized pretest –posttest while using CL assessment. Conducting paired samples t-tests revealed the group-assigned students improved significantly from pre-test to post-test .While teacher assigned students had no significant improvements.

From the research studies reviewed in the first category led the investigator to draw the following **inferences**. Except Igel’s (2010) study, that was a meta-analysis of studies on school education, rest of the four studies focused on higher education i.e. graduation or others. Qualitative studies used ethnographic observations and cooperative instructions as method of inquiry whereas quantitative studies used experimental design and had used statistical scales and tests to analyze the data. The study by Sadler (2002) has greater implications for the present study as it used instructional strategy on cooperative learning. The findings of all the studies reviewed above revealed that cooperative learning was a potential method useful from school to higher education and can be used in diverse academic situations. It is found that CL was an effective instructional strategy at graduation courses.

## **2.2. Section: II: Research studies related to Soft Skills:**

From the extensive list of soft skills (as listed by Alex, 2009) some studies were carried out focusing one or the other soft skills, such as communication skills, interpersonal skills, leadership skills, time management, critical thinking, creative thinking etc. As a matter of fact, it is found that no single study was conducted with the term ‘Soft Skills’ prior to the year 2010. Keeping in view this, about **four research studies** were found suitable for inclusion under this category after the review.

**Litt (2010)** had carried out a qualitative study on one of the soft skills i.e. leadership. It entitled ‘Examining behavioral changes among supervision and management undergraduate in a selected college’. This study examined the outcomes of a leadership development program to determine if leadership deficits, once identified, could be improved through a change initiative that included a self-change study, mentoring, dual relationships and self-help. **Parakandi (2010)** conducted study on “Role of soft skills in improving the performance of service organisations: with special reference to financial service industry.” The research was aimed to examine the role of soft skills in improving performance of individuals and organisations in service industry. The process of this research can be broadly

classified into two stages. In the first stage, the researcher attempted to identify (a) list of important skills and competencies that were required for the executives working in service industry and (b) list of factors contributing to the development of soft skills of an executive. **Agrawal (2013)** conducted a study of developments and challenges involved in soft skills training in professional colleges. This study was aimed at study of the challenges that professional colleges face in imparting soft-skills among students in context of development in general and development in employment scenario in particular. Professional colleges referred to mainly business management Institutions; however it also included engineering colleges to a minor extent only, especially at the initial stage of study as pilot study. **Mythili (2013)** carried an empirical study on the impact of soft skills training given to engineering students of SRM University in Tamilnadu.

In terms of **methodology**, various methods and tools were used by all of the above four studies reviewed. **Parakandi (2010)** used Multi-stage stratified sampling in the study. This study used an exploratory study design. An open ended interview schedule, In-depth interviews, pre-test, survey were some of the tools used to collect data. The collected data were analyzed using SPSS, statistical techniques like parametric and non-parametric statistical tools, percentage, mean, chi-square test etc. were used to analyze and interpret the data collected. The term 'Soft Skills' used in this study referred to 'a collection of skill sets consisting of 55 skill components'. Based on the similarity, these skill components were classified. The study analyzed 'soft skills' as 'a whole set, and as subset of self- management skills, people skills and technology skills and 55 other skill elements. Comparative study was done on the role of soft skills between public and private sector organisations and also between banking and insurance organisations. **Agrawal (2013)** had carried out and presented an in-depth review of research works carried out in last fifteen years or so. Research papers and articles had been reviewed and presented in chronologically reverse order. This research was delimited to Navi Mumbai only. This study was a combination of qualitative and quantitative approaches to research. About 240 students from 8 different management colleges were surveyed at this stage selected by using Probability cluster sampling. Data Analysis was done using Cluster Analysis. **Mythili (2013)** carried out an experimental-developmental type research study. It focused on the overall personal development of engineering students through a package or module. The study was undertaken to emphasize the fact that training provided over a

period of time definitely proved to be successful. The sample size of the study was 720 students chosen from the five major engineering courses of Civil, Mechanical, Electrical and Electronics, Information Technology and Bio Technology. They were students admitted into the course in the year 2009-10. The researcher developed a questionnaire that was used as a tool to assess the existing level of soft skills and it was administered as a pre-test at the beginning of the course. The sample consisted of students who were entering the portals of higher education for the first time and most students stayed in hostel and they were from different states and different social background. The training was provided for a period of nine months. The training was provided with the help of the module called 'Insight'. It gave a lot of scope to develop various positive behavioral aspects in most students. The qualitative observations were made. A post test was conducted at the end of the training programme.

The findings of all the four studies reviewed here revealed uniqueness. **Findings** of the study by **Litt (2010)** included description of a baccalaureate education. It was once limited to an elite population of high school graduates in pursuit of guaranteed career success. More than 70% of high school graduates opted to attend college to earn a baccalaureate degree, due to economic, global and technological changes. While this situation had significantly arisen, employers were increasingly dissatisfied with the outcome of graduates' education. Business and industry expressed satisfaction with graduates' technical skills, but there was a great shortage of graduates who possessed 'soft skills', leadership skills, critical thinking skills etc. related to employment success. It is observed that the attainment of a baccalaureate degree did not guarantee gainful employment, with only 20% of college graduates employed in a job that required a degree, other factors-specifically, leadership and soft skills would increase the likelihood of employment opportunities. Thus this study gave great emphasis on soft skills training among the graduates. **Parakandi's (2010)** findings were based on analysis of the data collected through primary survey, features and profiles of Executive workforce in financial service organisations. Data collected through Soft skills Inventory for Executives in the financial service organisations were analyzed. Factors contributing to the development of soft skills were identified and their level of impact was examined. Eight factors had been found to be 'core contributors' for the development of soft skills. It is found from the study that other's soft skills had a significant impact on executive's self-management skills, people skills of executives and technology skills.

The impact of age, gender, marital status, educational qualifications, team size, work experience, sale experience, and operations experience were also analyzed and found significant. **Findings of Agrawal (2013)** included finally arrived comprehensive definition of Soft skills. Based on the review, the researcher proposed the following definition for soft skills- *“Soft skills are insights, skills, traits, values and virtues that help to deal with self and others, situations and communication, work and organization, and finally, with technology and surrounding”*. The researcher reflected on what should a model be like, before proposing a need-based model for soft skill development, the one which was exclusively learner centric. There were fourteen features identified for a need-based model for soft skill development. The last chapter included the recommendations for place of soft skills in curriculum planning. The **results** of the study by **Mythili (2013)** were of two fold i.e. quantitative results generated through analysis and qualitative results recorded as a result of observation by the researcher. As far as the quantitative results were concerned, though the results of the study showed an improvement in all the five major areas of Soft skills, most students showed an enhancement in Thinking skills when compared to other Soft skills. Boys showed improvement in both Quantitative skills and Soft skills but Girls showed improvement in Verbal skills. Students of Information Technology had shown a noticeable improvement when compared to all other branches in both Quantitative and Verbal skills. Students belonging to Biotechnology had shown good improvement in Soft skills. As far as Future Career Option concerned, students with high level of Quantitative and Verbal skills had opted to go abroad for further studies. Students with high level of Personal skills, thinking skills and Soft skills had opted to become Entrepreneurs. Interestingly, students who had opted for placements have high level of People skills and Work skills.

The following **inferences** have been drawn from the four studies reviewed above. All of the studies mentioned here were set to study higher education or industrial scenario. No studies have so far been found on school education as far as soft skills are concerned. Moreover a few studies were conducted on management and other professional programmes. No study was found on pre-service secondary teacher education.

### **2.3. Section: III: Research Studies related to ELT/ESL, Language skills and CL approach:-**

About **six research studies** are included under this category after the review. Most of the studies related to ELT/ESL and CL were located from DAI and some of the most significant recent studies that were conducted year 2000 onwards have been considered for the review of the present study.

**Chaisuriya (2003)** conducted a study on ‘Social constructionist approaches to teaching technical writing: A case study of Thai college students’. It was a qualitative research study investigating the implementation of social-constructionist approaches to teaching writing in an English-as-a-foreign-language (EFL) technical writing class at a university in Thailand. **Plack (2003)** conducted the study to understand how students and novice students learn communication and interpersonal skills integral to physical therapy practice. This Multi-case qualitative research study was designed to answer major research questions: (a) what is the process by which students and novice clinicians learn to interact and communicate within a professional setting? (b) What strategies do students and novice clinicians use in learning to interact and to communicate within a professional setting? **Chien (2004)** carried out study on “Incorporating Cooperative Learning in Taiwan English as foreign language (EFL) classrooms”. The purpose of the study was to provide a measure of the effectiveness of cooperative learning in English as foreign language (EFL) technological university classes in Taiwan in terms of students’ achievement, oral production and improvements in students’ attitude towards language learning. Depending on the type of cooperative learning more English speaking opportunities provided. **Chen (2007)** conducted research to explore and analyze Taiwanese university students in the effectiveness of cooperative learning strategies in the acquisition of English. **McGowan (2007)** carried out an exploratory study of teachers’ critical thinking in elementary language arts classrooms. This exploratory study examined how well elementary language arts teachers particularly in a federal project raise students’ critical thinking abilities. It was scored in tests of critical and creative thinking. Furthermore, it investigated the ways in which these teachers of the language arts have developed their understanding of critical thinking skills, what types of training they bring to the classroom which might enhance the teaching of critical thinking skills and the methods by which they foster critical thinking in the classroom. Finally this study examined the relationship among teacher scores on critical and creative

thinking tests, their professional development hours and results on a scale of teacher behavior. **Dumteeb (2009)** conducted study on Teachers' questioning techniques and students' critical thinking skills in English Language Classroom in the Thai context. This case study aimed to investigate questions and questioning techniques that Thai English teachers used to promote response and to encourage critical thinking skills from students in the language classroom.

In the light of **methodology** all research studies reviewed here in this category differed from one another. **Chaisuriya (2003)** adopted various teaching approaches. He used collaboration, collaborative writing, writing as a process, peer review, teacher/student writing conference and peer evaluation. The data were obtained through participants' reflections and feedback written as self-reports, researcher's observation, inspection of the documents and interviews. **Plack (2003)** used Interviews and Critical Incidents as major tools to explore the experiences of students and novice clinicians. **Chien (2004)** used Cooperative learning approach. The students who were sample of the study at both levels i.e. advanced and intermediate, indicated a preference for this approach both on questionnaires and during interviews with the researcher. The study by **Chen (2007)** employed the theory of Second Language Acquisition (SLA) and Cooperative Learning (CL) as the framework to explain the interrelationship among second language learner factors, cooperative learning strategies, and English language proficiency (ELP). This non-experimental, co-relational study used convenience sampling. The survey was administered to a sample of undergraduate students who had attended the daytime Fortune Institute of Technology of Kaohsiung in Taiwan and had studied English as a foreign language. There were 396 online questionnaires applicable for data analysis. The statistical software of SPSS was employed for data analysis to conduct descriptive analysis, multiple regression analysis, reliability analysis and validity analysis. Questionnaire and an interview were used by **McGowan (2007)** as tools. Descriptive statistics were used to analyze data and a correlation was employed to determine if a relationship existed between tested dimensions. **Dumteeb (2009)** adopted method of Study that included cognitive learning theory by Bloom (1956) and Wu's (1993) taxonomy of questioning techniques.

In light of **results** revealed by different studies under this category, there wasn't any similarity. The **findings** of the study by **Chaisuriya (2003)** indicated that the implementation of social constructionist approaches to teaching writing had useful

results. The **findings** of the study by **Plack (2003)** portrayed a process of learning, which incorporated access to the clinical environment. It depicted ‘Dialogue’ as mechanisms to negotiate shared meanings and leaning outcomes, which included the values, beliefs and attitudes of the profession. The process moved the student and novice clinician forward for the development of professional identity. **Results** of **Chien’s (2004)** study showed that all the classes improved over time as determined by the gain scores in pre-test and post-test, which indicated that cooperative learning groups could perform and improve English skills as well as traditional learning groups in an EFL setting. **Chen (2007)** found that learner factors of motivation, anxiety, language, aptitude, social-distance and learning strategies had a strong positive and significant relationship with English language proficiency. In addition, frequency of participation in cooperative learning strategies had a moderately strong relationship with English language acquisition proficiency. **McGowan (2007)** depicted in **findings** that experimental teachers sought professional development options that dealt with higher order skills more regularly than those of comparison teachers. Familiarity with higher order skills score on creative thinking tests existed. Implications for practice suggest that further research should replicate this study with a larger sample size to substantiate findings. **Findings** of **Dumteeb (2009)** included that both questions and questioning techniques frequently used in the classroom were at a lower cognitive level. As a result, students’ responses were at a lower level of cognition and this might not help promote students’ responses and encourage their critical thinking skills. Lower cognitive level questions demands only routine or mechanical application of previously memorized and acquired knowledge and information, and this might not challenge students to interpret, analyze or manipulate their own responses and information. In this language classroom, teachers should ensure that they have a clear purpose for their questions to encourage students’ responses and their critical thinking skills rather than just determining what knowledge is learned.

The following **inferences** have been drawn from the six studies reviewed here in this third category. Chaisuriya (2003) used Social constructionist approaches for the study whereas Dumteeb (2009) used Bloom’s cognitive learning and Wu’s taxonomy of questioning. Both Chien (2004) and Chen (2007) studied English teaching in context of Cooperative learning. Language learning skills and soft skills

like writing skill, oral skills, communication, critical thinking and interpersonal skills were a common thread cutting across all of the studies reviewed above.

#### **2.4. Section: IV: Studies related to Pre-service secondary teacher training programmes:**

About **four research studies** were found suitable for the inclusion under this category after the review. The common theme among these studies was CL and teacher education. Most of the studies under this category were located from DAI and the studies conducted after year 2000 onwards are considered.

**Gwyn (2002)** conducted study on ‘Construction of competency with cooperative learning by pre-service teachers as observed in supervisory conversations’. This was a qualitative study which used a socio-constructivist framework to explore an aspect of learning to teach. **Makki (2008)** conducted ‘A Naturalistic inquiry into Pre -service teacher’s experiences with science, technology and society (STS) curricular approaches’. This study had taken a Deweyan perspective that focused on “worthwhile experiences” and interactions in the world, to explore the possibilities that STS curricular approaches offered teachers to implement the national recommendations of “Scientific Literacy for all”. **Owe-Ewie (2008)** carried out study on ‘enhancing the thinking skills of Pre-service teachers: A case study of Komenda Teacher training college’. This qualitative single case study answered two major questions (1) what factors have affected the enhancement of thinking skills in pre-service teacher education institutions (Teacher Training Colleges) in Ghana? (2)How can the thinking skills of pre-service teachers in initial teacher education institutes (teacher training colleges) be improved? **Heath (2010)** carried a study on ‘The impact of a Cooperative learning Training Program on Teacher Perceptions about Cooperative learning’. The purpose of this quantitative study was to determine the impact of teacher training in the area of Cooperative learning had made on Teacher’s Perceptions of Cooperative learning.

In terms of **methodology** used by the researchers; **Gwyn (2002)** described the process by which a group of pre-service teachers constructed their understanding and developed ease with an unfamiliar teaching approach during student teaching. The research design included elements of ethnographic study i.e. this study involved prolonged contact with the participants. The investigator acted both as informant about the new teaching approach as well as coach. Planning approach was selected for the study as it was widely used in the high schools and recommended in present

School Reform document. The study by **Makki (2008)** explored the experiences of two groups of pre-service secondary teachers, at different points in their teacher preparation programmes, with STS, using a naturalistic design informed by social constructivism and Deweyan pragmatism. **Owe-Ewie (2008)** investigated the problem at Komenda Teacher Training College in Ghana. Various field strategies were used that included interviews, observations and documents. Purposive sampling technique was used to select three teachers from Science, Mathematics and Social Studies. The researcher used inductive and creative synthesis to analyze the data and the narrative logic approach as the presentation strategy. Content analysis approach was used to analyze the documents and descriptively presented it using the lower level thinking (Knowledge and comprehension) -higher level thinking (application, analysis, synthesis and evaluation) dichotomy. **Heath (2010)** used Roger's theory that had perceived attributes. They supported the theoretical framework of this study since it included the general process that systems must go through in order to acclimate to a new concept or technique. Ten kindergarten through ninth grade teachers completed Likert-style surveys about their perceptions of CL before and after the training. A repeated measure t-test was used to test the hypothesis of a relationship between teacher training and teacher's perceptions of CL.

Major **findings** of the study by **Gwyn (2002)** revealed that the participants were able to develop their competence with the socio-constructionist approach. **Findings** of **Makki (2008)** study included the themes that emerged from this study suggested that participants understood STS as an add-on approach rather than a curricular orientation. In addition, they associated STS with controversy, which could make them hesitant in implementing such an approach. Furthermore, for most participants, STS remained situated in the context of a college classroom, as a very few of them attempted to implement fully an STS issue during student teaching. It is found that while teachers may value STS, they were not likely to implement it, due to practical considerations rather than stable beliefs. The study concluded by drawing a contrast between constructivism as a research framework and a Deweyan perspective with a focus on interaction in the world and suggesting possible implications of this framework for research and teaching. **Findings** of the study by **Owe-Ewie (2008)** revealed that enhancing thinking skills of learners was a secondary concern in pre-service teacher training. It is found that teaching strategies employed by teacher trainees, classroom environment, administration issues like students' recruitment,

large class sizes, staff development and examinations, nature of the school system, school culture of the society and documents etc. did not support the enhancement of the thinking skills of pre-service teachers and it ensured that pre-service teachers were trained in the art of thinking for themselves and they should be extending this to their students. The study found that there should be a collaborative effort among all who were involved in the preparation of the pre-service teachers. **Results** from the study by Heath (2010) demonstrated that training on CL techniques did not change teacher's perception of CL. Implications for positive social change included revising teacher perceptions which could positively affect student achievement.

The following **inferences** have been drawn from the four studies reviewed here in this fourth category. The common feature among these studies was the setting as all of them carried out study in teacher education scenario. Except Heath's study, all other three studies used qualitative approach. Gwyn described process of understanding in socio-constructivist approach, whereas Makki carried out naturalistic inquiry in STS curricular approach. Qwe-Ewie carried case study on one of the soft skills i.e. thinking skills. Thus, it can be inferred that the teacher education field as it involves human factor, needs case study as method. It is noteworthy that qualitative approach and case studies are best suited for studies carried out in teacher education.

#### **2.5. Section: V: Review of Books, Articles or Research Papers published in academic referred journals:**

There are about four reference books and a research paper found very relevant for inclusion in this category. All of them are of latest publications, as the year 2000 onwards studies are considered for review. The common thread among the three books was Cooperative Learning and one book referred to Soft skills. Both were reviewed as they are part of the topic in the present study.

The book entitled '**Approaches and Methods in Language Teaching**', (2001) published by UK: Cambridge University Press (2<sup>nd</sup> Edition) is written by **Richards, Jack C and Rodgers, Theodore S.** It contains a chapter on "**Cooperative Language Learning**". In second language teaching, CL or CLL has been embraced as 'a way of promoting communicative interaction in the classroom and is seen as an extension of the principles of Communicative Language Teaching'. It is viewed as 'a learner-centered approach to teaching held to offer advantages over teacher-fronted

classroom method'. CLL is an approach that crosses both mainstream education and second and foreign language teaching.

As theory of language, CLL is founded on some basic premises about the interactive or cooperative nature of language and language learning and builds on these premises in several ways. In its applications, CLL is used to support both structural and functional models as well as interactional models of language, since CLL activities may be used to focus on language form as well as to practice particular language functions. As per theory of learning, CL advocates to draw heavily on the theoretical work of developmental psychologists Jean Piaget (1965) and Lev Vygotsky (1962), both of whom stress the central role of social interaction in learning. As it was indicated, central premise of CLL is that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations. CLL seeks to develop classrooms that foster cooperation rather than competition in learning. CLL does not assume any particular form of language syllabus. CLL is used in teaching content classes, ESP, The four skills-LSRW, grammar, pronunciation and vocabulary.

The only book that is considered by many an ultimate guide for Teaching Cooperative Learning at real classrooms, is entitled '**The Teacher's Sourcebook for Cooperative Learning: Practical Techniques, Basic principles and Frequently Asked Questions**', (2002) published by California, USA: Corwin Press, Inc. is written by **Jacobs, George M. & Power, Michael. A & Inn, Loh Wan.** It is still considered a bible for "Teaching Cooperative Learning". This book has three parts along with Introduction in the beginning and Index at the end. The first part has nine chapters, with title of the first part 'Getting Started with Cooperative Learning'. This first part describes the theoretical details on eight principles of Cooperative Learning and last chapter on Assessment in Cooperative Learning. These eight principles include Cooperation as a Value; Heterogeneous Grouping; Positive Interdependence; Individual Accountability; Simultaneous Interaction; Equal Participation; Collaborative Skills and Group Autonomy. Each chapter on principles of Cooperative Learning includes Key Questions, Cooperative Learning techniques introduced in this chapter and meaning of the principle of Cooperative Learning. The Cooperative Learning techniques have been illustrated with examples from different school based subjects. There are many CL methods listed in this book such as Jigsaw (Basic version) or Jigsaw I, Jigsaw II, Reciprocal Teaching of Reading (RTR), Cooperative

Integrated Reading and Composition (CIRC), Group Investigation (GI), Learning Together (LT), Constructive Controversy (CC) or Structured Academic Controversy (SAC), Student Teams-Achievement Divisions (STAD), Teams-Games-Tournaments (TGT), Think-Pair-Share (training wheels), Write-Pair-Switch, Ask Your Neighbor, Numbered Heads Together, Question and Answer Pairs, Paired Writing, Introduce Yourself (Team building activity), Find Someone Who, Two Facts, One Fiction, Classroom Classifieds, Cooperative Games, Circle of Interviewers, Team Mascot, Three step Interview, Little known facts about Me, Lifelines, Forward Snowball, Reverse Snowball, The Same Game, Review Pairs, Travelling Heads Together, Carousel, Talking Chips, Web of Talk, Music As Content Carrier, Group Mind Mapping, Draw-Pair-Switch, Multiple Ability Tasks, SUMMER, Tell/Rephrase, Tell/Repeat, Tell/Spine Off, Physical Education Team building Game, Circle of Writers, Circle of Speakers, Before and After, Focused Discussion Pairs, Quiz-Quiz , Prairie Fire, Send-a-problem (Problem solving), Three-stay, one-stray (Problem solving). Apart from the above mentioned specific methods of Cooperative learning, there have been many variations developed under some of these methods.

The second part entitled 'Frequently Asked Questions about Cooperative Learning', contains eight chapters. These includes Preparing Our Classes for Cooperative Learning, Managing Cooperative Learning classes, Creating CL tasks, Enhancing Thinking When Using CL, Using CL in Special situations, Helping Groups That Aren't Functioning Well, Collaborating With Other Teachers and last chapter is on Working with Administrators and Parents. Each chapter discusses problems faced by teachers while implementing Cooperative Learning in their classroom at different levels and the authors provide practical tips for all queries asked by many Cooperative Learning practisers.

The Third part on Resources for Cooperative Learning includes CL Print Resources and Web sites. This book has proved a great help and torch bearer for many researchers and classroom practisers. The book comprises content relevant tables and illustrations. The language is lucid and simple that even a layman can easily understand. The size of book and papers used are of good quality. There is no doubt why learners and teachers both like this book very much.

Another book on Cooperative Learning is written by **Gillies, Robyn M. (2007)** entitled, '**Cooperative Learning: Integrating Theory and Practice**', is **published by** California (USA): Sage Publications, Inc. This book is an excellent

guide for those who are interested in practising Cooperative Learning in their classrooms. The book includes key features like-it situates cooperative learning within the context of 'No Child Left Behind' and a climate of high-stakes testing, it links theory with practice through numerous case studies and small group exercises, it emphasizes their role teacher play in establishing Cooperative Learning, it incorporates the latest research on Cooperative Learning. The book has eight lengthy chapters. At the end of the chapters, glossary, references and index along with details of the author are given. Each chapter begins with 'Introduction and learning Objectives. Every chapter has practical activities and case studies and some talk on 'Bringing All Together: Understanding the Research. And at the end of each chapter, Chapter Summary, Activities and suggestions for Further Reading are given.

The first chapter is on 'Cooperative Learning in school'. It includes introducing Cooperative Learning, Cooperative Learning Pedagogy in the classroom: Teacher's role, Impact of Mandatory Testing on Cooperative Learning, and The Potential to Transform Schools: Using Cooperative Learning Pedagogy. There are two case studies given in the chapter, i.e. The Case of Tom and Transforming a school: A principal's Story. The second chapter is on Key Components in establishing successful Cooperative Groups. This chapter describes principles of Cooperative learning namely, Positive Interdependence, Promotive Interaction, Individual Accountability, Interpersonal and Small group skills, Group Processing, It has case study on –An example of Cooperative Learning in a first –Grade Classroom. The third Chapter is 'Teachers' Discourse to Promote Student Thinking and Learning'. The chapter includes Teachers' discourse during Whole-class, Whole group and Cooperative Learning, Communications Skills and Cooperative Learning, Types of Mediated Learning, Pedagogical Practices that promote thinking., Other ways of challenging student's thinking and facilitating Interactions, Creating Learning Environment. This chapter includes five case studies. The fourth chapter is on 'Strategies to Promote Student Discourse'. The chapter focuses on Reciprocal Teaching strategies, Collaborative strategies Reading, Scripted Cooperation, ASK to THINK-TEL WHY Strategy. It has two case studies. The Fifth chapter is on 'Group Composition'. This delineates about mixed ability grouping, Gender4 Grouping, Friendship Grouping Multiple Intelligence, Interest Grouping. There are three case studies. The sixth chapter is on 'Assessing Small Group Learning. It focuses on Formative, Summative, Criterion referenced, Authentic assessment, Case studies,

Portfolios, Exhibition of Performance, Problem Based Inquiry. This describes one case study. Seventh chapter is ‘Teachers’ Responsibilities in Establishing Cooperative Learning’ It has two case studies. Eighth chapter is on ‘Future Developments in Using Small Groups. It has one case study and discusses on comprehensive school reform programs, the impact of Computer Technology on Small group learning, the implications for Designing Classrooms of the Future and lastly the importance of Teamwork and communication.

The only book found on the key word i.e. Soft Skills used in the title of the present study is by written by **K. Alex. (2009)**. The book entitled as “**Soft Skills: Know Yourself & Know the World**”. It is published by S. Chand & Company Ltd.: New Delhi. The book was a huge success as it is part of personality development series. The book is from commerce field hence the examples quoted in the book often pertain to commerce students. The book got reprinted in 2010.

The book has total of 19 chapters. Most of the chapters have illustrative pictures relevant to content given in the chapters and exercises. The first chapter entitled ‘Soft Skills’, describes what are soft skills, importance of soft skills, attributes regarded as soft skills, categories of soft skills, method of identifying your soft skills, improving your soft skills, train yourself, list of top 60 soft skills, practising soft skills and measuring attitude. The chapter follows with an exercise on measure your soft skills. The second chapter is Know Thyself/Self Discovery. This chapter talks about importance and process of knowing yourself, SWOT analysis, benefits and how to use it, SWOT grid and questions to complete the grid. The titles of the subsequent chapters are given below. Third chapter is ‘Developing positive attitude, Fourth chapter is forming values, Fifth chapter is improving perception, Sixth chapter is career planning, Seventh chapter is Art of Listening, Eighth chapter is Art of Reading , Ninth chapter is Art of Speaking, Tenth chapter is Art of Writing, Eleventh chapter is Art of writing E-mail, Twelfth chapter is Body language, Thirteenth chapter is Team Building and Teamwork, Fourteenth chapter is Group Discussion, Fifteenth chapter is Etiquette and Matters, Sixteenth chapter is Preparing CV/Resume, Seventeenth chapter is Interview skills, Eighteenth chapter is Time Management, and the last Nineteenth chapter is Stress Management.

All of the above 19 chapters are presented well, with sufficient illustrations and pictures. The most noticeable feature of these chapters is that in almost every chapter, there is self-assessment questionnaire given at the end. The book provides

some insight to the students and teachers of communication skills and soft skills specially those who are in professional-technical programmes like engineering and technology etc.

Among all of the above reviews, it is observed that most of the available studies were practical in nature. Almost all references had cited definition of CL as well as its' major features. The research paper on CL by **Jojo, et al.** described report of the small scale research carried in the field of soft skills.

The **inferences** drawn from the books and research papers reviewed above included practical aspect for anyone who wishes to carry out a study on CL approach at any level. These books and papers provided a foundation for the present study. The concept, meaning, definitions, features and classrooms characteristics as well as methods of cooperative learning not only works as basis but provided a solid background and guided practically to the researchers. The book and research paper on soft skills clarified the basic concept and these are torchbearer for those who wish to carry out study on soft skills.

The only research paper on soft skills included in this category of review is by **Jojo Joy N. & Merin Simi Raj (2008)** published in Indian Journal of Open Learning; Vol.17, No.2, May 2008, pp.133-144. The title of the article is “**Soft skills and syllabus: The need for Convergence.**” This research paper discusses three main points: (i.) The need for integration of interpersonal communication skills into the curriculum, (ii.)Evolving pedagogy with adequate emphasis on soft skills and (iii.)The obvious link between soft skills and employability.

The rubric term ‘soft skills’ could be used to mean anything from interpersonal communication skills to the ability to function in multi-disciplinary teams or a professional and ethical responsibility or negotiation and conflict management. The paper also discusses comparison between teacher-centered pedagogy and learner centered pedagogy. Soft Skills include linguistic competence both oral and written communication skills, and collaboration skills, professional & ethical skills. Sample activities for skills given include training methodology & evaluation. Lastly the author talks about how to measure soft skills.

**Inferences** have been drawn from the review of the above mentioned reference books and research paper reveal that there are a number of books and other literature in the form of articles, research projects published so far on Cooperative learning and its application to classroom teaching-learning. The chapters of the books

reviewed here on Cooperative learning theory depicted in details what, how, why of teaching through CLM. e.g. Jacobs, et al (2002) provides detailed description on classroom arrangement, classroom norms, step of CLM task and how to assess students at group or individual levels.. On the contrary, there have been negligible authentic books or articles published on soft skills and their application to classroom teaching. The only book found is from Alex (2009) that not only provide meaning of soft skills but has also listed some of the important soft skills. It is inferred that there is dearth of books on how to develop soft skills among pre-service teachers.

## **2.6. Observations and Implications of the Review of related studies and literature for the Present Study:-**

The investigator made an attempt to review exhaustively and found that most of studies have been carried out so far on Cooperative Learning [CL] at international level. So there is a dearth of educational research studies on CL in India. In terms of subjects concerned most studies have been carried out in the field of science teaching, mathematics teaching, computer supported classes, online collaborative learning. It is noticed that very less studies are found with language teaching and teacher education. Some studies are found on variables like motivation, self-esteem, achievement and levels of thinking.

As far as English language is concerned, most of the studies have been carried out on English as foreign language. In ELT context, studies on CL are less in numbers but whatever studies are found, they have been in variety, touching various aspects of ELT like acquisition of English, grammar, reading comprehension, vocabulary, fluency, language-learning anxiety etc. Plack (2003) found that students learnt communication and interpersonal skills through interaction, negotiated shared meanings, beliefs, attitudes, values; when the process of learning was carried out. The human relations skill is a necessity for successful classroom learning.

Cooperative learning strategies have been found effective in English as foreign language technological university classes in Taiwan as found by Chien, Ya-Chen, (2004). Findings in a study carried out by Chen, Mei- Liag (2007) reveal that factors of motivation, anxiety, language aptitude, social distance, and learning strategies have a strong positive and significant relationship with English language proficiency.

It has been observed that Cooperative Learning, if implemented for more than two to six weeks, may bring greater improvement in learners' overall personality,

content mastery of academic subjects and variety of skills. From the comprehensive review of related literature on CL, it is found that majority of studies carried out using experimental research design.

From the comprehensive review of related literature, and observations made upon it, the following **implications** can be drawn for the present study:

- Cooperative Learning [CL] can be used from KG to PG at any level in any of the field of study.
- CL can give fruitful results if implemented systematically for a longer time span i.e. more than one to three weeks.
- CL can be implied to any of the content and subjects like science, mathematics, arts and humanities (languages), and social sciences.
- Most of the studies using CL have so far been carried out using quantitative approach i.e. descriptive statistics and experimental design.
- Most of the studies with quantitative approaches carried out earlier in ELT have found CL effective.
- Students' knowledge, competencies and skills related to subject matter (academic subjects) and even in general life skills can be developed or enhanced through CL.
- CL can be used with learners having mixed abilities, multiple intelligences, heterogeneity and learners being normal and of special needs.
- Soft Skills have been an integral part of professional and technical higher education and it has more to do with employability or career/job and productivity of an employee as perceived by most employers.
- Soft skills are essentially not actual "skills" but rather 'set of abilities or competencies' or rather 'behavioural and cognitive traits' that an individual requires in his/her career development and survival in job place as well.

Based on the above observations and implications, the investigator had found out some of the important **gaps in educational research**:

- No study has been carried out on process of development of 'soft skills' in the field of education, especially secondary teacher education
- No study has been found on soft skills in the field of second language education, especially English as Second Language.

- No study has been located that focuses on description of a process of a complex phenomenon of development of certain skills
- No standardized tests or strategies are available for development and evaluation of soft skills
- It is observed that no single study has been carried out so far using any qualitative approach or quantitative approach on Soft Skills among students in education field either at graduation or post-graduation levels; although two studies noticed were recently carried out in the year 2013 and one study in 2015 but both dealt with the field of commerce and management.
- No qualitative study has been found on study of the process and nature of development of Soft Skills among Pre-service Secondary teachers; neither in India in general and Gujarat in specific.

From the above implications, it is observed that ‘soft skills’ have been used as concept and terminology only in the Human Resource Development training of multinational corporate industrial world. But very scant attention has been paid either for research or its application in the field of education in general and secondary teacher education in particular. Consequently the researcher is convinced to take up the study on how soft skills get enhanced in student-teachers studying in Pre-service Secondary teacher education programme through tasks based on Cooperative Learning Methods. The present study has been envisioned by the investigator to carry out with a different point of view i.e. looking at the phenomena using Case study research method with Emerging design of inquiry using Qualitative paradigm of educational research.

### **2.7. Investigator’s Reflection:**

During the primary task of formulating the conceptual framework and searching for the evidences in support of the proposed study, the investigator has keenly observed every event and on the basis of his experiences and understanding, a number of problems and issues arose, hence the investigator would like to give a personal account of experiences in this study.

As the investigator has to explore a new field i.e. ‘soft skills’, specifically in the field of secondary teacher education, where no authentic books, wide literature and related research studies are available on soft skills; the investigator has to rely mostly upon books, articles and research papers published in academic journals and

open access resources freely available on internet resources. The investigator has to heavily rely on online resources for the definition, concept and list of soft skills. It is until recently in 2013 and 2015, a few doctoral studies were carried out and published online on 'Sodhaganga'- an Indian Reservoir of Thesis. The main problem is the absence of a commonly accepted definition and concept of the phrase "soft skills". Most articles on 'soft skills' published either in the form of blogs and very few on authentic academic and research organization at international level. The term 'soft skills' has been used for long in the field of corporate multinational company's employee training, but it is neglected and rather not has been explored in secondary teacher education at national or international level. On online platform, a host of private training and coaching companies offer services for developing soft skills among the officers and employees. Another problem with the review was unavailability of list of soft skills by national or international agency like WHO, UNESCO etc. The term 'skills' in soft skills has been controversial for ages, as this phrase mean different to different people and agencies ranging from 'attributes, qualities, values, personal and professional competencies to a lot of career and employment related competencies or abilities, that is apart from technical skills required for a specific job. Another issue with regard to unavailability of standardized test or instruments of assessment of specific soft skills. The investigator has to design and adopt therefore Evaluative Rubrics for self-assessment by participants for which the investigator has consulted a number of web resources for specific soft skills based rubrics creation.

'Soft skills' is rather an unfortunate phrase because at present, no international agency like UNESCO, UNICEF or WHO has so far paid attention to it in order to provide a conceptual definition. Its parent term 'Life Skills' has got mentioned in WHO reports and now its concept and definitions are accepted and applicable universally for school education. Moreover, 'soft skills' is relatively a recent development in the corporate business world. It was historically developed in the field of HRD or management. Since 'Soft skills' is an evolving topic in social sciences field, it needs to be explored for its wider application in education in general and teacher education in particular.