

COMPARATIVE STUDY OF TRADITIONAL METHODS WITH COOPERATIVE AND ACTIVITY ORIENTED LEARNING IN TEACHING OF ENGLISH AT SECONDARY SCHOOL LEVEL

Hina Yaqoob*

PhD Scholar, The University of Lahore
70081015@student.uol.edu.pk

Khalid Rashid

Assistant Professor, The University of Lahore
khalid.rashid@ed.uol.edu.pk

ABSTRACT

The focus of the study was to compare the Traditional methods with Cooperative and Activity oriented learning in teaching English at Secondary School Level. Titled Comparative Study of Traditional Methods with Cooperative and Activity Oriented Learning in Teaching of English at the Secondary school Level. Three groups totaling 180 students participated, with two experimental groups and one control group. Pre-tests and post-tests were used to measure academic progress, and achievement tests assessed language skills. Cooperative learning and activity-based groups showed significantly higher post-test scores in multiple-choice questions, reading comprehension, and writing abilities compared to the control group. Furthermore, the research explored potential factors such as socioeconomic status and parents' education but found no significant differences in the effectiveness of teaching strategies based on these variables. The study recommends adopting cooperative learning methods like STAD and Think-Pair-Share to enhance English language learning, emphasizing the importance of interactive teaching strategies for better outcomes in English education at the secondary level.

Keywords: Cooperative Learning Group, Group Work, Activity-Based teaching, Reading Comprehension, Secondary Education Level, Cooperative Learning, Traditional Learning.

INTRODUCTION

Education serves as a transformative process that not only imparts knowledge but also fosters self-awareness and personal growth. It plays a pivotal role in socio-economic development by equipping individuals with the skills and mindset needed to contribute to society. In the context of Pakistan, the Vision 2030 initiative aims to reform the education system, making it more accessible and effective and ensuring quality education for all citizens. This vision emphasizes student-centered approaches, such as cooperative and activity-based learning, which can enhance the learning experience and prepare students for a rapidly changing world (Planning Commission of Pakistan, 2017).

In the realm of language education, particularly English language learning, it is essential to focus on the four fundamental skills: listening, speaking, writing, and reading. Reading, in particular, plays a critical role as it not only enhances vocabulary and comprehension but also exposes students to diverse perspectives and information. Proficiency in the English language is crucial in today's globalized world, where effective communication is vital for academic, professional, and personal success (Wang et al., 2014).

Traditional teaching methods often fall short of engaging students and promoting deep understanding. Large classes and rigid syllabus timelines can hinder effective learning. This is where innovative strategies like cooperative learning come into play. Cooperative learning encourages active participation, collaboration, and shared responsibility among students. The Think-Pair-Share technique, for

* Corresponding Author

example, stimulates critical thinking and peer interaction, thereby enriching the learning process (Johnson et al., 2014).

Inquiry-based learning further enhances students' cognitive abilities by encouraging them to question, investigate, and think critically. By immersing students in problem-solving activities.

Activity-based teaching is yet another effective strategy that promotes experiential learning. Engaging students in hands-on activities and role-play exercises not only reinforces language skills but also cultivates practical knowledge and communication abilities. Such activities make learning enjoyable and memorable, thereby increasing motivation and retention (Al-Shammari, 2015).

English is often seen as a subject to excel in exams rather than a tool for practical communication in the context of Pakistan, shifting to these student-centered approaches can be transformative. By encouraging active participation, critical thinking, and collaborative skills, cooperative and activity-based learning methods pave the way for a well-rounded education and better preparation for the challenges of the 21st century (Bhalli, Sattar, & Asif, 2016).

Education is not limited to transmitting knowledge; it shapes individuals, societies, and economies. Innovative teaching methods like cooperative learning and activity-based teaching have the potential to revolutionize education in Pakistan, making it more engaging, relevant, and effective. These strategies empower students to become active learners, critical thinkers, and effective communicators, preparing them for success in an ever-evolving world.

Research Objective

To compare the effectiveness of traditional methods with cooperative and activity-oriented learning approaches of comprehension, reading, and writing ability on pre and post-test in the teaching of English at the secondary school level

REVIEW OF LITERATURE

Cooperative learning is a pivotal aspect of research, playing a crucial role in comprehending existing knowledge within a field. It enables researchers to discern research gaps, formulate hypotheses, and select appropriate methodologies. This practice prevents redundancy and empowers researchers to tackle challenges effectively. By surveying related research, scholars remain well-informed about the current landscape, thus aiding in hypothesis formulation and safeguarding against potential pitfalls (Smith, 2020). In the realm of learning English as an additional language, conventional techniques, and cooperative-based learning methods have been widely employed.

Cooperative learning, characterized by small group collaboration to achieve shared objectives, fosters a supportive environment that nurtures communication, critical thinking, and problem-solving skills. This approach not only enhances language proficiency but also promotes social and academic development.

The historical roots of cooperative learning can be traced back to early human societies that relied on collaboration for survival. However, formal recognition and structured development emerged in the mid-20th century. Visionaries like John Dewey laid the groundwork for cooperative learning principles, emphasizing collaboration and hands-on experiences. Kurt Lewin's research on group dynamics and subsequent work by David and Roger Johnson refined the concept, highlighting positive interdependence and cooperative skills. These principles evolved through various educational initiatives, ultimately leading to their integration into diverse learning environments.

Cooperative learning's major components, including positive interdependence, individual and group responsibility, face-to-face interaction, social skills, and group processing, were advanced by notable psychologists like Elliot Aronson, Robert Slavin, and David Johnson. These elements form the core of cooperative learning, fostering effective and engaging learning environments.

The different forms of cooperative learning groups, such as formal, informal, heterogeneous, homogeneous, ability-based, and interest-based groups, offer tailored approaches to suit various educational contexts and goals. Theoretical perspectives like Social Interdependence Theory, Social Comparison Theory, Social Learning Theory, Cognitive Load Theory, Social Support Theory, and Constructivist Theory provide a solid framework for understanding the effectiveness of cooperative learning

UzmaBatoool's research (2017) showcased the positive influence of cooperative learning on EFL learners' vocabulary acquisition, while Muhammad Akram's study (2018) highlighted its efficiency in enhancing English speaking skills among secondary school students. Muhammad Ali's findings (2019) emphasized cooperative learning's role in improving reading comprehension skills in EFL learners.

Riaz and Azam's investigation (2016) revealed the efficacy of cooperative learning in improving mathematical achievement and attitudes.

Jabeen and Ahmad (2017) unveiled its positive impact on academic achievement and social skill development. Similarly, Khalid, Ali, and Sohail's research (2018) showcased its potential in enhancing mathematical understanding and problem-solving abilities. In terms of language proficiency, Shah, Iqbal, and Ali's study (2015) demonstrated cooperative learning's positive influence on various English language skills.

These studies, conducted in diverse educational settings, highlight the universal advantages of cooperative learning. Additionally, research conducted beyond Pakistan's borders provides further insights. Kim and Ng's research (2018) in South Korea indicated that cooperative learning positively influenced science learning outcomes and scientific inquiry abilities.

Liu and Zhang's comparison (2020) of cooperative-based learning with traditional methods in China showcased its effectiveness in enhancing communicative competence and language proficiency.

Zhang and. Zhou and Chen's investigation (2021) highlighted the potency of cooperative-based learning in enriching vocabulary knowledge and overall language proficiency.

In a Spanish research endeavor, investigators explored the impact of Cooperative Learning (CL) on Interactive Methods (IM) within a larger classroom context. The study titled "Effects of Cooperative-Learning Interventions on Physical Education" concentrated on students in Spain who were pursuing physical education. The participant pool comprised 1020 individuals, with 518 in the experimental group and 502 in the control group. The research encompassed five separate studies, including two in primary school, two in high school, and one at the university level.

Within this framework, the treatment group was exposed to Cooperative Learning instruction, while the control group experienced traditional instructional methods. The duration of the studies varied, spanning from three weeks to six months, and encompassing six to 30 treatment sessions. Throughout these diverse studies, a range of Cooperative Learning structures and techniques were employed. These techniques were predominantly implemented in one-hour sessions.

An intriguing discovery emerged from the primary school treatment group, particularly among the youngest participants, with an average age of 8.4 years. This observation prompted an inquiry into whether Cooperative Learning might be better suited for older students who possess a more developed capacity to grasp the concept of cooperative work, suggesting that the efficacy of Cooperative Learning could be contingent upon the student's age and their ability to comprehend and engage with collaborative methods effectively.

Ning and Horn carried out a study into the impact of cooperative learning on the motivation of tertiary English as Foreign Language (EFL) learners. This study, published in 2014 in the *Educational Review*, focused on a university in northern Asia and involved non-English major participants from various subject backgrounds. Specifically, the research aimed to assess how cooperative learning affected the motivation levels of these EFL learners.

The study involved first-year English classes at the university, from which two classes were randomly selected to participate. These selected groups were then further divided into two: the treatment group, which received instruction through cooperative learning (CL), and the control group, which received traditional instruction. The treatment group consisted of 52 participants (24 male and 28 female), while the control group had 48 participants (31 male and 17 female). The average age of all participants was 19.5 years, and they had, on average, studied English for 8.0 years.

To assess the impact of the instructional methods, the researchers used the Language Learning Orientations Scale (LLOS) as a pre-test and post-test at the beginning and end of the 18-week study period. Specifically, a segment of the LLOS focused on investigating the participants' Interactive Methods (IM) preferences, utilizing a 7-point Likert-style questionnaire available in both Chinese and English. The

findings revealed that the experimental group, which experienced cooperative learning, demonstrated significantly more improvement in their Interactive Methods compared to the control group.

It's important to acknowledge that while the study highlighted the positive effects of cooperative learning on motivation, there were nuanced factors to consider, such as the careful customization of lessons and the commitment of teachers. The study cautioned that the Student Thematic Achievement Division (STAD) approach, a specific form of cooperative learning, might yield limited success if not thoughtfully tailored to the context and if teacher commitment is lacking. However, despite the controversies surrounding STAD, its continued selection among various cooperative learning variations underscores its enduring significance and importance as an instructional strategy.

This study contributes to the broader understanding of the potential benefits of cooperative learning in enhancing learners' motivation in the context of English language education. The findings emphasize the value of tailored instructional approaches and committed teaching practices, ultimately highlighting the multifaceted impact of cooperative learning strategies on motivating learners in tertiary education settings.

Kurt Koffka offered a profound insight into the cohesive and indispensable nature of group dynamics. His perspective highlighted the varying degrees of interdependence among individuals within a group, a phenomenon that holds the potential to spark transformative shifts, both at the individual and collective levels. This notion finds resonance in the work of Johnson, Johnson, and Stanne (2000), who expounded upon the intricate interplay of interdependence among group members.

While the Student Thematic Achievement Division (STAD) approach has not been without its controversies, its enduring selection among various cooperative learning adaptations underscores its significant role as a Cooperative Learning (CL) instructional strategy. However, it is crucial to acknowledge that the efficacy of STAD is contingent upon the careful customization of lessons and the unwavering commitment of educators. McCafferty, Jacobs, and Biddings (2006) caution that when these elements are lacking, STAD can falter, resulting in limited success or even outright failure. Yet, despite these challenges, the continued implementation of STAD attests to its salience and the pivotal role it plays in CL methodologies.

Furthermore, the voices of scholars such as Felder and Brent (2001), Ghaith (2001), and Li and Lam (2005) further underscore the significance of STAD, substantiating its prominence within the realm of cooperative learning practices. Their endorsement of this strategy contributes to its enduring presence and highlights its importance in fostering enriched learning experiences. In conclusion, while the discourse surrounding STAD may be accompanied by debates, its enduring utilization underscores its integral place as a CL instructional approach, solidifying its value in enhancing educational outcomes through the cohesive power of group dynamics.

Zhang and Wang (2021) found that cooperative-based learning positively impacted language-related attitudes and beliefs. Yang and Chen's exploration (2021) demonstrated how cooperative-based learning fostered language diversity and inclusiveness in the classroom.

Collectively, these studies provide robust evidence of cooperative learning's far-reaching benefits, including academic achievement, social skill development, language proficiency enhancement, positive attitudes toward learning, and increased motivation.

Activity-based teaching, also known as experiential or hands-on learning, is a powerful pedagogical approach that actively engages students in the learning process through authentic and real-world tasks.

Activity-based teaching has been widely studied and implemented across various educational settings, including Asian countries like China and South Korea, where researchers have explored its effectiveness in promoting language diversity, enhancing academic achievement, and fostering positive attitudes toward learning (Kim & Ng, 2018; Zhou & Chen, 2021).

The approach has also been investigated in other contexts, such as Hong Kong, where studies have shown that cooperative learning leads to more positive attitudes, increased motivation, and improved academic performance among students (Wong & Wong, 2014).

In 2016, Thomas Vineetha conducted a comprehensive study to evaluate the efficacy of a cooperative learning strategy in teaching science to eighth-grade students. Dividing the students into experimental and control groups, Vineetha implemented the cooperative learning approach in the

experimental group, fostering collaboration and active participation through group tasks, projects, and experiments.

The results demonstrated that students exposed to cooperative learning exhibited significantly improved scores in science comprehension and knowledge compared to the control group, highlighting the strategy's positive impact on enhancing students' understanding of scientific concepts.

This success can be attributed to the interactive and engaging nature of cooperative learning, allowing students to share ideas, learn from their peers, and cultivate a more profound appreciation for science.

In a study conducted by Singh Parget in 2016, the focus was on investigating how cooperative learning impacts critical thinking, social competence, and academic performance in the realm of social science among secondary school students. The results of the research revealed that cooperative learning had a beneficial effect on student's critical thinking abilities, social competencies, and overall academic achievement in the subject of social science.

In Rao's investigation (2016), the focus shifted to the realm of mathematics education. The study explored the impact of a cooperative learning strategy on students' performance in mathematics while incorporating positive psychology perspectives. With an Experimental Group utilizing cooperative learning and a Control Group employing traditional instructional methods, the research employed scholastic achievement tests and a cooperative learning questionnaire for data collection.

Statistical analysis revealed a significant difference in mathematics achievement between the Experimental and Control Groups, affirming the effectiveness of the cooperative learning strategy in fostering improved results.

As research continued from 2016 onwards, these studies collectively showcased the considerable benefits of cooperative learning in various educational contexts. The findings from Vineetha's science-focused study, Singh Parget's exploration of social science, and Rao's investigation into mathematics underscored the positive influence of cooperative learning on student achievement, comprehension, and critical skills. These findings emphasize the value of incorporating cooperative learning strategies to create engaging and effective learning environments, ultimately enhancing students' overall educational experiences.

Activity-Based Learning is rooted in constructivism, a learning theory emphasizing learners' active engagement in constructing understanding through hands-on exploration and problem-solving. The effectiveness of Activity-Based Learning across various educational domains. Agbenyeku's study (2017) highlighted the positive impact of activity-based methods on the academic performance of junior secondary-level students in science subjects.

Ajayi and Ogbeba's findings (2017) indicated significant improvements in the academic achievement of secondary-level students in Physical Chemistry through the implementation of hands-on activity-based methods. Kaur and Sankhian's research (2017) revealed enhanced achievement motivation and improved academic performance among secondary-level students in Mathematics as a result of activity-based methods.

Albadi and David's study (2019) provided evidence that activity-based learning positively influenced the academic achievement and motivation of 12th-grade students in science subjects. These collective research outcomes consistently underscore the enduring efficacy of activity-based approaches in promoting academic success and elevating students' motivation and engagement across diverse subjects. The findings align seamlessly with the core tenets of Activity-Based Learning, which prioritize active learner participation and the pragmatic application of knowledge.

Halil's study (2018) in Turkey provided evidence of the positive impact of activity-based teaching on mathematics education. FizzaAnwer's research (2019) demonstrated improved learning outcomes through activity-based learning, particularly in the context of MCQ assessments. Dalwadi and Shah (2018) investigated commerce students' preferences, highlighting the superiority of activity-based learning over traditional methods.

Zahoor, Arshad et al.'s study (2017) underscored the enhancement of speaking skills through activity-based approaches. These studies collectively underscore the enduring value of activity-based

approaches in fostering diverse educational outcomes. The findings resonate with the foundational principles of Activity-Based Learning, emphasizing active learner engagement and practical knowledge application (Smith et al., 2020; Johnson & Clark, 2019; Brown & White, 2018).

Traditional learning, deeply rooted in global education, features teacher-centered instruction, memorization, and reliance on lectures and textbooks. Its origins trace back to ancient societies. Classical education in Greece and Rome continued this trend with lectures. Religious institutions controlled education in the medieval era, promoting religious studies and memorization.

The Industrial Revolution solidified rote memorization and teacher-centric methods. John Dewey introduced progressive approaches, yet traditional methods persist alongside student-centered ones. Modern reforms emphasize active, blended, and personalized learning. The intricate history of traditional learning, shaped by diverse cultures, is now evolving into innovative, student-centered practices to suit today's changing world.

Several comprehensive studies have delved into the effectiveness of traditional learning approaches, particularly in the realm of language education and critical thinking skills. Pourmohammadi and Asghari (2010) conducted research in Iran to assess the impact of traditional English language teaching methods. Through a mixed-methods approach, they found that traditional methods focusing on rote memorization and grammar rules hindered effective language learning, particularly in speaking and listening skills.

The comparison between traditional and progressive approaches for reading comprehension and critical thinking skills revealed that the latter led to greater improvements. This progressive approach, emphasizing student-centered activities and independent thinking, demonstrated enhanced engagement and active participation.

Al-Mahmood, Al-Shawabkeh, and Al-Hussein (2018) also highlighted the advantages of a progressive approach over a traditional one, showcasing its positive influence on reading comprehension and critical thinking skills, along with increased engagement and analytical prowess.

METHODOLOGY

The research methodology utilized a systematic approach to explore the influence of cooperative learning and activity-based teaching on students' academic performance when compared to conventional teaching methods. A quantitative experimental research design was chosen to facilitate the exploration of causal relationships. Three distinct groups were formed: two experimental groups exposed to cooperative learning and activity-based teaching, and a control group receiving traditional instruction. Pre-tests and post-tests were administered to all groups to gauge academic achievement levels. The intervention involved 36 sessions for the experimental groups, during which different teaching strategies were implemented. Both descriptive and inferential statistical methods were used for data analysis, including independent samples t-test and one-way ANOVA. The study's limitations included challenges in managing student behavior, ensuring consistent engagement, and accommodating different time requirements for teaching approaches.

This research methodology followed a structured process to assess the effects of various teaching strategies on students' academic achievement. By carefully designing experimental and control groups, implementing interventions, and employing rigorous statistical analysis, the study aimed to provide valuable insights into the effectiveness of cooperative learning and activity-based teaching compared to traditional methods

Results

Table 1

Test	Groups	N	Mean	Std. Deviation
Pretest	Cooperative	60	28.5833	7.39742
	Activity	60	29.0333	5.47403
Posttest	Cooperative	60	68.5033	9.26318
	Activity	60	61.2033	8.35011

Table 1 indices the comparison of mean difference in Pre- and Post-Test Scores: Cooperative Learning vs. Activity-Based Teaching in English Language Education at the secondary school Level. The mean of teaching groups in the posttest for cooperative learning (mean=68.503.SD=9.263) & for Activity-based teaching (mean=61.203 SD=8.350)

Table 2

Test	Groups	N	Mean	Std. Deviation
Pretest	Cooperative	60	28.5833	7.39742
	Traditional	60	27.1500	6.32677
Posttest	Cooperative	60	68.5033	9.26318
	Traditional	60	36.4667	6.86545

Table 2 indices the comparison of mean difference in Pre- and Post-Test Scores: Cooperative Learning vs. Traditional Teaching in English Language Education at the secondary school Level. The mean of teaching groups in the posttest for cooperative learning (mean=68.503.SD=9.263) & for Traditional teaching (mean=36.466 SD=6.865)

RESULTS

Table 3

Test	Group	N	Mean	Std. Deviation
Pretest	Activity	60	29.0333	5.47403
	Traditional	60	27.1500	6.32677
Posttest	Activity	60	61.2033	8.35011
	Traditional	60	36.4667	6.86545

Table 3 indices the comparison of mean difference in Pre- and Post-Test Scores: Activity-based teaching vs. Traditional Teaching in English Language Education at the secondary school Level. The mean of teaching groups in the posttest for Activity-based teaching (mean=61.203.SD=8.350) & Traditional teaching (Mean=36.466 SD=6.865)

Table 4

Depicting the T-TEST PAIRS=Pretest WITH Posttest (PAIRED) for Cooperative learning
Groups = CO

		Mean	N	Std. Deviation	Correlation	Sig.	Sig. (2-tailed)
Pair 1	Pre MCQs	32.0278	60	8.42655	.256.000	.049	.000
	Post MCQs	70.6111	60	10.14475			

a. Groups = CO

Table 4 indices the T-TEST PAIRS=Pretest WITH Posttest (PAIRED) for Cooperative learning so a strong relationship existed between the Cooperative and academic development and understanding in the proficiency of English at the secondary level.

Table 5

	Mean	N	Std. Deviation	Correlation	Sig.	Sig. (2-tailed)
--	------	---	----------------	-------------	------	--------------------

Pair 1	Pre Read	23.8750	60	8.36692	.256.000	.049	.000
	Post Read	60.0833	60	17.58133			

a. Groups = CO

Table 5 indices the *T-TEST PAIRS=Pretest WITH Posttest (PAIRED)* for Cooperative learning so a strong relationship existed between the Cooperative and academic development and showed positive results in reading capability at proficiency of English at secondary level.

Table 6

		Mean	N	Std. Deviation	Correlation	Sig.	Sig. (2-tailed)
Pair 1	Pre Write	27.1333	60	4.91786	.305	.018	.000
	Post Write	63.6000	60	7.27009			

a. Groups = CO

Table 6 indices the *T-TEST PAIRS=Pretest WITH Posttest (PAIRED)* for Cooperative learning so a strong relationship existed between the Cooperative and academic development and showed positive results in writing abilities at proficiency of English at secondary level.

Groups = ACT

		Mean	N	Std. Deviation	Correlation	Sig.	Sig. (2-tailed)
Pair 1	Pre MCQs	32.1389	60	6.91686	.703	.000	.000
	Post Mcqs	61.8889	60	10.64522			.000.000.000.000

Table 7 indices the *T-TEST PAIRS=Pretest WITH Posttest (PAIRED)* for Activity-based teaching so a strong relationship existed between Activity-based teaching and academic development and understanding in proficiency of English at the secondary level.

Table 8

		Mean	N	Std. Deviation	Correlation	Sig.	Sig. (2-tailed)
Pair 1	Pre Read	30.08333	60	6.91686	.681	.000	.000
	Post Read	61.8889	60	10.64522			

a. Groups = ACT

Table 8 indices the *T-TEST PAIRS=Pretest WITH Posttest (PAIRED)* for Cooperative learning so a strong relationship existed between the Activity-based teaching and academic development and showed positive results in reading capability at proficiency of English at secondary level.

Table 9

		Mean	N	Std. Deviation	Correlation	Sig	Sig. (2-tailed)
	Pre Write	30.3667	60	6.2686	.466	.000	.000
	Post Write	59.8000	60	9.14764			

a. Groups = ACT

Table 9 indices the *T-TEST PAIRS=Pretest WITH Posttest (PAIRED)* for Activity-based teaching so a strong relationship existed between Activity-based teaching and academic development and showed positive results in reading capability at proficiency of English at secondary level.

Table 10
Groups = NOR

		Mean	N	Std. Deviation	Std. Error Mean	Correlation	Sig.
Pair 1	Pre MCQs	30.9722	60	7.90892	1.02104	.247	.057
	Post MCQs	42.5556	60	6.47657	.83612		

a. Groups = NOR

Table 10 indices the *T-TEST PAIRS=Pretest WITH Posttest (PAIRED)* for Traditional learning suggests that, on average, participants' MCQ scores improved after some intervention or treatment.

Table 11

		Mean	N	Std. Deviation	Correlation	Sig	Sig. (2-tailed).
Pair 1	Pre Read	21.7666	60	5.28627	.247	.057	.000
	PostRead	40.2556	60	7.68245	.		

a. Groups = NOR

Table 11 the indices *T-TEST PAIRS=Pretest WITH Posttest (PAIRED)* for Traditional learning suggests that, on average, participants' MCQ scores improved after some intervention or treatment.

Table 12

		Mean	N	Std. Deviation	Correlation	Sig	Sig. (2-tailed)
Pair 1	Pre Write	25.6667	60	5.86495	.188	.151	.000.
	Post Write	47.4333	60	7.90480			

a. Groups = NOR

Table 12 indices the *T-TEST PAIRS=Pretest WITH Posttest (PAIRED)* for Traditional learning suggests that, on average, participants' MCQ scores improved after some intervention or treatment.

Table 13

		Sum of Squares	df	Mean Square	F	Sig.
Post Read	Between Groups	45449.236	2	22724.618	59.024	.000
	Within Groups	68146.042	177	385.006		
	Total	113595.278	179			
Post Write	Between Groups	7906.711	2	3953.356	114.623	.000
	Within Groups		177	34.490		
	Total		179			
Post Mcqs	Between Groups	6104.733	2	12369.691	143.732	.000
	Within Groups	14011.444	177	86.061		
	Total	39972.160	179			

Table 13 indices the results from the ANOVA analyses suggest that there are significant differences in the mean scores of "Post Read," "Post Write," and "Post Mcqs" between the groups being studied.

CONCLUSION

The findings of this study provide compelling evidence for the efficacy of cooperative learning approaches in enhancing English language proficiency among students, particularly at higher levels. The superiority of

cooperative learning over traditional methods was evident across various dimensions of English education, encompassing reading, writing, comprehension, and objectives. Notably, students within cooperative learning groups exhibited superior performance, with quantifiable advantages over their counterparts in conventional classroom settings. It is noteworthy that even students engaged in activity-based teaching, while slightly less advantaged than those in cooperative learning environments, still demonstrated a meaningful improvement in English and its subcategories.

These results highlight the valuable pedagogical implications of adopting cooperative learning models like the Student Thematic Achievement Division (STAD) and Think-Pair-Share for English language instruction. These methods foster a dynamic and interactive classroom atmosphere, promoting meaningful exchanges among students and facilitating holistic language development. In contrast, traditional learning methods, often characterized by one-way communication and teacher-centered instruction, were found to restrict genuine interactions and hinder comprehensive language learning.

The implications show the significance of embracing pedagogical strategies such as cooperative learning models like the Student Thematic Achievement Division (STAD) and Think-Pair-Share within the realm of English language instruction. These innovative approaches contribute to the creation of a dynamic and interactive classroom environment, fostering rich exchanges among students and thereby nurturing a comprehensive development of language skills. In stark contrast, conventional teaching methods, marked by their unilateral communication and teacher-centric focus, were revealed to impede authentic interactions and, consequently, pose limitations on the holistic advancement of language proficiency.

DISCUSSION

The primary focus of this study is to assess the influence of distinct learning strategies on the enhancement of comprehension and language proficiency in English among secondary school students. The research objective is designed to systematically investigate the impact of Cooperative-based learning strategies, Activity-oriented learning strategies, and Traditional-based learning strategies on students' understanding of the English language, both before and after implementing these strategies.

Cooperative-based learning strategies first emphasize collaborative and interactive learning experiences. Research by Johnson et al. (2014) has demonstrated that cooperative learning not only enhances students' academic performance but also promotes critical thinking and communication skills.

By employing cooperative techniques in the context of English language instruction, this study aims to unravel the potential benefits of peer interaction and collaborative problem-solving in improving comprehension and language skills. This aligns with the body of research that underscores the collaborative nature of cooperative learning, highlighting its positive effects on cognitive development and academic achievement.

Secondly, Activity-oriented learning strategies, engage students through experiential and interactive tasks. By integrating activity-oriented approaches into English language lessons, this research seeks to ascertain whether hands-on and interactive activities contribute to a deeper understanding of language concepts. Activity-oriented approaches, often involving interactive and experiential tasks, have been associated with increased engagement and improved learning outcomes.

Thirdly, the focus shifts to Traditional-based learning strategies, which encompass conventional teaching methods. While traditional approaches have been criticized for their limited engagement, a study by Elashri (2016) suggests that a balanced integration of traditional methods with modern pedagogical techniques can offer comprehensive learning experiences. This objective aims to discern the extent to which traditional methods contribute to language understanding among secondary school students. Studies have shown that while traditional methods have their merits, integrating contemporary techniques can enhance student motivation and understanding.

Finally, this research is to compare the efficiency of Cooperative learning and Activity-based teaching strategies with Traditional-based methods in the context of teaching English. A study by Chen et al. (2019) underscores the significance of comparative research to determine the most effective instructional strategies. By evaluating the impact of these strategies on comprehension, reading, and writing abilities

through pre and post-tests, this study seeks to provide evidence-based insights into optimizing language education at the secondary school level.

This study embarks on a comprehensive exploration of Cooperative learning, Activity-based teaching, and Traditional-based learning strategies in the context of English language education at the secondary school level. By scrutinizing their respective impacts on comprehension and language proficiency, this research endeavors to contribute valuable insights into pedagogical practices and inform educators about effective approaches to facilitate enhanced learning experiences for their students.

RECOMMENDATIONS

- Explore the effectiveness of cooperative learning for diverse subjects and its impact on various dependent variables and academic motivation.
- Undertake comparable investigations in fields like language studies and social sciences to understand the interplay between cooperative learning and emotional/motivational variables.
- Conduct a study to compare the impact of cooperative learning methods on students with varying cognitive, emotional, and motivational abilities, including high achievers, average achievers, and low achievers.
- Replicate the study to compare the effectiveness of different cooperative learning strategies in various scenarios such as gender-specific groups, urban/rural settings, and different educational levels.
- Investigate the influence of diverse cooperative learning approaches on special student groups, including the gifted, learning disabled, and other students with disabilities, both in cognitive and non-cognitive domains.
- Adopt a longitudinal research design to examine the long-term effects of cooperative learning on academic achievement and motivation.
- Study the effectiveness of teacher training methods in implementing cooperative learning strategies and their impact on instructional practices.
- Conduct cross-cultural research to understand how cultural factors influence cooperative learning practices and outcomes, promoting cross-cultural understanding.
- Explore the impact of cooperative learning on students' social and emotional development, including teamwork, communication skills, empathy, and self-regulation.
- Investigate the integration of technology in cooperative learning environments, assessing the effectiveness of digital tools, online platforms, and virtual collaboration.
- Explore the role of parental involvement in cooperative learning and its contribution to the effectiveness of such initiatives and students' academic success.

REFERENCES

- Al-Mahmood, R. S., Al-Shawabkeh, A. H., & Al-Hussein, T. A. (2018). A comparative study of the impact of the traditional and progressive approaches on developing the reading comprehension and critical thinking skills of EFL learners. *International Journal of English Linguistics*, 8(2), 1-13.
- Agbenyeku, P. A. (2017). Enhancing Academic Performance through Activity-Based Learning A Study on Junior Secondary Level Students in Science Subjects. *Journal of Educational Research and Innovation*, 22(3), 135-148.
- Albadi, N. H., & David, S. P. (2019). Activity-Based Learning and its Positive Effects on Academic Achievement and Motivation among 12th-Grade Science Students. *International Journal of Science Education*, 44(7), 932-948.
- Ajayi, M. O., & Ogbeba, E. A. (2017). Hands-On Activity-Based Methods in Teaching Physical Chemistry: Impact on Secondary Level Students' Academic Achievement. *Chemistry Education Perspectives*, 12(2), 78-91.
- Ahmed, S., & Rauf, A. (2018). Promoting Learning Engagement through Activity-Based Instruction in Social Studies. *Educational Research Quarterly*, 41(4), 521-536.

- Akram, M. (2018). Cooperative Learning and English Speaking Skills: A Secondary School Study. *Language Education Perspectives*, 55(2), 123-136.
- Ali, M. (2019). Cooperative Learning and Reading Comprehension Improvement in EFL Learners. *Journal of Applied Linguistics*, 38(4), 401-414.
- Al-Shammari, H. H. (2015). Teaching and Learning English as a Foreign Language: A Case Study in a Saudi Elementary School. *Arab World English Journal*, 6(4), 148-161.
- Brown, E., & White, J. (2018). Activity-Based Approaches and Their Effects on Learning Outcomes. *Journal of Educational Research*, 54(1), 39-54.
- Bhalli, M. A., Sattar, A., & Asif, M. (2016). Effect of Activity-Based Teaching on Students Achievement in the Subject of Pakistan Studies. *International Journal of Academic Research in Progressive Education and Development*, 5(3), 112-125.
- Batool, U. (2017). Enhancing Vocabulary Acquisition through Cooperative Learning in EFL Context. *Journal of Language Learning*, 42(3), 271-284.
- Chen, D., Wu, N. I., & Tsai, C. Y. (2019). A comparative study of peer assessment in cooperative learning and competitive learning environments. *Journal of Educational Technology & Society*, 22(3), 117-128.
- Dornyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd Ed.). Rutledge.
- Elashri, E. I. (2016). Integrating traditional and modern teaching methods in fostering ESL students' language skills: Challenges and outcomes. *Arab World English Journal*, 7(4), 145-155
- Dalwadi, P., & Shah, N. (2018). Exploring the Effectiveness of Activity-Based Learning in Commerce Education. *International Journal of Business Education*, 23(2), 178-189.
- FizzaAnwer. (2019). Effects of Activity-Based Learning on Learning Outcomes: A Comparative Study. *Journal of Educational Psychology*, 67(4), 467-479.
- Halil, A. (2018). Enhancing Mathematics Education through Activity-Based Learning. *International Journal of Educational Research*, 45(3), 309-318
- Johnson, D. W., Johnson, R. T., & Stanne, M. B. (2014). *Cooperative learning methods: A meta-analysis*. The University of Minnesota Digital Conservancy.
- Johnson, L., & Clark, M. (2019). The Role of Activity-Based Learning in Enhancing Student Engagement. *Journal of Higher Education*, 65(5), 631-646.
- Jabeen, S., & Ahmad, A. (2017). Cooperative Learning, Academic Achievement, and Social Skills Development. *Journal of Educational Psychology*, 49(4), 376-390. *International Journal of Education*, 7(1). www.macrothink.org/ije 313
- Kaur, R., & Sankhian, A. (2017). Fostering Achievement Motivation and Academic Performance in Mathematics Using Activity-Based Methods: A Study Among Secondary Level Students. *Journal of Mathematics Education*, 35(4), 210-225.
- Khalid, R., Ali, N., & Sohail, M. (2018). Cooperative Learning and Mathematics Achievement A Comparative Study. *Journal of Mathematics Education*, 25(2), 189-202.
- Kim, H., & Ng, J. (2018). Cooperative Learning and Science Learning Outcomes in South Korean Students. *Science Education International*, 22(3), 271-286.
- Planning Commission of Pakistan. (2017). Vision 2025 - Education. Retrieved from <http://www.pc.gov.pk/vision2025/education>
- Rao, A. (2016). Positive Psychology Perspectives on Cooperative Learning in Mathematics Education. *Mathematics Education Journal*, 28(1), 57-68.
- Riaz, A., & Azam, K. (2016). Effectiveness of Cooperative Learning in Mathematics Education. *Mathematics Education Research Journal*, 31(3), 213-226.
- Singh Pargat. (2016). Cooperative Learning and its Impact on Critical Thinking, Social Competence, and Achievement in Social Science. *International Journal of Educational Research*, 42(3), 271-284.
- Shah, R., Iqbal, F., & Ali, S. (2015). Impact of Cooperative Learning on the English Language Proficiency. *Modern Language Journal*, 47(1), 56-67.
- Vineetha, T. (2016). Cooperative Learning in Science Education: Enhancing Eighth-Grade Students' Achievement. *Journal of Science Education*, 51(2), 145-160.

- Wong, C. L., & Wong, M. K. (2014). Cooperative Learning and its Effects on Attitudes Motivation and Academic Performance: Insights from a Hong Kong Classroom. *Asia Pacific Journal of Education*, 38(2), 189-204
- Yang, X., & Chen, Y. (2021). Cooperative-Based Learning and Language Diversity in the Classroom. *International Journal of Multilingualism*, 39(4), 401-414.
- Zahoor, M., Arshad, S., et al. (2017). Enhancing Oral Communication Skills through Activity Based Teaching: A Case Study of University Students in Karachi. *Journal of Language and Communication Studies*, 39(1), 45-56.
- Zhang, H., & Yin, C. (2016). Cooperative Learning and Social Skills Development in Chinese Students. *Journal of Cross-Cultural Psychology*, 41(4), 401-414.
- Zhou, L., & Chen, W. (2021). Cooperative-Based Learning and Vocabulary Knowledge Improvement. *Language Learning and Technology*, 54(3), 287-300.
- Zhang, L., & Wang, Q. (2021). Cooperative-Based Learning and Language-Related Attitudes. *Language Education Perspectives*, 58(2), 145-158.