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Effectiveness of Cooperative Learning Method in Teaching Concepts of English

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Abstract

The present study aims to find out the effectiveness of Cooperative Learning Method over Conventional method in teaching of English. Two groups, random sampling, post-test design was employed. Two experiments were carried out. In Both the experiments that results shows that the Cooperative Learning Method was more effective than the conventional method in context of achievement of students. It can be concluded that there was no significant effect of gender on the relationship between teaching method and student's achievement.

Introduction

Learning refers to instructional strategies that engage students in the learning process through activities that require them to participate actively rather than passively receiving information. The approach of cooperative contrasts with traditional methods where students may be more passive recipients of knowledge. Cooperative learning is a specific type of active learning that involves students working together in small groups to achieve common learning goals. It emphasizes collaboration, mutual support and shared responsibility among group members.

• COOPERATIVE LEARNING METHOD

Cooperative learning is a teaching approach where students work together in small groups to achieve a common goal. The concept emphasizes collaboration, active participation and mutual support among group members. Here are some key aspects of cooperative learning:

1. Group Structure: - Students are organized into small groups, typically ranging from 2 to 6 members depending on the task and classroom dynamics.
2. Positive Interdependence: Group members rely on each other to achieve their shared goals. Success is dependent on the contributions and efforts of all group members.
3. Individual Accountability: Each student is responsible for their own learning and is held accountable for their contribution to the group's work.
4. Promotive Interaction: Group members actively help and encourage each other's efforts, sharing resources, ideas and feedback constructively.



5. leaderships Development: Cooperative learning promotes communication skills, teamwork, leaderships and conflict resolution abilities among students.
6. Teacher Facilitation: The role of the teacher shifts to that of a facilitator who guides the groups, monitors progress, provides feedback and ensures that learning objectives are met.

OBJECTIVES OF THE STUDY

he following objectives were framed:

1. To prepare Cooperative Learning Programme for the unit Direct and Indirect Speech of English Grammar of Standard 11th.
2. To construct an Achievement test for the unit Direct and Indirect Speech of English Grammar of Standard 11th.
3. To find out the effectiveness of Cooperative Learning Method over the Conventional Teaching Method
4. To find out the effectiveness of Gender on the relationship between the teaching methods and achievement.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated for testing:

1. There is no significant difference between the mean scores obtained by students of Girls school learnt by the Cooperative Learning Method and by the lecture method for the unit Direct and Indirect Speech of English Grammar of Standard 11th.
2. There is no significant difference between the mean scores obtained by students of Boys school learnt by the Cooperative Learning Method and by the lecture method for the unit Direct and Indirect Speech of English Grammar of Standard 11th.
3. There is no significant difference of Gender on the relationship between teaching methods and achievement.



VARIABLES

- | | | |
|---|---|--|
| 1. Independent Variable
Teaching Method | } | 1.Cooperative Learning Method |
| | | 2. Lecture Method |
| 2. Dependent Variable: - | | Student's Achievement |
| 3. Moderator Variable: - | | Gender |
| 4. Control Variable: - | | Medium of Instruction, Standard, Subject, Unit |
| 5. Intervening Variable: - | | Intelligence, Self-Motivation |

SAMPLE

The investigator selected 11th Standard Students of two schools of Bhuj City. Out of these two, one is girls' school and the other one is boys' school. Students were selected by using simple random technique.

DESIGN

The present study was experimental in nature and its design was two group, random sampling, only post-test.

TOOL

Investigator has constructed an achievement test of 40 marks for the measurement of dependent variable.

APPLICATION OF THE EXPERIMENT

This study was divided into two experiments. Experiment one was undertaken on students of Girls school and the later was undertaken on students of Boys school. For experiment one, two groups were formed randomly. Out of these two groups, group one which designated as experimental groups was taught the topic by using Cooperative Learning Method. The second group which was designated as control group was taught the topic by using lecture method. The same procedure was used for experiment two.

COLLECTION OF THE DATA

After the experiments students were given an achievement test. In each experiment, both the groups were given the test simultaneously.



STATISTICAL TECHNIQUE

To find out the effectiveness of independent variable (teaching methods) on the depended variable (achievement) t-test was applied.

DATA ANALYSIS AND INTERPRETATION

Table-1: Analysis of scores obtained by students of Girls school on an Achievement Test

Teaching Methods	Number of Students	Mean	Standard Deviation	t-value
Cooperative Learning Method	32	34.32	2.36	8.65*
Lecture Method	32	27.92	3.49	

*Significant level 0.01

Table-1 reveals that the 't' value is significant at 0.01 level. Hence, it could be inferred that there is a significant difference between the two groups. It means there is a significant difference between the mean scores obtained by students learnt by Cooperative Learning Method and by the lecture method for the unit Direct and Indirect Speech of English Grammar of Standard 11th. The students perform well when taught through Cooperative Learning Method.

Table-2: Analysis of scores obtained by students of Boys school on an Achievement Test

Teaching Methods	Number of Students	Mean	Standard Deviation	t-value
Cooperative Learning Method	31	34.26	2.94	7.61*
Lecture Method	31	28.25	3.26	

*Significant level 0.01



Table-2 indicates that the 't' value is significant at 0.01 level. It means there is a significant difference between the mean scores obtained by students taught the topic by Cooperative Learning Method and by the lecture method for the unit Tenses of English Grammar of Standard 11th. The students perform well when taught through Cooperative Learning Method.

Table-3: Result of experiments on students of Girls school and Boys school in context of the effectiveness of teaching method on the achievement

Experiment	Subjects of Experiment	Result
1	Students of Girls school	Cooperative Learning Method was more effective than lecture method in context of achievement of students of Girls school
2	Students of Boys School	Cooperative Learning Method was more effective than lecture method in context of achievement of students of Boys school

Table-3 indicates that Cooperative Learning Method was found to be more effective than the lecture method in both cases. It means there is no significant difference of Gender on the relationship between teaching methods and achievement.

FINDINGS

Findings of this study were:

1. Cooperative Learning Method was more effective than lecture method in context of achievement of students of Girls School.
2. Cooperative Learning Method was more effective than method in context of achievement of students of Boys School.
3. There was no effect of Gender on the relationship between teaching methods and achievement.
4. The Cooperative Learning Method is effective in teaching students in context of their Gender.



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