

EFFECTIVENESS OF COOPERATIVE LEARNING APPROACH IN LEARNING ENGLISH AT B.ED LEVEL

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ABSTRACT

Education is a dynamic process through which human beings are living comfortably. It is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. We need a diverse approach and methods to achieve the objectives of teaching learning. This research paper aims at proving that cooperative learning approach is giving fruitful results rather than the traditional approach in the B.Ed class room.

INTRODUCTION

Education in its narrower sense is a process of development. In its wider sense, it is a lifelong process lasting from one's birth to death. It is not just mere preparation for life but it is life itself. The teacher is a dynamic force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance.

Cooperative learning is an educational approach which aims at organizing classroom activities that will fetch academic and social learning experiences. There is much more to Cooperative Learning than merely arranging students into groups and it has been described as "structuring positive interdependence". Students must work in groups to complete tasks collectively toward academic goals.

NEED FOR THE STUDY

The present education system has undergone profound changes in this ICT dominated world. Almost all new approaches, techniques and tools found their way to classrooms in western countries. These approaches have made tremendous impact on the learning process of the learners. There is an urgent need to expose Indian learners to such new approaches in order to ensure faster acquisition of knowledge among the learners. In order to ensure the benefits research on new approaches such as the co-operative learning approach is needed.

STATEMENT OF THE PROBLEM

Effectiveness of Cooperative Learning Approach in Learning English at B.Ed Level

OBJECTIVES OF THE STUDY

Major objective: To find out the effectiveness of Cooperative Learning Approach in learning English at B.Ed level

Specific objectives

1. To compare the pre test score of the experimental and the control groups
2. To find out the significant difference between the mean scores of the experimental and control groups in their post test performance
3. To compare the pre test and post test scores of the control group
4. To find out the significant difference between pre test and post test mean scores of the experimental group.

HYPOTHESES OF THE STUDY

Major hypothesis

The cooperative Learning Approaches namely, STAD (*Student Teams Achievement Divisions*) proves to be effective in learning English at B.Ed level.

Specific hypotheses

1. There exists no significant difference between the experimental and control groups in their pre test performance
2. There exists significant difference between the mean scores of the experimental and control groups in their post test performance
3. The control group differs in its pre and post test performance
4. The experimental group differs in its pre and post test performance

METHOD USED FOR THE STUDY

In the present study, Quasi experimental method is employed. In this type of research, the entry behavior of the subject is measured and then treatment is administered. If there is any change in the group, it is assumed that the change is due to the experiment or the treatment given. The present experimental study involves comparison between the control and experimental groups. The investigator employed pre test post test control group design to study the problem. Both the control and experimental groups are formed on the basis of the internal assessment test scores in English. The control and experimental groups were constituted on the assessment scores of B.Ed general English. For this purpose 40 B.Ed teacher trainees were identified. The subjects were randomly assigned to the experimental and control groups on the basis of their English test scores.

Thus 20 subjects were assigned to the control group and 20 subjects were assigned to the experimental group.

Formation of Teams

One of the characteristics of Cooperative Learning Approach is the formation of teams. The 20 subjects selected for the experimental part were divided into four teams. Each team consisted of five learners.

RESEARCH TOOL

For this study a criterion test was developed to obtain relevant data from the students. This test aimed at finding out the entry behavior of the learners and their exit behavior.

DESCRIPTIVE ANALYSIS OF DATA

This sub section dealt with the descriptive analyses of data. Mean and standard deviation values were calculated to interpret the results.

Control Group – Pre Test

Mean and standard deviation values were computed for the control group in its pre test performance. The calculated values are presented below in the tabular form.

Table 1

PRE TEST ACHIEVEMENT SCORE OF THE CONTROL GROUP

Group	N	Maximum score	Mid value	Mean	SD
Control	20	50	25	14.03	4.1

From the table, it is known that the pre test performance of the control group is not satisfactory as testified by the mean value 14.03 which is far below the mid value 25 of the maximum 50.

Control Group – Post Test Scores

Mean and standard deviation values of the post test performance of the control group were calculated. The values are tabulated below:

Table 2

POST TEST ACHIEVEMENT SCORES OF THE CONTROL GROUP

Group	N	Maximum score	Mid value	Mean	SD
Control	20	50	25	21.06	3.97

From the table, it is known that the performance of the control group in its post test is not satisfactory as revealed by the mean value 21.06 which is less than the mid value 25 of the maximum 50.

Experimental Group: Pre Test

Mean and standard deviation values were calculated for the experimental group in its pre test performance. The values are shown below in the tabular column.

Table 3

PRE TEST ACHIEVEMENT SCORES OF THE EXPERIMENTAL GROUP

Group	N	Maximum score	Mid value	Mean	SD
Experimental	20	50	25	14.05	4.01

The pre test score of the experimental group is not satisfactory as revealed by the mean value 14.05 which is less than the mid value 25 of the maximum 50.

Experimental Group: Post Test Scores

Mean and standard deviation values of the post test performance of the experimental group were calculated. The values are given below in the tabular form.

Table 4

POST TEST ACHIEVEMENT TEST SCORES OF THE EXPERIMENTAL GROUP

Group	N	Maximum score	Mid value	Mean	SD
Experimental	20	50	25	30.61	3.98

From the table it is inferred that the experimental group performed better in its post test. Here the calculated mean value 30.61 exceeds the mid value 25 of maximum 50. This shows the effectiveness of the Cooperative Learning Approach namely STAD.

Control Group: Comparison between Pre Test and Post Test Scores

The significance of difference between the pre test and post test mean scores of the control group was found out by applying 't' test. The calculated 't' value is presented below:

Table 5
SIGNIFICANCE OF DIFFERENCE BETWEEN PRE TEST AND POST TEST MEAN SCORES OF THE CONTROL GROUP

Test	M	SD	N	r	't'
Pre test	14.03	4.1	20	0.06	5.76*
Post test	21.06	3.97	20		

* Significant at 0.01 level

The control group differs in its pre test and post test performance as indicated by the 't' value 5.76 which is significant at 0.01 level. The control group performed better in its post test performance when compared with its pre test scores. The significance of difference reveals the effectiveness of the traditional approach even today.

Experimental Group: Comparison between Pre Test and Post Test Scores

In order to find out the performance of the experimental group in its pre and post test, 't' is applied. The outcomes of the analysis are tabulated below:

Table 6
SIGNIFICANCE OF DIFFERENCE BETWEEN PRE TEST AND POST TEST MEAN SCORES OF THE EXPERIMENTAL GROUP

Test	M	SD	N	r	't'
Pre test	14.05	4.01	20	0.07	13.68**
Post test	30.61	3.98	20		

** Significant at 0.01 level

There exists significant difference between the pre test and post test mean scores of the experimental group ($t = 13.68$, Significant at 0.01 level).

It is evident from the table that the post test performance of the experimental group is far better than that of its pre test performance. The significance of difference reveals the effectiveness of cooperative learning approach namely STAD in teaching English at B.Ed level.

Test: Comparison between Control and Experimental Groups

The pre test scores of the experimental and control groups are compared by applying 't' test. The results are tabulated below:

Table 7

SIGNIFICANT DIFFERENCE BETWEEN THE MEAN SCORES OF THE CONTROL AND EXPERIMENTAL GROUPS IN PRE TEST

Group	M	SD	N	't'
Control	14.05	4.1	20	0.020
Experimental	14.05	4.01	20	

There exists no significant difference between the control and experimental groups in their pre test performance as revealed by the 't' value = 0.020 which is not significant even at 0.05 level of confidence. This testifies the homogeneity of the two groups during the pre test period. This indicates the systematic composition of both the control and experimental groups for experimentation purpose.

Post Test Scores: Comparison between Control and Experimental Groups

In order to find out whether the control and experimental groups differ in their post test performance, 't' test was applied and the results are presented below in the tabular form:

Table 8

SIGNIFICANT OF DIFFERENCE BETWEEN THE MEAN SCORES OF THE CONTROL AND EXPERIMENTAL GROUPS IN POST TEST

Group	M	SD	N	t
Control	21.06	3.97	20	7.64**
Experimental	30.61	3.98	20	

** Significant at 0.01 level

There exists some significant difference between the control and experimental groups in their post test performance as revealed by the 't' test value 7.64 which is significant at 0.01 level. When compared with the control group, the performance of the experimental group is better. This substantiates the validity of the cooperative learning approach namely STAD over the conventional method of instruction.

MAJOR FINDINGS OF THE STUDY

1. The cooperative learning approach namely STAD proves to be effective in learning English at B.Ed level.

2. There exists some significant difference between the pre test and post test mean scores of the control group. This indicates the effectiveness of the traditional approach in Indian classes even today.

3. The experimental group differs in its pre and post test mean scores. The post test mean scores are much higher than that of the pre test scores of the group. This indicates the validity of the cooperative learning approach.

4. The control and experimental groups do not show any variation in their pre test performance. This shows the homogeneity of the group before the experiment.

5. When compared with the control group, the performance of the experimental group in the post test performance is better. This testifies the effectiveness of Cooperative Learning Approach.

IMPLICATIONS OF THE STUDY

As the present study proves the effectiveness of the cooperative learning approach, there is a necessity to introduce more curriculum inputs related to cooperative learning approach in the B.Ed curriculum. The statutory agencies and the curriculum planners should take measures for adequate introduction of cooperative learning approach concepts not only in the B.Ed curriculum but also in the other teacher education programs.

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