

# IMPACT OF CO-OPERATIVE LEARNING STRATEGIES IN ENGLISH

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## ABSTRACT

*The study illuminates the effectiveness of Co-operative Learning Strategies in learning English Grammar for the learners at secondary level. Cooperative Learning is particularly beneficial for any student learning as a second language. It promotes peer interaction, which helps the development of language and the learning of concepts with content. It is important to assign ELL (English Language Learners) to different teams so that they can benefit from English language role models. ELL learn to express themselves with greater confidence when working in small teams. Jacobs, G. M., & Gallo, P. (1999 February) recommends the co-operative learning in enhancing extensive reading in second-language instruction. Objectives of the study: (i).To diagnose the problems of the learners in learning English Grammar through conventional methods.(ii) To find out the significant difference in achievement mean score between the pre test of control group and post test of control group.(iii)To find out the significant difference in achievement mean score between the pre test of Experimental group and post test of Experimental group. (iv) To find out the significant difference in achievement mean score between the post test of controlled group and the second post test of treatment given controlled group.(v).To find out the impact of Co-operative Learning Strategies in learning English Grammar. Methodology: Rotational group Experimental method was adopted in the study. Participants: Eighty students of studying in standard X from Maruthamalai Higher Secondary school,Vadavalli were selected as sample for the study. Instrumentation: Researcher's self-made achievement test was used as instrumentation for the study. Procedure of the study: The following activities were designed (i).Positive interdependence.(ii).Round-Table.(iii).Face-to-Faceinteraction.(iv).Write around.(v).Jigsaw Team.(vi).Team pair solo and (vii).Think-Pair Share. Findings: Co-operative Learning Strategies is more effective than traditional methods in learning English Grammar for the learners at secondary level. Educational implications: It can be implemented in other levels and all other the languages learning.*

*Keywords: Cooperative learning, English Language Learners, Second-language, Treatment given controlled group, Positive interdependence, Jigsaw team and Think Pair Share.*

## INTRODUCTION

Cooperative learning (CL) can be defined as "concepts and techniques for helping students to learn together. It is particularly beneficial for any student learning English as a second language and it promotes peer interaction. It helps to develop the language and the learning of concepts with content. It may be useful to assign ELLs (English Language Learners) to different teams for enhancing the skill in English Grammar. ELLs learn to express themselves with greater confidence when working in small teams. Cooperative learning prevents what typically happens if students select their own roles - the same students wind up performing the same tasks. By rotating, students can easily develop their skills in Grammar through necessary practice. There are some

popular strategies that can be used with all students to learn content (such as science, math, social studies, language arts, and foreign languages). However, they are particularly beneficial to ELLs for learning English Grammar and content at the same time. Most of these strategies are especially effective in teams of four: Round Robin, Round Table, Write around and Numbered Heads together.

It is important, however, to establish classroom norms and protocols that guide students to:

- Contribute
- Stay on task
- Help each other
- Encourage each other

- Share
- Solve problems

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates to learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members:

- gain from each other's efforts. (Your success benefits me and my success benefits you.)
- recognize that all group members share a common fate. (We all sink or swim together here.)
- know that one's performance is mutually caused by oneself and one's team members. (We can not do it without you.)
- feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).
- Hence cooperative learning strategy is suitable for learning grammar for the learners of ELL.

### Need of the study

Grammar is essential to acquire the knowledge in English as a second language. Most of the students failed to acquire necessary achievement due to ineffective methods of teaching and learning grammar in English. Aversion on learning grammar of the students can be averted by introducing innovative method for learning grammar among the learners. The selected sample of the study faced problems in learning grammar by adopting conventional methods. Hence the investigator tried to find an innovative strategy to enhance the application skill in grammar through the cooperative learning

### Review of Related Study

Ghailth.G.M and Yahi.H.M (2002) investigated and found out the effectiveness of cooperative learning in

acquisition of English as a second language rules and mechanics among the sixth grade students. Jacobs, G. M., & Gallo, P. (1999 February) recommends the cooperative learning in enhancing extensive reading in second-language instruction. Christopher S. Ward and Patrick B. Gallo suggest ideas for combining cooperative learning and computer-based language teaching. Tan, G., Gallo, P. B., Jacobs, G. M. & Lee, C. K. E. (1999) advocate using the cooperative learning to integrate thinking and information technology in a content-based writing lesson. David Crookall and Rosy Thiyagarajali ensure that the cooperative learning enables students to move more readily from receiving knowledge to generating knowledge. A great deal of research has been done on cooperative learning (CL). However, first language pedagogy is probably not the subject area in which the most CL research has been done, with even less having been done in the area of second language instruction. Nonetheless, these areas have not been neglected. A great deal of practical and theoretical work of relevance to the interface between CL and language learning has been done, and group activities are certainly a prominent feature of language teaching in many classrooms (Jacobs, Crookall, & Thiyaragarajali, 1997). David and Roger Johnson, (2001) recommend the cooperative learning for improving the achievement of the learners. Singaravelu.G, (2007) advocates the learner-oriented cooperative learning is a Booster for Higher Educational Learners. Jacobs, G. M., & Loh, W. I. (2003), found out the effectiveness of cooperative learning in the large classes and recommended it for the large class. Jacobs, G. M., & Hall, S. (2002) advocates cooperative learning for effective language teaching. Hence the cooperative learning is selected in the study for improving the English Grammar

### Objectives of the Study

The researcher has framed the following objectives of the study.

- To diagnose the problems of the learners in learning English Grammar through conventional methods.
- To find out the significant difference in achievement

mean score between the pre-test of control group and the post-test of control group.

- To find out the significant difference in achievement mean score between the pre-test of Experimental group and the post-test of Experimental group.
- To find out the significant difference in achievement mean score between the post-test of controlled group and the second post-test of treatment given controlled group.
- To find out the impact of Co-operative Learning Strategies in learning English Grammar.

### Hypotheses

The research has framed the following hypotheses

- Students have problems in learning English Grammar through conventional methods.
- There is no significant difference between the pre-test of control group and the post-test experimental group.
- There is no significant difference in achievement mean scores of the learners in English grammar between the pre-test of Experimental group and post-test of Experimental group .
- There is no significant difference in achievement mean score between the post-test of controlled group and the second post-test of treatment given controlled group.
- Cooperative learning is more effective than conventional learning in developing grammar in English.

### Operational definitions

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

### Methodology of the study

Rotational group Experimental method (control group and experimental method) was adopted for the study. Both groups got the treatment and controlled group was tested twice. Controlled group was tested after using the conventional method and again it was tested after the treatment through cooperative learning in learning English grammar. At the beginning, traditional methods of teaching to forty students (control group) were given and their performances were tested and their scores were tabulated Secondly, 40 students of another group was selected as Experimental group who were involved for the pre-test and the Post-test after treatment. Controlled group was given the same treatment as given to the experimental group and again the third time the group was tested to find out the effectiveness of cooperative learning in English grammar. The same tool was used for the Pre-test and the Post-test. Hence the rotational group experimental method was adopted in the study.

### Participants

Eighty students studying in standard X from Maruthamalai Higher Secondary school, Vadavalli were selected as sample for the study.

### Instrumentation

Researcher's self-made achievement test was used as instrumentation for the study.

### Description of instrumentation

The description of instrumentation is tabulated in Table 1 .

### Establishing Reliability of the Instrumentation

Split half method was used for the study. The co-efficient correlation was found 0.78. Hence the reliability of the instrumentation was established.

### Establishing Validity of the Instrumentation

Validity was established for the instrumentation through

Serial no	Tested items	Number of questions	Allotted marks
1	Active voice and passive voice	2	4
2	Direct speech and Indirect speech	3	6
3	Sentence pattern	5	10
4	Degrees of comparison	2	05

Table 1 . Description of Instrumentation

jury's opinion. Hence reliability and validity were properly established for the study.

### Statistical Technique

Percentage, Mean, SD and 't' test were adopted in the study for analyzing the tabulated data.

### Procedures of the study

*Phase 1:* Assessing the hurdles of the learners in scoring marks in learning English grammar in existing methods through administering pretest.

*Phase 2:* Identifying suitable strategy as cooperative learning for grammar learning.

*Phase 3:* The following activities were designed

- Positive interdependent
- Round-Table.
- Face-to-Face interaction.
- Write around.
- Jigsaw Team.
- Team pair solo and
- Think-Pair Share

*Phase 4:* Administrating pre-test and post-test to the control group and tabulated the scores.

*Phase 5:* Administrating pre-test treatment – post-test to the Experimental group and tabulated the scores..

*Phase 6:* Administrating – post-test after treatment to the control group and tabulated the scores.

*Phase 7:* Finding effectiveness of the Cooperative learning.

### Data collection

The Cooperative learning strategy was practiced in the classroom. The post-test was administered and the effectiveness of the Cooperative learning method was found out.

### Hypothesis testing

#### Hypothesis 1

*Students have problems in learning English Grammar through conventional methods*

In the pre-test, students score 30% marks in learning grammar in English through conventional method and

the Experimental group score 59% marks. Controlled group score 62% after treatment given through cooperative learning in learning English grammar. It shows that problems have been existed in conventional methods of learning English grammar.

#### Hypothesis 2

*There is no significant difference in achievement score between the pre-test of control group and post-test controlled group.*

The calculated t-value is (0.214) less than table value (1.96). Hence null hypothesis is accepted at 0.05 levels. Hence there is no significant difference between the pre test of control group and post test of control group in achievement mean scores of the students in learning English grammar through conventional methods. (Table 2).

#### Hypothesis 3

*There is no significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the students in learning English grammar*

The calculated 't' value is (9.32) greater than table value (1.96). Hence null hypothesis is rejected at 0.05 levels. Hence there is significant difference in achievement mean score between the pre test of Experimental group and post test experimental group in achievement mean scores of the students in learning English grammar through cooperative learning strategy (Table 3).

Stages	N	Mean	S.D.	df	t-value	Result
Pre-test control group	40	8.62	2.32	78	0.214	Insignificant
Post-test control group	40	8.68	2.42			

**Table 2. Achievement mean scores between pre-test of control group and post-test of control group.**

Stages	N	Mean	S.D.	df	t-value	Level of significance
Pre-test Experimental group	40	14.39	3.68	78	9.32	P>0.05
Post-test Experimental group	40	18.12	3.02			

**Table 3. Achievement mean scores between pre-test of experimental group and post-test of Experimental group.**

## Hypothesis 4

*There is no significant difference between the post-test of control group in conventional method and post-test of control group after treatment through cooperative learning in achievement mean scores of the students in learning English grammar*

The calculated 't' value is (32.62) greater than table value (1.96). Hence null hypothesis is rejected at 0.05 levels. Hence there is significant difference between the post-test of control group in conventional method and post test of control group after treatment through cooperative learning in achievement mean scores of the students in learning English grammar (Table 4).

## Hypothesis 5

*Cooperative learning is more effective than conventional learning in developing grammar in English.*

Tables 2, 3 and 4 proves and confirms that the Cooperative learning is more effective than traditional approaches in learning English grammar. Mean scores in pre-test of Experimental group by conventional method is (14.39) less than the mean score of post-test of Experimental group by using Cooperative learning in learning English grammar (18.12). Post-test of control group scored through conventional method is 8.68 and the same group scores more mean 19.12 in treatment of cooperative learning. It substantiates that cooperative learning is more effective than conventional methods students in learning English grammar

## Findings

### • *Students have problems in learning English Grammar through conventional methods*

In the pre-test, students score 30% marks in learning grammar in English through conventional method and

Stages	N	Mean	S.D.	df	t-value	Level of significance
Post-test control group	40	8.68	2.42			
Post-test control group-treatment-cooperative learning	40	19.12	3.02	78	32.62	P>0.05

Table 4. Achievement mean scores between post-test of control group(conventional) and post-test of control group (Experimental).

the Experimental group score 59% marks. Controlled group score 62% after treatment given through cooperative learning in learning English grammar. It shows that problems have been existed in conventional methods of learning English grammar.

### • *There is no significant difference in achievement score between the pre-test of control group and post-test control group.*

It shows that the conventional methods of learning Grammar is ineffective. Traditional method was not fruitful to the learners of Grammar in English Language.

### • *There is significant difference between the pre-test of Experimental group and post-test of Experimental group in achievement mean scores of the students in learning English grammar.*

The result confirms that innovative cooperative learning simplifies the problems of learning grammar. It attracts the learners by learning in team spirit with interaction.

### • *There is significant difference between the post-test of control group in conventional method and post-test of control group after treatment through cooperative learning in achievement mean scores of the students in learning English grammar.*

The conventional method did not help to eliminate the problems in learning English Grammar. The same control group was practiced through experimental method of using cooperative learning method in learning grammar was more effective in enhancing skill in grammar. Hence co-operative learning method is essential for achieving more marks as well as easy learning.

### • *Cooperative learning is more effective than conventional learning in developing grammar in English.*

Students are unable to score more marks in the conventional method but they are able to score more marks through cooperative learning. Scoring more marks through the cooperative learning shows the effectiveness of the cooperative learning in learning grammar in English

## Educational Implications

- Cooperative learning can be extended to other

Higher secondary schools.

- It can be utilized to improve other language learning.
- It may be implemented in Higher education
- It may be implemented in other subjects.
- It can be encouraged in teacher education.
- It may be more supportive to promote language acquisition of young learners of rural schools also.
- It can be extended to slow learners.
- It ensures the quality Education at upper primary level.
- It may be extended to improve communicative skill in English.
- It may be used to improve in distance education.
- Team spirit is awakened through the cooperative learning.
- It can eliminate the problems of the young learners.
- It may be useful to solve the problems the learners in learning grammar.

## Conclusion

The study illuminates the problems faced by the learners of Higher secondary acquiring knowledge and scoring marks through conventional strategies in English Grammar. Both groups achieve more marks by adopting cooperative learning strategy in learning English Grammar. The study concludes that Cooperative learning is more effective than conventional learning in developing grammar in English. It encourages the learners and teachers for applying the strategies to eliminate the various hard spots of the teaching learning process. If it is applied towards the learners of different levels, it ameliorates expected skills of the learners. It creates enthusiasm among the learners. Hence the cooperative learning supports the learners to learn the grammar in dynamic way and it creates conducive class room atmosphere.

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