



Effectiveness of cooperative learning and language games in enhancing the writing competence of seven standard students of Aurangabad city

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Abstract

In this study the investigator compares the Effectiveness of cooperative learning and language games in enhancing the writing competence in English language among the seven standard students of Aurangabad city.the experimental method was used for this study.Investigator makes the programme & takes exercise for experimental group. The achievement level of the students is increased effectively by using cooperative learning & language game method. the students responded favourably towards learning through cooperative & language learning game.they like to learn other subjects by this method.according to them this methods was easy to understand,easy to remember,more interesting and stress less.

Key words- cooperative learning,language game ,writing competence

Introduction:

Learning a new language in a natural way amounts to learning it is the mother tongue is learnt when it is used in everyday occurrence and for all common purpose. However much this concept has impressed some language experts and teachers, talk the language into children can work in exceptional cases of individualised language teaching only. For majority of cases in the world challenging conditions in school classrooms are needed. Learning a new language is learning a new set of skills primary skills are those of listening and speaking. Secondary skills are reading and writing . Therefore, oral foundation is needed and oral work should form the integral part of the course throughout. We learn the language by using it in appropriate situations. Introduction of new words, new structure patterns is to be arranged in simple, easy, concrete, direct situations. First use classroom situations, giving and talking and drawing these situations are of interest for even two are three terms.

The simplest and most primitive approach to the learning of a foreign language is one that entirely lacks method. To learn the any important for the writing skills so many

techniques. The real basis of a creative approach, however, is not translation, but what is so often loosely worded as “ free composition” and it is through written work of this “ free composition nature that real progress will be made and real progress will be made real ability skill fully to use the foreign language achieved.

In India English as a compulsory subject is being taught at school and college level, but the process and outcome of teaching is far from satisfactory and leaves much to be desired. There are practically no opportunities in traditional methods of teaching for students to interact and learn from one another. The traditional methods are largely teacher dominated in which opportunities for either peer group learning or learning through co-operative learning, language game method is important.

Small group learning and in some cases individual learning make up for limitations of large group teaching. Rac(1992) found positive effect of co-operative learning on self esteem of students and in enhancing their academic achievement. If the students discuss and interact among their small group, co-operative with one another and share the strengths, then it results in clear understanding and thus better expression for discuss and interact among students the language games also very easy and important and learner centred instructional process.

Language learning is a hard task, which can sometimes be frustrating. Constant efforts are required to understand, produce and manipulate the target language. Well chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore they employ meaningful and useful language in real context. They also encourage and increase cooperation and can be used to practice many types of communication. Richard Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. Games can lower anxiety, thus making the acquisition of input more likely. In an easy, relaxed atmosphere, which is created by using games students remember things faster and better. Games can be found to give practice in all the skills (reading, writing, listening and speaking) in all stages of teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many communication (encouraging, criticizing, agreeing, explaining) Whatever the game, the skill employed in it are developed through the repeated participation. Participants want to improve the skills necessary for the game they enjoy.

Title of study-

Effectiveness of cooperative learning and language games in enhancing the writing competence of 7 th standard students of Aurangabad city

Objectives of the study-

1. To find out the existing level of writing competence of students.

- 2.To take the learning activities (cooprative learning ,language games) for improving writing competence of students.
- 3.To find out the impact of cooperative learning &language games upon the writing competence of students.
- 4.To compare te relative efficacy of cooperative learning &language games upon the writing competence of students.

Hypotheses-

The mean score of the writing competence on post test of the experimental group would be significantly higher than the mean score of writing competence on the post test of control group.

Variables-

1.Independant variable-

- cooprative learning method.
- Language learning method

2.Dependant variable-

Students mean scores on post testi.e. writing competence on teacher made test was considered as dependence variable

3.Control variable

- 1.Gender 2.Grade 3.school environment

4.Intervening variables

- Interaction between students of experimental group &control group.
- Individual difference in intelligence,motivation,learning interest and study habits.

Design & methodology-

Present research keeping in view the nature of the study a randomized group pre-test-post-test experimental design was used.

Sample-

The sample of this study is 160 students of seven standard from cantonment area of Aurangabad City.

Research Tools-

for the present study,three research tools were developed viz.,achivment test,cooperative learning exercise and language game exercise.Achivment test served as the identification tool whereas cooperative learning and language game were the interrvention tiils.content validity of the tools was established.

Results-

An overviewof pre test scores showed that the achievement of subjects in writing composition in both control and experimental groups was comparable.No significance difference between the achievement of two groups.

Table 1 :Performance of students prior to intervention:

Group	Mean	S.D.	No.	't' value	Level of significance
Control group	22.21	6.13	80	0.42	Insignificant
Experimentat group	22.93	5.96	80		

Totle no-160

The significance of different between the mean pre intervention scores comes out to be 0.42, which is insignificant. It indicates that the two groups are not much different in their writing composition ability. The effect of cooperative learning was seen in four areas of writing composition, narration, voice, vocabulary and syntax on this group.

Table-2: Impact of cooperative learning on the writing competence of experimental group-1

Group	Mean	S.D.	No.	't' value	Level of significance
Control group	23.30	9.76	40	2.53	significant
Experimentat group	28.91	10.97	40		

Total no-80

The increase in the values of mean scores from 23.30 in pre test to 28.91 in post test. suggests that cooperative learning has positive impact on writing competence students. The effect of language game learning in the four areas of writing composition was studied on experimental group 2 of subjects. The result indicated that the mean scores of group 2 who were taught using language games rose from 21.19 in pre test to 28.28 in ost test. The significance difference between the mean pre test scores of experimental group 2 came out to be 2.87, which is significant at 0.01 level of significance. Hence, use of multimedia has been found to be quite effective in improving the writing composition ability of the student. In ordre to ascertainment the relative efficacy of cooperative learning & language learning in improving the writing ability of subjects, the experimental groups were compared in table no.3

Table -3 relative efficacy efficacy of cooperative learning & language learning in post test

Group	Mean	S.D.	No.	't' value	Level of significance

Exptl.group1 Cooperative learning	28.91	10.07	40	0.43	Insignificant
Experimentat Group 2lang.learn.	28.28	10.75	40		

Totle no-80

The result revealed that the experimenta groups 1&2 who were provided treatment using cooperative learning & language learning respectively did not differ significantly in their performance with regard to writing composition.so,it cannot be said that one of the two approaches is more effective in improving the students performance.However, both have been found to be efficacious. The control group in the study was not given any treatmental methods.the finding with regard to their achivment in pre test &post test are given in table no.

Table no.4-performance of control group in writing composition

Group	Mean	S.D.	No.	't' value	Level of significance
Pre test	21.56	9.27	40	1.57	Insignificant
Post test	23.96	10.05	40		

Totle no-80

The results indicate that the difference between the mean pre &post test scores of control group in writing composition is slight,satiatically insignificant &probably a chance factor.As no treatment was given to the subjects of control group,their performance remained almost similar at both the levels.

Conclusions—

- 1.The achivment level of the students is increased effectively by using cooperative learning & language game method.
- 2.use of cooperative learning & language game method stimulates childrens interst towards the learning task,imagination of events,power of observation and motivation for writing composition.
- 3.the practice is very effective for developing writing competence of students.
- 4.these methods help student to reduce meaningless &excessive verbalism on part of the teacher.
- 5.these methods increase students confidance & cooperative feelings among group.

6 These methods help to elicit pupil's participation in teaching learning process and encourage them to involve themselves in the participation.

7. the students responded favourably towards learning through cooperative & language learning game. they like to learn other subjects by this method. according to them this method was easy to understand, easy to remember, more interesting and stress less.

Language is learnt in a social context. the interesting fact about language is that although it is individual learning. It is taken place in a social context and milieu. the study strengthens the notion that language is better learnt in small groups than in isolation. It results in better understanding and thus better expression. English being a second language poses additional problems for learners but small group interactions and use of language games process by making it more interesting, easy and realistic. Such learning experience have implications for language teacher and can open new vistas in language learning.

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