



## **“Cooperative efforts in Teacher education with Special Reference to English Language Reading Skill”**

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### **Abstract**

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*Experiment for language....*

*English being a compulsory language at all levels of education and life. For effective teaching of English training must be provided in teacher training colleges. Language skill learning can be made effective through cooperative learning techniques. Here researcher tried to study effectiveness of cooperative efforts for English language listening skill training. To attain the objective the experimental design researcher has used is single group pretest posttest design. Achievement test, observations and students opinions are tools of data collection. Quantitative data was analyzed through graph and for qualitative data analysis quantifications were used. Finally conclusions were made.*

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**Key words:** *Experiment, language skill, cooperative efforts*

### **Introduction:**

English being a compulsory language at all levels of education and life. For effective teaching of English training must be provided in teacher training colleges. So that teacher can teach skill based language effectively. Secondary school curriculum (2006) of English language has its own characteristics this curriculum is: **1. Impact of**

**communicative approach 2. Skill based 3. Learner centered 4.need based curriculum 5. Value based curriculum.** It is suggested (1964-66) that English is to be taught in schools primarily as a “**language of comprehension**” which needs to develop the skills of **listening, speaking, reading and writing English**

Teachers teach as they are taught and not as they are told to teach. From last three decades teachers are taught through lecture using grammar translation method and are told to use modern methods for classroom teaching but as said earlier language is a skill subject, the curriculum of English language has shifted from content based to skill based curriculum and ultimately the objectives of teaching English are changed they are:

To develop in students the ability;

- To understand English when it is spoken.
- To speak English intelligently
- To read English with comprehension
- To write English correctly

To attain these objectives we require well equipped, proficient, expertise and competent teachers.

In this research the researcher has experimented to find out the effectiveness of cooperative efforts which she has made to enhance reading skill of B.Ed. students.

Cooperative learning is a situation in which two or more people learn or attempt to learn something together. More specifically, cooperative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles. Put differently, cooperative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. Cooperative learning is heavily rooted in Vygotsky’s views that there exists an inherent social nature of learning which is shown through his theory of zone of proximal development. Often, collaborative learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers.

According to Johnson and Holubc, (1994): "Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning.”

Cooperative learning is an educational approach to teaching and learning that involves groups of

learners working together to solve a problem, complete a task, or create a product. Cooperative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs. Thus, in a cooperative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged.

**Objectives of the research:**

1. To prepare cooperative learning activity plan for enhancement of reading skill.
2. To study effectiveness of cooperative activities with oral reading test and written reading comprehension test.

**Hypothesis**

1. There will be significant change in the achievement of English language learners after cooperative activities of reading skill.
2. Cooperative learning activities will develop in students the abilities like having positive interdependence, ability of group formation and social skills.

**Methodology:**

- i) Research Method : Experimental Method
- ii) Variables:
  - a. Independent Variable – cooperative learning activities for reading skill
- iii) Dependant Variable – oral and written achievement test and observations of the researchers
- iv) Sample size: 15 students of B.Ed. having English method
- vii) Data collection tools:
  - a) achievement test (oral and written) to test hypothesis 1
  - b) Observations to test hypothesis 2

**Activities chosen to enhance reading skill**

1. Loud reading in chorus (group work activity)
2. Silent reading : word meaning from the context (think pair and share)
3. Reading comprehension (pair work)

**❖ Procedure of the research:**

- **Pretest**
- **Implementation of Activities:**

1. Loud reading activity (group work) students were divided into group of 3 using number head techniques they were told to prepare themselves according to the guidelines and criteria given
2. Students were given worksheet to find word meaning from the context students were told to think pair and share
3. Reading comprehension: students were given worksheet to read the passage for comprehension and solve the questions in pair.

- **Post test**

- **Data analysis**

For testing hypothesis 1 Quantitative analysis was done by giving graphical representation

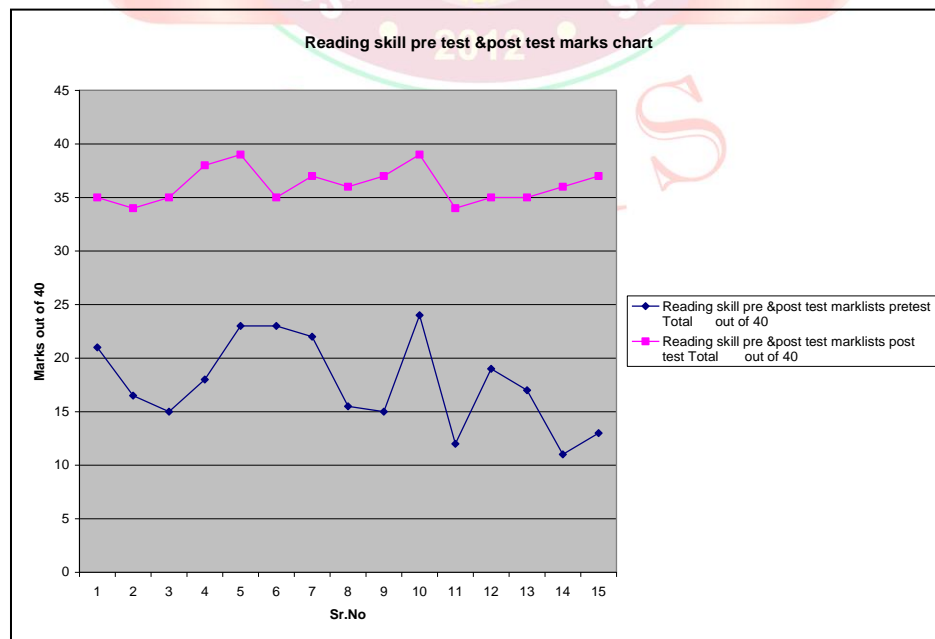
For testing hypothesis 2 Qualitative Analysis of data was made by using quantifications

- **Conclusions**

Conclusions were made by analyzing the graph and observations of the researchers. During the activities the researchers has noted down the observations of students' behavior, attitude, about development of social skills.

Quantitative data analysis

Graphical representation of marks obtained.



1. 40% students have acquire marks above 90%
2. 100% students have acquired marks above 85%
3. 100% students' achievement of reading skill has increase
4. So Hypothesis 1 is accepted

**Conclusions:**

Cooperative efforts taken to enhance reading skill are effective to enhance reading skill abilities of B.Ed. students

**Qualitative analysis**

**A. Analysis of observations of the researchers:**

**B. Researchers have observed students according to following criteria**

1. Development Social skills
2. Development of leadership qualities
3. Learning
4. Development of Cooperativeness and understanding

**Observations and conclusions were as follows;**

**1. DEVELOPMENT IN SOCIAL SKILLS**

Students were interacting with each other they were careful about each member of the team or pair

Students were correcting each other's pronunciation

Students understood each other's problems in reading and trying to help them.

There was cooperative atmosphere in each team.

There was team spirit and sportiveness in each team and pair

Each member is careful about learning of each member

**Conclusions:**

Cooperative learning helped in developing social skills like cooperativeness, understanding each other

**2. DEVELOPMENT IN LEADERSHIP QUALITIES**

In each team there were one or two leaders (10)

These leaders were careful about team's success (10)

**Conclusions:**

This technique helped to develop leadership qualities and team spirit in students

**3. LEARNING**

This method helps students to learn reading skill - word reading, sentence reading, reading with stress and intonation and use of sentence breaks for loud reading.

Students also learn comprehensive reading with the help of their peers

Students were observing each other and also correcting each other while reading

Students were telling importance of this reading skill for teacher

Students were able to implement what they have learned about reading skill and also cooperative learning in their profession as a teacher

**Conclusions:**

The above mentioned points suggest that this technique helped students to learn reading

**Final Conclusions:**

Again, student teachers benefit from the verbalization, and the peer coaching helps both the high and the low achievers. Class time is usually better spent because less time is wasted on inappropriate responses and because all students become actively involved with the material.

Student teachers experienced that learning through this method students are provided with a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it.

In the cooperative learning environment, the learners are challenged both socially and emotionally as they have listened to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners began to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. This experience will definitely help teachers in their career as a teacher

So Hypothesis 2 is accepted.

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