



EFFECT OF COOPERATIVE TEACHING METHODS ON STUDENTS LISTENING SKILL IN ENGLISH LANGUAGE IN SOKOTO METROPOLIS, SOKOTO STATE, NIGERIA

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Abstract:

The study investigates the effect of cooperative teaching methods on students listening skill in English language in Sokoto Metropolis, Sokoto State, Nigeria. A sample of fifty (70) students in Junior Secondary School classes was drawn in one secondary school in Sokoto Metropolis through the availability sample technique and simple random sampling. A self-developed questionnaire was used in generated the data from the respondents and data was analysed using descriptive consisting of mean and standard deviation as well as inferential statistics one-way analysis of covariance (ANCOVA). The findings observed there is a significant effect on students' listening skill in English language when taught using cooperative teaching methods ($P=0.009$). The study revealed that cooperative teaching methods are a good method of teaching students' listening skill in English language. Therefore, it is recommended that teachers should give learners the opportunity to listen to native speakers' speeches, should choose listening texts that are uttered by non-native speakers so that they can develop their listening skills and not get disappointed.

Keywords: cooperative teaching methods, listening skills, students, and English language

1. Introduction

Cooperative learning is an instructional program in which students work in small groups to help one another master academic content. Learners in this classroom structure perceive that they are working together with other students to gain rewards. In this environment, a student's success depends on the comparable success of other students (Chukwuyenum, Nwankwo & Tooche, 2014). An important goal of students in a cooperative classroom is to encourage and enable other students to succeed. Effective cooperative learning has two major components: positive interdependence and individual responsibility (Johnson & Johnson, 2002). That is, the members of the group

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must depend on one another to the extent that each member has responsibilities, each wants the others to succeed, and no one feels that his own success or failure will hurt the others in the group. Cooperative learning as a constructivist teaching method is considered a valuable component of classroom learning as it is a way of teaching that allows students to actively participate in their learning and form their own personalities more than other teaching methods. Working in groups students are actively engaged in building their own education according to their personal interests and necessities.

The importance of English Language acquisition for proficiency in all school subjects cannot be overemphasized because there is hardly any school subject that the instructions are not written in English Language in Nigerian schools. The importance of this subject may have led the Nigerian Government to make it a compulsory subject in basic education and senior secondary schools as well as a prerequisite for admission into tertiary institutions. Students read, write and express themselves in any given task through the use of English Language. English language involves four skills: speaking, listening, reading, and writing. In Nigeria, English language is one of the core subjects taught at all levels but students seem to shy away from the subject for many reasons, some of which could be a phobia, teachers' attitude towards the teaching of English and students' negative attitude from the assumption that English language is generally a difficult subject to study. It is as a result of the above reasons this study examined the effect of cooperative teaching methods on students listening skill in English Language in Sokoto Metropolis, Sokoto State.

1.1 Hypothesis

The following null hypothesis was tested in this study:

H₀₁: There is no significant effect on students' listening skill in English language when taught using cooperative teaching methods.

2. Methodology

Quasi-experimental pre-test/post-test control group design will be adopted for this study.

2.1 Population and Sample

The target population for this study was 572 students respectively. The availability sample technique was used to select the school used for the sample. The sample for this study comprised 70 (seventy) Junior Secondary School (JSS) 3 (three) students from Government owned Junior Secondary School. The purpose and procedure of the research were explained to the participants. The simple random sampling technique was used in selecting the volunteer subjects using a balloting procedure (Ndagi, 1999). The subjects for the control and experimental group were then selected using a balloting procedure 'Yes or 'No' was written on sheets of paper. All subjects who picked 'Yes' were selected for the experimental study and those who picked 'No' were used as for control group.

2.2 Research Instrument

The instrument for this study will be a self-designed instrument comprising of 15 items questions covering listening skills for the participating students in JSS III English language lessons. The instrument will be named English Language Listening Test (ELLT).

Four steps will be followed to ensure the validity and reliability of the instrument in this study. The instrument was presented before practicing junior secondary school English Language teachers in some selected schools other than the ones selected for the study. Their comments and suggestions will be integrated into the preparation of the instrument. The items covered only the topics studied during the training period and it has a high stability co-efficient of 0.81 at 0.05 level of significance when tested during the pilot study.

2.3 The Process and Steps of Experimental Work

Experimental and control groups were formed after collecting and evaluating the opinions of the field specialists in English language and the teachers in the schools where the research was carried out. Before starting the experiment, the experimental group teacher was given relevant information by the researcher about the cooperative learning and learning together technique. With the experimental and control group teachers; listening achievements included in the Nigerian Educational Research and Development Council (NERDC) for Junior Secondary School 3 (JSS 3) Curriculum, materials to be used during the course and course content were prepared, and the working schedule was determined. Before starting the research, the Listening-Comprehension Achievement Test consisting of 25 questions prepared previously was applied to the experimental and control classes. After the completion of the experimental application, the 'Listening-Comprehension Achievement Test' applied as the pre-test was re-applied as the final test in the experimental and control classes. The students in the experimental class were divided into groups in accordance with the views of the class teacher.

Each group was named with a 'group name'. The distribution of tasks in the groups was made by the group members taking the learner's interests, needs, personal differences, interdependencies, and intra-group interaction characteristics into consideration. All the students in the group were provided to have tasks. In order to provide group dependency, students have shared tasks among themselves such as clerk, controller, time tracker, observer, inventory manager, spokesperson, and relations setter. In the first lesson after the task sharing, the students were prepared by the teacher to the text to be listened to during the preparation for the class phase. After these steps, the text was played by the teacher. Worksheets containing achievements of the listened text were distributed to students in the experimental class, to whom the cooperative learning method was applied. Students were asked to work together with their group at the specified time. During the activity, the teacher ensured the active participation of all the members of the group. At the end of the given period, the questions on the first worksheets were answered by the groups on the writing board.

While the groups that answered wrong were considered unsuccessful, the students in the group that have given the correct answers were awarded marks. At the end of the experiment process, the 'Listening Skill Observation Form' and 'Listening-Comprehension Achievement Test' which were applied to the students as pre-test was applied to the students as the final test and the experimental process was completed.

Descriptive of frequency count and percent was used to describe the demographic characteristics of the participants, while the formulated hypothesis was analyzed using analysis of covariance (ANCOVA) to test the null hypotheses at 0.05 level of significance.

3. Results

Table 1: Demographic Information of the Respondents

Variables	Frequency	Percent (%)
Gender		
Male	39	55.7%
Female	31	44.3%
Age		
10-12	04	5.7%
13-15	46	65.7%
15 years above	20	28.6%
Total	70	100%

Table 1 which is on demographic information of the respondents reveals that 39(55.7%) were male, while 31(44.3%) of the study participants were female. The table also showed that 4(5.7%) of these students were between the age group of 10-12, 46(65.7%) between the age group of 13-15, while 20(28.6%) of these students were 15 years and above. This indicated that the majority of these respondents were male.

3.1 Hypothesis Testing

H₀₁: There is no significant effect on students' listening skill in English language when taught using when cooperative teaching methods.

Table 2: ANCOVA result of students' listening skill in English language when taught using when cooperative teaching methods

Variable	Exp-G (n=35)		Control-G (n=35)			
	$\bar{x} \pm SD$	$\bar{x} \pm SD$	SE	df	F	Prob
Cooperative methods						
Pretest	15.63±7.69	19.80±10.73	0.228	1,64	172.554	*0.000
Post-test	22.20±8.88	17.89±10.86				

F(1, 64)= 172.554; P < 0.05

The result as shown in Table 2 indicated a significant increase in students' listening skill in English language when taught using when cooperative teaching methods in the

experimental group when compared with the control group ($F_{(1,64)} = 172.554$; $P < 0.05$). This shows that the null hypothesis was rejected and therefore, cooperative teaching methods improve students' listening skill in English language significantly.

3.2 Discussion

The result of this study indicated that cooperative teaching methods improve students' listening skill in English language significantly. This is in line with the study of Obinna-Akakuru, Onah, and Opara, (2015), which conducted a study on cooperative learning and student's academic achievement in English Language in Imo State, and reported that there was a significant difference between the achievements mean scores of subjects in the cooperative learning group and those in the control group. The study revealed that cooperative learning plays a significant role in students' academic achievement in English Language. The result of this study also relates to the study of Martins-Umeh and Fidelia (2009) on the cooperative learning approach and student's achievement in sociology, where the revelations from their study show that the industrial technical education students who were in the cooperative group achieved more than the Science Education students who were in another group. Similarly, the findings of this study corroborate the result of Chukwuyenum, Nwankwo & Toochi (2014). The result of their study revealed that the participants exposed to cooperative learning strategies performed significantly higher in English Language than their control group counterparts. However, the study revealed that there is no significant interaction effect between gender and the experimental groups.

Moreover, the result of this study is in agreement with the study conducted in Nigeria and beyond Nwogo, G., O., & Anugwo (2020); Kristiawan, (2013). The findings explained that the implementation of cooperative learning in teaching was effective. It helped the students to improve students' achievement in terms of academics. They identified strengths of the cooperative method of teaching to include having advantages in terms of delivery material by using a complete infrastructure, English teacher creating learning that inspires students to be active, the students becoming subject of the study, had quite good, and the teacher becomes a facilitator. They also found that there was a significant difference between students taught geometry with cooperative learning strategy and those taught with the conventional method; there was no significant difference between the mean achievement scores of male and female students taught geometry with cooperative learning strategy and there was no significant interaction effect between method and gender on students' academic achievement in geometry.

4. Conclusion

It was concluded that the implementation of cooperative teaching methods on students listening skills in English Language in Sokoto Metropolis, Sokoto State is effective. The teacher made Lesson Plan first before the teaching and learning processes. It also serves

teachers as facilitators, motivators, and dynamists. It helps students to improve students' achievement in terms of academics.

5. Recommendation

Based on the findings of this, it was recommended that English teachers in the senior secondary school level should adopt the cooperative learning strategy in teaching various topics as it facilitates students' achievement in mathematics.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Dr. Armiya'u Malami Yabo holds NCE in English Language and Social Studies, B.A English Language, M.A English Language and PhD Linguistics all from Usmanu Danfodiyo University, Sokoto, Nigeria. He is the special assistant to the Director and Chief Executive of the National Teachers' Institute Kaduna, Nigeria; Member of National committee on revitalization and reposition of teaching profession in Nigeria. Teacher educator and coordinator of the Bay State Emergency Teacher upgrading programme in Nigeria in collaboration with UNICEF. He is content and curriculum developer specialized in English language and linguistics.

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