

**EFFECTIVENESS OF CO-OPERATIVE LEARNING IN  
TEACHING BROKEN DIALOGUE**

**A Thesis submitted to the Department of English Education  
in partial fulfillment for the Master of Education in English**

**Submitted by  
Dip Bahadur Karki**

**Faculty of Education  
Tribhuvan University  
Surkhet Campus (Education)  
Birendranagar, Surkhet, Nepal**

**2011**

**EFFECTIVENESS OF CO-OPERATIVE LEARNING IN  
TEACHING BROKEN DIALOGUE**

**A Thesis submitted to the Department of English Education  
in partial fulfillment for the Master of Education in English**

**Submitted by**

**Dip Bahadur Karki**

**Faculty of Education**

**Tribhuvan University**

**Surkhet Campus (Education)**

**Birendranagar, Surkhet, Nepal**

**2011**

**T.U. Reg. No:-9-2-57-796-2004      Date of Approval of the**

**Campus Roll No. 17 (2064/065)**


**Thesis Proposal: 2068-05-25      Second Year Examination**

**Date of Submission:-2068-08-23      Roll. No: - 570187(2066)**

## DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068/ 08/20



---

Dip Bahadur Karki

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dip Bahadur Karki** has prepared this thesis entitled "**Effectiveness of Co-operative Learning in Teaching Broken Dialogue**" under my guidance and supervision.

I recommend the thesis for acceptance.

Date:-2068/08/22



**Mr. Dipendra Kumar Khatri (Guide)**

Teaching Assistant

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by following 'Research Guidance Committee.'

**Mr. Nem Bahadur Shahi**

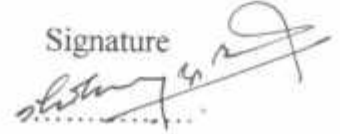
Head

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet

Signature



Chairperson

**Mr. Vasu Dev Karki**

Teaching Assistant

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet



Member

**Mr. Dipendra Kumar Khatri (Guide)**

Teaching Assistant

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet



Member

Date: 2068/ 08 /23

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

**Mr. Nem Bahadur Shahi**

Head

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet.

Signature 

Chairman

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

Tribhuvan University,

Kathmandu, Nepal.



Expert

**Mr. Dipendra Kumar Khatri (Guide)**

Teaching Assistant

Department of English Education

Surkhet Campus (Education)

Birendranagar, Surkhet.



Member

Date: 2068 /09/05

# **DEDICATION**

Dedicated to:

My Parents and other family members who devoted a great span of their lives to complete my dream of higher studies to make me what I am today.

## ACKNOWLEDGEMENTS

I am extremely happy to express my sincere gratitude to my Guru and thesis Guide **Mr. Dipendra Kumar Khatri**, Teaching Assistant, Department of English Education, T.U. Surkhet Campus (Education) for his continuous guidance, enlightening ideas, invaluable and comprehensive suggestions, inspiration, help and co-operation to complete this work.

I would like to express my acknowledgement to my Guru **Mr. Nem Bahadur Shahi**, Head of the Department of English Education Surkhet Campus (Education) for providing suggestions, encouragement and co-operation to complete this work.

I extend my heartfelt acknowledgement to **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education, Chairperson, English and Other Foreign Languages, Education Subject committee, Tribhuvan University, Kathmandu, Nepal for his evaluation and approval of this thesis.

I express deep gratitude to **Mr. Lal Bahadur Rana**, Lecturer, Department of English Education, Surkhet Campus (Education) for his strong suggestions to prepare this thesis.

I would also like to extend my hearty thanks to **Mr. Vasu Dev Karki**, Teaching Assistant, Department of English Education, Surkhet Campus (Education) for his loving co-operation and suggestions during the study.

I also extend my acknowledgement to **Mr. Shiva Raj Khadka, Mr. Shyam Lal Magarati, Mr. Agni K.C., Mr. Yadu Prasad Gyawali and Rajan Kumar Kandel** the Department of English Education, Surkhet Campus (Education) for their regular co-operation and suggestion from proposal writing to the completion of thesis.

I would like to remember my inspiring and encouraging parents for providing with every support to come to this position. My special thanks go to my lovely



brother **Tej Bahadur Karki** for creating a cooperative and favorable home environment during my study. I thank my friends **Bishnu Bahadur Rokaya, Kiran Chanda, Nabin Kathayat** and **Sher Bahadur Shahi** for their help in completing this research.

I can not miss the opportunity to thank all the teachers and students of Shree Narayani Higher Secondary School Karkigaun-2, Jajarkot for their help to complete my research.

Finally, I would like to thank **Mr. Gobinda Bahadur Singh**, Nisan Pustak Pasal, Birendranagar-9, Campus road Surkhet, who helped to type and finalize this thesis.

Dip Bahadur Karki

## ABSTRACT

This study attempts to find out the "**Effectiveness of co-operative learning in teaching broken dialogue**". Forty students of Grade 10 from public School, Narayani Higher Secondary School, Karkigaun-2, Jajarkot were involved in this study. The researcher prepared test item with dialogues i.e. controlled broken dialogue and free-broken dialogue. All 5 items for 50 full marks were taken from the English practice book of grade 10. First he used a pre-test for 40 students and divided them into two groups as an 'Experimental group' and 'Controlled group' on the basis of marks obtained in the pre-test maintaining similar proficiency level in both the groups. Then, he taught 28 days both the groups one with co-operative learning way and another traditional way. Then took post-test using the same test items and analyzed the findings of the research using simple statistical methods. The cooperative learning in teaching broken dialogues was found effective as the experimental group performed better by 11.58 marks in total performance than the controlled group. Similarly, experimental group had greater average increment than controlled group by 5.86 in controlled broken dialogue, by 3.6 in free-broken dialogue.

The thesis comprises four chapters. The first chapter presents general background, review of the related literature, objectives of study and significance of the study. The second chapter deals with methodology adopted while carrying out the study. It includes sources of data, primary and secondary, sample population, sampling procedure, tools of data collection and limitations of study. The third chapter consists of analysis and interpretation of data and the fourth chapter presents findings and recommendations drawn on the basis of analysis and interpretation of the data. Finally, chapter four is followed by the references and appendices.

# TABLE OF CONTENTS

	<b>Page No.</b>
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>ii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>viii</b>
<b>Table of Contents</b>	<b>ix</b>
<b>List of Tables</b>	<b>xii</b>
<b>List of Symbols and abbreviations</b>	<b>xiii</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-24</b>
1.1. General Background	1
1.1.1 Importance of English	3
1.1.2 Definition of Cooperative Learning	4
1.1.3 Background of Cooperative Learning	7
1.1.4 Theory of Cooperative Learning	8
1.1.5 Theory of Cooperative Language Learning	10
1.1.6 Principles of Cooperative Learning	11
1.1.7 Objective of Cooperative learning	12
1.1.8 Definition of Dialogue	14

1.1.9 Characteristics of Dialogue	14
1.1.10 Types of Dialogue	16
1.1.10.1 On the Basis of Formality	16
1.1.10.2 On the Basis of Completion	17
1.2 Review of Related Literature	21
1.3 Objectives of the Study	24
1.4 Significance of the Study	24
<b>CHAPTER TWO: METHODOLOGY</b>	<b>25-28</b>
2.1 Sources of Data	25
2.1.1 Primary Source of Data	25
2.1.2 Secondary Source of Data	25
2.2 Population of the Study	25
2.3 Sample Population	26
2.4 Sampling Procedure	26
2.5 Tools for Data Collection	26
2.6 Process of Data collection	27
2.7 Limitation of Study	28
<b>CHAPTER THREE: ANALYSIS AND INTERPRETATION</b>	<b>29-36</b>
3.1 Holistic Comparison	29
3.2 Group-wise Comparison	31
3.3 Item-wise Comparison	31
3.4 Test-based Comparison	36

**CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS** **37-38**

4.1 Findings 37

4.2 Recommendation 38

**REFERENCES**

**APPENDICES**

## LIST OF TABLES

	<b>Page No.</b>
Table No.1 : The Design of the Study	25
Table No.2 : Score of Controlled Group	30
Table No.3 : Score of Experimental Group	30
Table No.4 : Average Score of Two Groups	31
Table No.5 : The Result in Teaching Controlled Broken Dialogue	32
Table No.6 : The Result of Item 1 in Controlled Broken Dialogue	32
Table No.7 : The Result of Item 2 in Controlled Broken Dialogue	33
Table No.8 : The Result of Item 3 in Controlled Broken Dialogue	33
Table No.9 : The Result of Teaching Free Broken Dialogue	34
Table No.10 : The Result of Item 1 in Free Broken Dialogue	35
Table No.11 : The Result of Item 2 in Free Broken Dialogue	35
Table No.12 : Average Score of Pre-test of Both Controlled Group of and Experimental Group	36
Table No.13 : Average Score of Post-test of Both Controlled Group of and Experimental Group	36

## LIST OF SYMBOLS AND ABBREVIATIONS

%	: Percentage
Av.	: Average
CL	: Cooperative Learning
CLL	: Cooperative Language Learning
D	: Difference
e.g.	: For Example/ <i>exempli gratia</i>
ESL	: English as Second Language
etc.	: <i>et cetera</i>
H.S.	: Higher Secondary
i.e.	: That is
M.Ed.	: Master of Education
No.	: Number
P	: Page
S.N	: Serial Number
SAARC	: South Asian Association for Regional Co-operation
T.U.	: Tribhuvan University
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UNO	: United Nations Organization
USA	: United States of America
VIZ	: <i>Videlicet/Namely</i>
Vs	: Versus