

**CO-OPERATIVE LEARNING: PERCEPTIONS OF
BACHELOR LEVEL STUDENTS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Deepak Kumar D.C**

**Faculty of Education,
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Deepak Kumar D.C** has prepared this thesis entitled '**Cooperative Learning: Perceptions of Bachelor Level Student**' under my guidance and supervision.

I recommend the thesis for acceptance.

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This research has been recommended for evaluation from the following
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DECLARATION

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

Date: 14/06/2015

Deepak Kumar D.C

DEDICATION

Dedicated

to

My beloved parents who always inspire me in my life.

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Deepak Kumar D.C

ABSTRACT

This research entitled "**Co-operative Learning: Perceptions of Bachelor Level Students**" was carried out to explore the views of bachelor level students on co-operative learning in ELT class. I selected three campuses situated in Bajura district using purposive non-random sampling procedure. In the same way, 40 students from those selected campuses were selected using the same sampling procedure. For eliciting data, the structured questionnaire with open-ended and close-ended questions was used. The data collected from questionnaire were analyzed and interpreted using descriptive as well as statistical tools. The overall findings of the study showed that a considerable number of the students were familiar with the co-operative learning premises, components, principles and so on. They were found more theoretical than practical for implementing this method. Some of the students were still in confusion about co-operative learning and its appropriateness in ELT class.

This thesis has been divided into five different chapters. The first chapter, 'Introduction' includes the background of the study, statement of the problem, objectives, research questions, significance, delimitations and operational definitions of key terms of the study. Similarly, chapter second deals with the review of related theoretical literature, empirical literature, implication of the review for the study and conceptual framework. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling strategies, study area, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data were presented, analyzed and interpreted applying statistical tools like frequency and percentage in the fourth chapter. It also includes summary of the findings. Accordingly, the fifth chapter includes the conclusions and recommendations. Some recommendations for policy level, practice level and further research level are presented in this section. This chapter is followed by references and appendices.

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LIST OF THE ABBREVIATIONS AND SYMBOLS

%	Percentage
B. Ed	Bachelor in Education
CL	Cooperative Learning
CLS	Cooperative Learning Strategies
CPU	Cambridge University Press
Dr.	Doctor
e.g.	For Example
Eds.	Editors
EFL	English as Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
etc	Etcetera
Fig.	Figure
GL	Group Learning
i.e.	That is
M. Ed	Master in Education
MoE	Ministry of Education
Mr.	Mister
Mrs.	Mistress
Ms.	Miss
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teacher' Association
No.	Number
NSs	Negotiation Strategies
P.	Page number
P.P	Pages
Prof.	Professor
Reg. No.	Registration Number
SLA	Second Language Acquisition
T.U	Tribhuvan University
TL	Target language
Viz	Namely
Vol.	Volume