

**EFFECTIVENESS OF CO-OPERATIVE
LEARNING IN TEACHING WRITING**

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

**Submitted by
Mohan Prasad Gautam**

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

This is to certify that **Mr. Mohan Prasad Gautam** has prepared this thesis entitled “**Effectiveness of Co-operative Learning in Teaching Writing**” under my guidance and supervision.

I recommend this thesis for acceptance.

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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 the research degree to any university.

Date: 2067-12-08

.....

Mohan Prasad Gautam

DEDICATION

Dedicated

to

My parents who devoted their entire life to make me what I am today.

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Mohan Prasad Gautam

ABSTRACT

This research work entitled "**Effectiveness of cooperative learning in teaching writing**" is an attempt to find out the effectiveness of cooperative learning in teaching writing and aims to list some pedagogical implications. The study was conducted in Janasewa Higher Secondary School, Kirtipur, Kathmandu. The students of class ten of section 'B' were purposively selected as the sample of the study. A pre-test was administered before starting teaching. Then, the students were taught for a month using cooperative learning method. Three progressive tests were administered during the course of teaching and finally, a post-test was administered to determine the achievement of the students. And altogether five tests were administered and scores were compared with each other. The data were analyzed descriptively using statistical tools like average, percentage, mean and presented using Para orthographical tests such as tables, diagrams etc. After the interpretation and analysis of data, it was found that the cooperative learning method was effective in teaching writing skill at secondary level.

This thesis comprises four chapters. Chapter one deals with general background, review of the related literature, objectives of the study and significance of the study. Chapter two deals with the procedure adapted to carry out the research. It contains information on the sources of data, population of study, sampling procedure, tools, process of data collection and limitations of the study. The data obtained through the different tests are tabulated, analyzed and interpreted using statistical tools in the chapter three. Chapter four deals with the major findings of the study on the basis of the analysis and interpretation of the collected data. It also deals with some recommendations made, being based on the major findings of the study. Finally, chapter four is followed by the references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	—	Percentage
&	—	Ampersand
AVG	—	Average
CDC	—	Curriculum Development Centre
CL	—	Cooperative Learning
CLL	—	Cooperative Language Learning
CUP	—	Cambridge University Press
D	—	Difference
Dr.	—	Doctor
ELT	—	English Language Teaching
etc.	—	etcetera
HOD	—	Head of Department
i.e.	—	that is
JEMC	—	Janak Education Materials Centre
M.Ed.	—	Master's of Education
NELTA	—	Nepal English Language Teachers' Association
No.	—	Number
OUP	—	Oxford University Press
p.	—	Page Number
Prof.	—	Professor
R.N.	—	Roll Number
S.N.	—	Serial Number
T.U.	—	Tribhuvan University
Vol..	—	Volume
ZPD	—	Zone of Proximal Development