

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

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

**Submitted by  
Apsara Pathak**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2011**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Apsara pathak** has prepared this thesis entitled “**Effectiveness of Co-operative Learning in Teaching Reading**” 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 research degree to any university.

.....

Date: 2067-12-3

**Apsara pathak**

## **DEDICATION**

**Dedicated to  
My Late Father Tulasi Raj Pathak**

## ACKNOWLEDGEMENTS

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**Apsara Pathak**



## **ABSTRACT**

The present thesis entitled “Effectiveness of Co-operative Learning in Teaching Reading” aims at finding out the effectiveness of co-operative learning on the performance of secondary level students in learning the reading skill in Nepal compared to the current teacher-fronted teaching techniques. The researcher conducted an action research to determine the effectiveness of co-operative learning. The test items were developed for the collection of data. The researcher collected data from the sampled population of twenty five students of grade nine of a community school in Kathmandu. A pre-test was given in the beginning. Then, three progressive tests were conducted in the interval of five class periods each. The test items given for the post test were the ones given to the pre-test. They were taught for twenty periods altogether. The average score of all the test items were calculated. The results of the tests were compared to find out the effectiveness of co-operative learning on their achievement of reading proficiency. It was found that co-operative learning was more effective than usual classroom teaching in practice at secondary level. Co-operative learning was found to be effective particularly in teaching reading.

This thesis consists of four chapters. Chapter one is an introductory chapter which includes general background, objectives of the study, review of the related literature and significance of the study. Chapter two includes the methodology adopted to complete the research. It particularly contains sources of data, sampling procedures, tools and process of data collection and limitations of the study. Chapter three consists of the analysis and interpretation of the data. Chapter four consists of the findings and recommendations of the study based on the analysis and interpretation of the data. This chapter is followed by the references and appendices respectively.

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## LIST OF SYMBOLS AND ABBREVIATIONS

CL	-	Cooperative Learning
CLL	-	Cooperative Language Learning
Dr.	-	Doctor
i.e.	-	That is
et al.	-	And Others
etc	-	et cetera
Mr.	-	Master /Mister
Ms.	-	Miss /Mistress
p	-	Page
pp	-	Pages
Prof.	-	Professor
T.U.	-	Tribhuvan University
AR	-	Action Research
ELL	-	English Language Learners
ZPD	-	Zone of Proximal Development
F.M.	-	Full Marks
S.N.	-	Serial Number
M.Ed.	-	Master in Education
Mins.	-	Minutes
Reg No.	-	Registration Number
Ibid.	-	In the same book
Viz.	-	Namely