

**PRACTICES OF CO-OPERATIVE LEARNING IN
HETEROGENEOUS ENGLISH LANGUAGE CLASS**

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

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DECLARATION

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

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DEDICATION

Dedicated to
To my Parents

&

Who all believe in me.

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ABSTRACT

This study entitled “Practices of Co-operative Learning in Heterogeneous English Language Class” aimed to find out practices and effectiveness of cooperative learning in heterogeneous English language class. The research tried to investigate the different co-operative learning strategies used by English teachers in their heterogeneous classes. The English teachers were selected purposively from the different five secondary schools of Kailai district. This study used in-depth interview and classroom observation diary as a tool for data collection and some related documents were reviewed for secondary data. Five secondary level English teachers were interviewed and five classes were observed of each to obtain the required information. After, data collection, the data were coded thematically and analyzed descriptively. The finding of this study was that the co-operative learning in heterogeneous class was effective teaching method. The students developed their language ability through the collaboration of other and it was the base of communicative language learning. An effective practice of co-operative learning in the heterogeneous class the group formation was the most considerable part of the teacher. Students would be able to develop communicative skills, social skills through different group work and pair work. Co-operative learning adopts mutual relation spirit of language teaching and learning.

This thesis has been organized with five chapters. The first chapter, an introduction part of this study consists of the background of the study, statement of the problem, the objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter, related literature was reviewed thematically. Introduction of co-operative learning, elements of co-operative learning, characteristics of co-operative learning, the role of teachers and learners in co-operative learning, strategies co-operative teaching and learning, heterogeneous classroom, managing co-operative learning in heterogeneous ELT classes and teaching problems in the large heterogeneous class were

included. Empirical review and conceptual framework also included in the same chapter. In third chapter, consists of the design of the study, population, sample and sampling procedures, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. The fourth chapter consists of the analysis of data and interpretation of the result and discussion of finding. The fifth chapter presents findings, conclusions and recommendations related to policy, practice and further research. References and appendices included in the last part of this thesis.

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LIST OF ABBREVIATIONS

CA	Collaborative Learning
CLL	Cooperative Language Learning
CUP	Cambridge University Press
EFL	English as a Foreign Language
ELT	English Language Teaching
M. Ed	Master of Education
OUP	Oxford University Press
TESL	Teaching English as second or foreign language
T.U.	Tribhuvan University
ZPD	Zone of Proximal Development