

CHAPTER ONE

INTRODUCTION

The research entitled “Practices of Co-operative Learning in Heterogeneous English Language Class.” This chapter, contains the background of the study, statement of the problem, objectives of the study, research questions, and significance of the study and operational definition of the key terms.

1.1 Background of the Study

Co-operative learning is a teaching method in which students learn from each other in collaborative ways. From the crowd of methods, co-operative learning approach is one of the effective methods for English language teaching. Co-operative learning has been adopted largely and fashionably in the present days in English language teaching context. It has been established as an effective learner-centered method due to its productive nature and outstanding features. Co-operative learning offers a wonderful possibility for the students to not only practice their teaching and learning strategies but also provide an opportunity to practice the foreign language in the small group (Finkbeiner, 2002). Co-operative learning is accepted and often the preferred instructional procedures at all level of education. Co-operative learning, which includes pair work or group work, is an integral part of language learning behavior of communicative methodology. Moreover, co-operative learning is one of the successes on both psychological and education teaching and learning(Johnson& Johnson, 2008).

Co-operative learning can be effective in heterogeneous class teaching. It is benefit both weak and strong students working in the same group (Johnson & Johnson, 1985). It is often seen that when students of high ability perform in the classroom, the former take benefit that is how their classmates solve the problem efficiently. Co-operative is useful in heterogeneous class. This phenomenon easily leads people to believe heterogeneous grouping is the best grouping when co-operative learning is used (Watson & Marshall, 1995). Co-

operative learning is a successful teaching strategy and it can be implemented in any size of the team and in a huge diversity of the students. Each member of the team is responsible not only for learning what has been taught but also for helping teammates to learn. Co-operative learning is a learning situation in which two or more students work together to complete a common task (Siegel, 2005). Moreover, “Co-operative learning is a powerful approach to learn the language because it is both an effective pedagogy and a compelling philosophy and worldview”(Schniedewind,2004, p.47). This method reflects the value of cooperation itself; democracy, shared power, and participatory decision-making respects for diversity and working for a common goal. Co-operative learning is a vehicle for the groups to get students to engage in academic interaction. Co-operative learning has been proven to improve the attitude of students towards learning as well as towards their classmates (Camara et. al., 2007).

The classroom is a representation of the society where students come from different society. So of course, students are socially diverse. Furthermore, they are diverse in age, style and aptitude, motivation, culture and family background in a single classroom (Harmer, 2004). Almost, classrooms are ethnical, socio-economically, and culturally diverse populations, resulting in multiple level of academic achievement among the students. This mixed feature of the classroom is known as 'heterogeneous' (Ur, 2010). According to Ur, (2010, p.304) in the heterogeneous class students are different from the various perspectives such as, “learning ability, language knowledge, cultural background, learning style, attitude to the language, mother tongue, intelligence, world knowledge, learning experiences, knowledge of the other language, maturity, gender, personality, confidence, motivation and interest.” The issues of instruction in the heterogeneous classroom are the view that classroom learning should be designed to promote the cooperation and independence among the students. Shachar(2003)states that, co-operative learning affects all the students equally, if students have different levels of

achieving and respond differently. Co-operative learning is highly appropriate in heterogeneous English language class. Johnson and Johnson (2002) recommend for co-operative learning, it is best if a heterogeneous group with diversity in ability, ethnic background, socioeconomic status, and gender. Co-operative learning increases social behaviors, self-esteem, attitude towards school and acceptance of differences students tend to have higher self-efficacy about their chances of being successful. The study concerns on the practice of co-operative learning approach in the heterogeneous class, which promote the effectiveness of co-operative teaching and learning. In this way, co-operative learning is the best way of teaching approach because of the flexible strategies to apply. Learners take an individual accountability for their own learning in cooperating with classmates. Giving and taking, is one of the mainstream of language teaching and learning in co-operative learning method.

1.2 Statement of Problem

Co-operative learning has been recognized as one of the most successful learning strategy in educational history (Johnson et al., 1994; Slavin, 1996). Therefore, it has recently become the first choice approach for teaching and learning reforms in many countries, including Nepal where educators are now calling for changes in traditional learning and teaching approaches to co-operative learning. Co-operative learning has highly emphasized on social aspects of language learning. Personal identity and social identity play important roles in co-operative learning. Individuals in a group want to be part of the group due to social identity, so they try to find common achieves among other members and themselves. Co-operative learning gives focus on how the interactions among the students affect their learning.

The reason behind heterogeneous grouping in co-operative learning is that it maximizes the opportunity for peer tutoring and support, improve cross gender and cross-ethnic relations. There are many group and non-group strategies related to co-operative learning. The spirit of co-operative learning is to

engage the students in their learning. Co-operative learning is effective in the heterogeneous class. The teacher has had an important role in classroom management and grouping for the effective teaching and learning. For a heterogeneous group work, the teacher has to proactively encourage group work by structuring the tasks to be given in such a way that cooperation is not only helpful for academic success but is necessary. The cooperation within a different heterogeneous group or individual learners continually use each other's ideas, reasoning, explanations, and argumentation to modify their own thinking and restructuring their knowledge.

Teachers' may face a different kind of problems due to the heterogeneity in the classes. My belief is to resolve enough problems by using co-operative learning. The proper management of heterogeneous class is resourceful class for language learning. The teacher could generate authentic materials from the students and share in the classroom with using co-operative learning strategies. Many teachers do not adopt co-operative learning approach in the large classroom because of a different time, management, resources and knowledge problems. The grouping of the students in heterogeneous is really challenging for the teachers but no option implements of co-operative learning with a grouping of the students. Therefore, the researcher tries to find out the innovative strategies different from existed one and concerns on the practice of co-operative learning in the heterogeneous English class.

1.3 Objectives of the Study

This study had following objectives:

- a. To find out the practices of co-operative learning in heterogeneous English language class.
- b. To find out the effectiveness of co-operative learning in heterogeneous English language class.
- c. To suggest some pedagogical implications.

1.4 Research Questions

The study had the following research questions:

- a. How do the teachers use co-operative learning in mixed ability(heterogeneous) classroom?
- b. How can co-operative learning be implemented effectively in heterogeneousclass?
- c. What are the strategies to organize the group for implement co-operative learning?
- d. What can be the pedagogical implications of this research?

1.5 Significance of the Study

Co-operative learning is a currently emerging fashion in the context of English language teaching. Co-operative learning was designed and implemented to develop social strategies and acceptable social attitude on students and improve social relations between groups.Co-operative learning has been directed both the social and cognitive side of language learning.

The finding of the study is prominently beneficial for the teachers who want use co-operative learning successfully. The study was significant for researchers, language experts, curriculum designers, teachers who tend to implement heterogeneous group teaching, learning trainers and students who are going to pursue the career in teaching field. The study gives a clear guideline of the classroom management for co-operative learning and grouping for co-operative learning.

It was useful for them who are interested to conduct further research in related this field. Thus, it will be significant to stakeholders, right holders, and those teachers and students who are directly and indirectly involved in teaching learning field.

1.6 Delimitation of the Study

- a. The study was limited to the secondary level of community schools.
- b. The study explored the practice of co-operative learning in heterogeneous classes.
- c. The study had followed purposive non-random sampling procedure.
- d. Five secondary level English language teachers were the sample of the study.
- e. Five ongoing classes were observed of each teacher.
- f. The study was limited to Kailali district.

1.7 Operational Definition of Key Terms

Co-operative Learning (CL): The term co-operative learning has been used in this study to refer to the activities in which students work together to learn a particular item.

Classroom Management: To create the different groups of students to implement the co-operative learning.

Heterogeneous Class: The class variation on past achievement, participation, social background and diligence.

Practice: Teachers' activities for implementing co-operative learning English language teaching.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is a review of all available literature related to the study. This chapter presents a review of the theoretical literature, review of the related empirical literature, implication of the review for the study and conceptual framework discussed.

2.1 Review of Theoretical Literature

The theoretical review makes the research authentic. The theoretical literature provides the researcher a strong knowledge based on to the research area. Theoretical literature review plays a crucial role to give the theoretical base for the research. In my research, the theoretical literature review can be illustrated on the following topics.

2.1.1 Co-operative Learning

Co-operative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all members. Students interact with each other in a group to achieve the target goal. Co-operative learning is organized and managed group work in which students work co-operatively in small groups to achieve academically as well as effective and social goals. Co-operating is an educational situation where learning occurs while two or more students are working together to common tasks (Siegel, 2005). According to Slavin (2010, p.344), co-operative learning is defined as “instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content.” Co-operative learning has proven strategy that, when used properly increases the academic success of students as well as promote social growth. Co-operative learning is a way of learning that creates

maximum opportunities and maximum use of co-operative activities involving pair or small groups of learners in the classroom. According to Jonson and Jonson (1999), co-operative learning is grouping together to accomplish a shared learning goal.

Co-operative learning is an instructional use of small groups so that students work together to maximize their own and each other's learning. According to Kagan (1994), co-operative learning would encourage learners to have higher achievement than competitive or individualistic learning as it offers learners opportunities that enable them to increase their self-esteem and to become more intrinsically motivated. Thus, place in context, co-operative learning is to be understood as means rather than an end and most effective when combined with other techniques and their underlying principle (Layman & Davidson, 2004). In addition to intellectual growth, co-operative learning enhances students' social and personal development. Group members can learn to work together in classrooms that reflect the complexity and diversity of the world. Slavin (1995) states that the reason co-operative learning succeed as an educational methodology is its use of convergent tasks group goals based on the individual responsibility of all group members leads to increased learning achievement, regardless of subject or proficiency level of students involved. Co-operative learning techniques allow instructors to more effectively structure and implement group work in their classrooms. Co-operative learning increases learner motivation and promotes harmonious group dynamics, lowering classroom anxiety and facilitating interaction in the classroom as well as an individual sense of self-competence and self-worth (Apple,2003). This paper concludes that co-operative learning as a teaching methodology not only adequately addresses the theories but also can be a powerful tool for language instructors in English as Foreign Language (EFL) contexts.

2.1.2 Theoretical Base of Co-operative Learning

The cooperative learning the teachers designs the social interaction structure as well as learning activities. According to Slavin (2010), motivational, social cohesion, cognitive-developmental and cognitive-elaboration theoretical perspectives are the four major perspectives on the achievement effects of co-operative learning. While cognitive theories of language acquisition focus on the individual learners' internal cognitive processing of input, social-cultural theories, place the individual within the larger social or communal context. Co-operative learning is based on social learning theories, such cooperation interactions are essential for developing student's emerging understanding of fundamental social values of justice, caring and fairness as well as their social skills and understanding. Theoretically, co-operative learning is social perspectives of learning. The co-operative learning is rooted mainly in the work Vygotsky, Piaget and Albert Bandura.

Vygotsky explains that the upper limit in the Zone of Proximal Development cannot become fruits without social interactive support forms peers and teachers. Vygotskian perspective is the social interaction as the way of learning a language sufficient and therefore he came up with his ideas of Zone Proximal Development (Johnson & Johnson, 1994). For Vygotsky, all learning is social, as is the cognitive development that results from learning. learning is the success because of the help with each other. This concept applies to thinking skills as well as other types of learning. Many co-operative group activities have emerged from this perspective on human development, e.g., peer tutoring (Jacobs, 1997). Vygotsky's worked placed more emphasis on the value of social interaction itself for causing individual cognitive change, as opposed to being merely stimulated by it. In this formulation, social interaction is internalized, which causes conceptual change as participants' appropriate new understandings (Dillenbourg et al., 1996). According to Vygotsky, the Zone of Proximal Development (ZPD) is the distance between what a student can

accomplish individually and what he/ she can accomplish with the help of a more capable other. This theory states,

The essential feature of learning is that it awakens a variety of internal developmental processes that are able to operate only when the child is interacting with the people in his environment and in cooperation with his/ her peers the part of an environment. (Vygotsky, 1978, as cited in Leang, 2002, pp.26-27).

For Piaget, the differing point of view that emerges as people discuss a collaborative task pushes cognitive development by causing disequilibrium, which leads learners to rethink their ideas. An example of co-operative learning technique that seeks to create this type of cognitive conflict is co-operative controversy (Johnson & Johnson, 1994). Piaget's system of developmental stage describing children's cognitive, as well as ideas related to cognitive conflicts, which refers to the sense of dissonance experienced when one becomes aware of a discrepancy between one's existing cognitive frameworks and new information and experiences. According to social constructive approach, cognitive conflicts trigger a growth. Social interaction helps to facilitate such conflicts to extend that students interact peers at more advanced developmental level (Dillenbourg et al., 1996). Piagetian perspectives assume that learning is eared only when the learners deserve the ability to learn cognitive content with respects to their stage of intellectual development. Piaget's cognitive approach sees the environment as an integral part of cognitive activity associated with collaboration. Piaget (1967) asserts that a child starts to perceive the knowledge involving in different actions and experiences i.e. students actively participate in learning.

Bandura highlights the importance of the consequences of students' actions for whether or not the actions are learned. Social learning theory emphasize the observing and modeling the behaviors, attitudes, emotional reactions of other form of society and culture. Indeed, in the typical teacher-fronted classroom,

students often feel negatively interdependent with one another, competing against each other for reinforcement from the teacher in such forms as praise and grades (Jacobs, et. al 1997). Co-operative learning is theoretically base on the social sharing environment between the participants. Social learning theories assume human behavior in terms of continuous reciprocal interaction between cognitive behavioral and environmental influence. It assumes that learning behavioral perspective i.e. imitation and repetition from learning environment based on reward and punishment. Social interaction social-based learning is focused on co-operative learning and contributes to increase self-esteem and improve ethic relation. Social learning theories encompass attention, memory, and motivation. It covers and behavioral framework for learning.

2.1.3 Elements of Co-operative Learning

Elements of co-operative learning are also co-operative learning principles. Elements of co-operative learning indicate the nature of co-operation and co-operative learning. Larsen and Freeman (2010, P. 37) say, “In co-operative learning, students often stay together in the same group for a period of time so that they can learn how to work together. Olsen and Kagan, (Cited in Richards & Rodgers 2001 p. 196) mention the five key elements of successful group-based learning in co-operative learning:

a. Positive interdependence

Students perceive that they need each other to complete the group task “sink or swim together.” It does more than simply motivate students to do harder and facilitate the development of new insights and discoveries through the promotive interaction Furthermore, it means “all for one and one for all”. It creates a structure of co-operative learning tasks and by building a spirit of mutual support. According to Richards and Rodgers (2001, p.196), “positive interdependence is the heart of collaborative language. It means when group

members feel that 'what helps one all and what hurt one member hurt all.'" Thus, it is sense of working together for a common goal and caring about each other learning.

b. Group Formation

Group formation is the process of representative grouping students. It also assesses how effectively they are working with one another. Group formation is important aspects for the implementation of co-operative learning method for the success of co-operative representative participant should be need. Richards and Rodgers (200, p.196) mention different ways of group formation such as, deciding on the size of the group, assigning students to groups, and students roles in groups.

c. Individual Accountability

Each member on group is responsible to accomplish an assigned work. It involves group and individuals' performance. It is important that group members know that they cannot 'hitch-hike' of freeloader on the other work. Individual accountability is, in some ways, the flip side of equal participation. When we try to encourage equal participation in groups, we want everyone to feel they have opportunities to take part in the group. Techniques for encouraging individual accountability seek to avoid the problem of groups known variously as social loafing, sleeping partners, or free riding (Jacobs, 2015).

d. Social Skills

Social skills determine the way students interact with each other as teammates. The purpose of co-operative learning is to develop of social skills by promoting scaffolding learning. The social skills include leadership communication, decision-making, trust building communication and conflict management skills. Group members must have known interpersonal and small group skills

needed for high quality cooperation be motivated to use them (Johnson and Johnson, 2008). For the appropriate development of the social skill members must have trust, support and resolve conflict.

e. Face to Face Interaction

Co-operative learning is a fundamentally a simultaneous approach, i.e. both discussion and activities take place once. It assumes the essence of 'let's talk about it together'. Face to face, interaction refers to the physical set up the group where students need to be clustered together in a tight, facing each other in order to share the ideas to accomplish a work. In cooperating learning, each student promotes other learning by helping, sharing and encouraging. The students have physically presented and interaction with some specific problems.

f. Structuring and Structures

It refers to the ways of organization students' interaction and giving different ways students are to interact. Mainly, students employ different communication strategies like time gaining, restructuring, paraphrasing and so on in their interaction to keep them smoothly flowing. Co-operative learning is structure itself under it there a structure of grouping, collaboration project work etc.

2.1.4. Types of Co-operative Learning Groups

Johnson, et al. (2002) carries out three different types of co-operative learning groups.

a. Formal Group

Formal group learning consists of students working together for one class period to several weeks to achieve the shared learning goals and complete jointly specific task and assessments. The class had grouped several weeks for

same projects. The students are involving the same task to achieve the goals and share. The teacher can assign the projects for more than one week.

b. Informal Group

Informal group consists of students working together to achieve a joint learning goal temporary group that last from a few minutes to one class period. Its group is forms for a few minutes an activity period. Informal group focus students attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and pre-cue the next session, and provide closure to an instructional session.

c. Co-operative Based Group

Co-operative based group has been created for the long-term purpose. Co-operative learning group has stable membership whose primary responsibility are providing support, encouragement, and assistance to make academic processes and develop cognitively and socially in healthy ways as well as holding each other accountable for striving to learn (Johnson et al. 2002, as cited on Johnson & Johnson, 2003).Co-operative based group is long-term grouping of the heterogeneous learning group. The participants are primarily focused on to allow give each other the support, help, encouragement, and assistance they need to succeed academically (Richards and Rodgers, 2001 p.196).

2.1.5. Characteristics of Co-operative Learning.

Co-operative learning and group learning seem to be alike in teaching and learning processes. Co-operative learning is students centered methods in which students are more active in their own learning. Some notable characteristics of co-operative learning as noted on points that make learning

different from group learning (Johnson and Johnson 1986, as cited in Leang, 2002,p.18).

- a. There is positive interdependence among students with structure team and goal.
- b. There is clear individual accountability for a share of the group work through role assignment and regular rotation of assigned role.
- c. It has the heterogeneous group of students.
- d. There is a role of leadership in sharing team experiences.
- e. There is sharing of the appointed learning tasks of each member.
- f. It aims to maximize each member's learning.
- g. It maintains good working relationship towards processes oriented learning.
- h. It focuses on the teaching of collaborative skills.
- i. Teacher role is to observe students of procedures and time for the processing of classroom activities.

2.1.6 The Role of Teachers and Learners in Co-operative Learning

In co-operative learning classroom, the role of teachers and learners are supposed to promote teaching learning processes in an effective way. Learning takes place in communication way with the effort of all the team members. The role of teacher and students is to facilitate learning of students and to help each other in learning.

a. Teachers' Role

Teacher gives clear guideline and direction about how co-operative learning can be embedded into classroom curricula. The key roles of teachers promoting students discourse and demonstrate now interaction style among students and teachers in crucial in facilitating discussion, problem solving and learning (Gillieset al. 2008). The role of the teacher in co-operative learning differs considerably from the role of teachers in traditional teacher-fronted class.

According to Jones(1994) describes the teacher has to create a highly structured and well organized learning environment in the classroom for setting goals, planning and strutting tasks, establishing the physical arrangement of the classroom, assigning students to group and roles and selecting materials and time (as cited in Richards and Rodgers,2001 p.199). Similarly, Larsen – Freeman (2010, P.164) says, “In co-operative learning, the teachers teach students collaborative or social skills so that they can work together more effectively, in co-operative learning, teachers speak less than in teacher-fronted class.” Thus, teachers’ have the role of manager and facilitator in co-operative language learning.

b. The Learners’ Role

The students have an important role in co-operative learning. For the group work to be equitable and productive students need to make sure that all group members understand the learning tasks, participate actively and everyone contributes equally to the success of their group. The primary role of the learner is as a member of a group work collaboratively on tasks with other groups. Learners are the active participants in their own learning. The co-operative learning has come in favor of students centered learning, as the students are more active and responsible for their own learning. Participants share the each other and complete the assigned work. Richards and Rodgers (2001) state that learning is something that requires students directs and involves them in active participation. If teachers and learners clearly understand their role, they can better practice co-operative learning in their ELT classes.

2.1.7 Strategies of Co-operative Learning

Co-operative learning, classroom follows many strategies such as informal and formal interviews, group discussion, group work, pair work, oral interaction, question answer, pair work, project work, oral interaction, problem solving and

communication activities. In such practice, teacher and students have to co-work or collaborate to each other. Johnson, Johnson & Stanne, (2000) ranked following co-operative learning strategies.

a. Think Pair and Share

Think-Pair-Share is a method that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. There are four steps to this method. The first step, teacher poses a question and students listen carefully. Secondly, individual students have given time to think and then write their responses. Thirdly, pairs of students read and discuss their responses. Finally, a few students are called on by the teacher to share their thoughts and ideas with the whole class.

b. Three-Step Interview

It is a strategy, which is effective when students are solving problems that have no specific right answers. Three problem-solving steps are involved in this process.

In the first step teacher gives issue, which has several opinions of that issue. Second step, the students have a pairs and become interviewer and interviewee. Step third, after the first interview has been completed, the students' roles have switched. After each student has had a turn, the pairs read their interviews to the class. After all interviews have been done, the class writes a summary report of the interview results.

c. Round Table or Rally Table

This strategy covers much content, builds team spirit, and incorporates writing. The roundtable has three steps to it. In the first step, the teacher poses a question that has multiple answers. Step second, the first student in each group writes one response on a paper and passes the paper counterclockwise to the

next student. Finally, in step third, teams with the greatest number of correct responses gain some type of recognition.

d. Group Investigations

A strategy used to develop students' higher-order thinking ability and analytical skill. It is like a group project work. In the first step teacher assigns a task for a group and students discuss on the question. Next, step students prepare a report and present on the classroom group wise.

e. STAD (Student Teams-Achievement Divisions)

Students with varying academic abilities are assigned to 4 or 5 members teams in order to summarize what has been initially taught by the teacher and to help each students reach his or her highest level of achievement. Then, students get chance to test individually.

f. Jigsaw

The jigsaw method was developed by Elliot Aronson in 1978. In jigsaw strategy, students are assigned to multi-number teams to work on academic materials that have been divided into sections. Each team member is responsible for learning a specific part of a topic in a home group. After that, he/ she joins expert group and sharing each other. Again, they join the same homegroup and share on the whole class.

f. Round Robin Brainstorming

When the class has been divided into small groups of 4 to 6 students per group with one person appointed as the recorder. A question is posed by the teacher and students are given time to think about answers. After the 'think time' members of the team share responses with one another round robin style. The recorder writes down all the answers of the group members. Each member gives the answer within negotiate time.

g. Three-minute Review

The strategy can be used when the teachers stop any time during a lecture or discussion and allows teams three minutes to review what has been said with their group. Students in their groups can ask a clarifying question to the other members or answer questions of others.

h. Collaborative Shadowing

Students form pairs and one (Student A) reads his or her essay aloud in a pair, while the other (Student B) shadows in his or her mind, taking notes. After that, Student B make an oral summary of Student A's essay. While listening to Student B's summary, Student A shadows of Student B. Students repeat the same procedures with a new partner. Then before sharing each other's essay for this third round, students make a list of main points of their essays.

2.1.8 Heterogeneous Classroom

Heterogeneous refers diversified of the classroom nature, which is opposed from homogenous. Since no two individuals can be the same in terms of learning ability, educational and cultural background and so on. In any given language classroom there may be students who differ from each other in motivation, goal for learning, aptitude, zone of proximal development, ethnic, or national origin, socio-economic status and linguistic or cultural heritage. According to Ur (2010) defines, heterogeneous class as classes whose member is particularly or usually heterogeneous. In any given language classroom there may be students who differ from each other's in motivation, goal, learning aptitude, zone of proximal development, ethnic or national origin, gender socioeconomic status and linguistics or cultural heritage. Even in the classes in which students are appearing to be relatively homogenous in the background and goal, they may differ along some other dimension. Skehan (1998) states a heterogeneous class consisting of successful and unsuccessful learners are

challenges for teacher and one of the suggested ways to teach such a class is by using in class task adaptation (Cited in Ur, 2010 pp. 213-216).

As Hass (2006, p.2) argues, “In a large class there are always enough students to get interaction going, and there is a rich variety of human resources”. So mixed classes are good sources of co-operative learning. A common assumption is the young learners are better language learners. Harmer (2004) states learners are different on aptitude and intelligence, good learner characteristics, learner style and strategies. In heterogeneous groups, students in one group differ based on race, gender, learning ability, previous academic performance, or other relevant characteristics (Oetzel, 1998, Slavin, 1995).

2.1.8.1 Managing Co-operative Learning in Heterogeneous ELT Classes

If co-operative learning is to work effectively, the teacher needs to develop some management techniques, because co-operative learning classrooms can be noisy places. No two individuals can be same in terms of learning ability, educational and cultural background, and diligence. The students may of different genders, maturity, occupations, ethnic groups and cultural and economic background, as well as personalities such classes heterogeneity. Heterogeneous EFL classes are as natural as in the society. The classroom is a miniature of the society in which we have students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender, identity, geographical background and so on. Now day schools or classrooms are the witnessing an increased number of students in terms of racial, cultural and ethnic diversity. For an implementation of co-operative learning in heterogeneous ELT class teacher manage the classroom properly that is the formation of grouping is the most. Heterogeneous grouping has used of the effectiveness of co-operative learning. This phenomenon easily leads people to believe heterogeneous grouping is the best grouping when co-operative learning is used (Watson & Marshall, 1995).

Jolliffe (2007) introduces, following types of co-operative learning management in the classroom.

a. The Quiet Signal

It is important to establish a signal that teacher use and pupils copy to indicate zero noise. One of the most commonly originates from the cubs, which is a raised hand. Here the teacher raises a hand and says nothing. He or she waits and as children notice the raised hand, they copy it, thus other children follow suit as they notice the raised hands. The teacher waits for everyone to be ready before speaking.

b. Reducing the Noise Level

When groups are working, the noise level can become unacceptable. Different strategies can be done in the classroom to reduce the noise level in the classroom. Such as, the palm of the hand horizontal and lowered slowly, traffic light cards to show level of noise acceptable, which are placed on group tables by the teacher when monitoring the class green for fine, yellow for need to lower the noise, red for being silent, counting to 10 before continuing and using a random timer for pupils to stop and discuss in groups the noise level techniques are used reducing a noise level in the ELT classroom.

c. Movement Around the Classroom

Having a system for pupils moving to groups, clearing up at the end of a lesson, or any other transition can help. The members of the group can move and keep contact each other. The classroom is the flexibility of doing activities for the students in a group. A teacher is monitoring across the classroom i.e. teacher reach contacts each group to support and monitoring.

2.1.8.2 Teaching Problems in Large Heterogeneous Class

The classes were divided into multilevel groups where the students had different needs and learning styles. This type of diversity may enrich the social interaction, more life experiences and knowledge, more varied opinion more interests and ideas but it also creates situations that challenge teacher's resourcefulness while trying to give each student an opportunity to learn and succeed in English language teaching and learning. Harmer (2008) states, many teachers are extremely worried about the facts that they have students in their classes who are of different levels of proficiency. Such mixed ability classes are a major preoccupation for most of us because they appear to make planning and execution of the plan in lesson extremely difficult. According to Ur (2003, p.303) the following problems present in a heterogeneous class:

- a. Discipline
- b. Correcting written assignment
- c. Effective learning for all
- d. Materials
- e. Individual awareness
- f. Participation

2.2. Review of Related Empirical Literature

The review of empirical literature informs the researcher how to conduct a research and which areas have been addressed. Many research had been conducted by the researcher for the academic and social development. The new study will draw the ideas from the previous study. Some researcher has carried out their studies on the related areas of co-operative teaching and learning, however, no one has carried out a study on effective and practice of co-operative in heterogeneous ELT classes. I have reviewed some research works related to my study, which conducted under the English education of Tribhuvan University and other international Universities

Bhattarai (2010) carried of a study entitled “Co-operative Learning in Developing Vocabulary”. The objective of the study was to find out the effectiveness of co-operative learning in developing vocabulary in secondary level students. He selected 40 secondary level students of Janata Secondary school of Kailai district as a sample for his study. He followed purposive random sampling and test and post-test items as the tools for data collection. After an experimental study of co-operative learning to developing vocabulary found that the learning seems constructive, developmental and required in developing vocabularies capacity on the students.

Gautam (2011) conducted another study on “Effectiveness of Co-operative learning in teaching writing.” The prime purpose of the study was to find out the effectiveness of co-operative in teaching writing skills at bachelor level. He used 30 students of bachelor level students on Mangal Multiple college Kirtipur, Kathmandu as the sample for the research. He used pretests, three progressive test and posttest for the data collection. The finding of the study is co-operative learning is effective for the teaching writing skill. He suggests that teachers need to train for effective implementation of co-operative learning for academic progress.

Paudel (2014) carried out research on “Effectiveness of co-operative Language Learning in Teaching Language Function.” The main objective of his study was to find out the effectiveness of co-operative language learning in teaching language function. He took thirty secondary levels of students of Kolutadi secondary school of Pandun, Kailali as sample and sampling were selected through random sampling strategy. He had prepared test items from grade nine Our English Book. The finding of the study was an effectiveness of co-operative language learning for teaching language function items.

D.C. (2015) accomplished a survey on “Co-operative Learning: Perception of Bachelor Level Students.” The main purpose of the study was, explore the view of Bachelor level students on co-operative learning. He had been selected, 40

students third year bachelor level in education English students in different colleges in Bajura district. He had used purposive non- random sampling procedures. The research design was survey and questionnaire was the data collection tool. The finding of the study was the students had a positive perception of co-operative learning and students' favors method in teaching and learning ELT.

Wang (2013) conducted a research on "Effects of Heterogeneous and Homogeneous Grouping in Students Learning." The intention of the study was an effect of different grouping strategies (homogenous and heterogeneous) on learning of college-level students in co-operative learning contexts. The empirical research conducted the different colleges in North Carolina. There had been analysis quantitative data in term of different grouping process. The findings of this study suggest the need for more research examining the effects of heterogeneous and homogeneous grouping on learning of college students. More studies that are experimental should be conducted comparing effects of different groupings because the available number of studies comparing effects of different groupings on college student learning is limited.

Shahi (2016) carried out a study entitled "Co-operative Teaching and Learning: Teachers View and Use in English Class." The objectives of the study were to find out the teachers' view on co-operative learning and identify the strategies in English language teaching. He had taken 20 secondary level English teachers of Kalikot district used purposive non-random sampling procedures. The research design was survey and questionnaires and observation checklist was the data collection tools. Co-operative learning had the effective than other language techniques. The teachers had a positive attitude towards the use of co-operative learning in teaching, and help of teacher's professional development was finding of the study.

Roka (2017) carried out experimental research on "Effectiveness of Co-operative Learning in Developing Vocabulary." The purpose of the study was

to find the effectiveness of co-operative learning in developing vocabulary. He had selected 34 students from Shree Jana Jagriti Secondary school Tanahun and used purposive non-random sampling procedures. She had conducted pretest and posttest for a data collection. The finding of the study was the greater progress of experimental group than the control group in terms of developing vocabulary.

2.3. Implication of the Review for the Study

Above theoretical and empirical literature, review helps to understand detail information about the research area of co-operative learning. The theoretical and empirical review makes the research more authentic and gives the theoretical base for research. The review also used for to find out the new result that could not be found before. These entire sources helped more bring the clarity and focus on research problems, procedure, methodology, source of data, tools and so on. The review of the study has obtained the information from different books, articles, journals, thesis and internet sources. These review will help me to complete the research reports also. The review essential to examine and evaluate what has been told before about topic and explore the new research area.

2.4 Conceptual Framework

A conceptual framework as the graphic diagram of the research topic' was employed to sketch the overall theme of the study. The present study on “Practices of Co-operative Learning in Heterogeneous English Language Class” based on the following conceptual framework.

The above conceptual framework shows the cooperative learning process in heterogeneous in ELT classroom. The framework assumed that theoretical bases guide the researcher, to utilize elements of cooperative learning where different types and strategies were used cooperative learning. the teacher makes use of such strategies such as think pair share, three steps interview, which turns the classroom result oriented and effective for the subjects. The researcher maps such effectiveness based on quit signal, noise level and movement around the classroom. The framework also includes problems faced by teachers while teaching though such strategies and the tact they used to address. The outcome of the study comes to effective classroom as the framework assumes through the proper use of such strategies.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with research design and method of the study, population, sample, sampling strategies, sources of data, data collection procedures, data analysis and interpretations as well as giving great concern about ethical considerations.

3.1 Design and Method of the Study

My research has based on qualitative mode and it had great deal with pure description of the data and finding. The presented study has adopted ethnography research design. Ethnography emerging from anthropology and adopted by sociologists is a qualitative methodology that lends itself to the study of the belief, social interactions, and behavior of a societies involving participation and observation over a period of time (Genzuk, 2000). Ethnography research design is the type of qualitative research. It investigates the root cause of the problem with assimilating the field.

The ethnography research deals with qualitative data and its subjective interpretation. The researcher assimilated with target society to get data for the research. The data have been analyzed in a descriptive nature as qualitatively. I have described all the possible practice and effectiveness of co-operative learning in heterogeneous ELT class. The study would be more authentic and result oriented by the detail interpretation of the teachers' experiences. I have collected data from the in-depth and observation diary.

3.2 Population, Sample and Sampling Strategy

The population of the study was the secondary level English teachers of Kailali district. I have taken sample purposively and selected five secondary level English teachers from five different schools. I had observed five classes of each teacher and every detail noted on diary what happen in the classroom.

3.3 Research Tools

I had conducted an in-depth interview with the selected teachers. Next, I observed classes of those teachers. So, in- depth interview guidelines and classroom observation dairy were as research tools for this study.

3.4 Source of Data

This research had analyzed the data obtained from the primary and secondary sources. The primary data had been obtained from interview guidelines and classroom observation diary. Furthermore, the secondary data had been from books, E-books, articles, and other additional internet resources.

3.5 Data Collection Procedures

Before entering field to bring raw data I planned with keeping the questions where, when and how. I had prepared tools for data collection. Then, I visited of those selected schools. When I reached school, my first work was to meet head teachers and informed them of my purpose to come this school. Then my next priority was to meet English teachers and request them for interview and classroom observation.

When I got permission to take interview with the teachers then, I conducted interview with them. Nearly we had been taken 30 to 40 long interview of each and the conversations were recorded with the help of mobile. I had observed the class up to 45 minute of each teacher and noted on my dairy in detail of teachers and students' activities. Finally, I had ensured all needed data for my study and I expressed gratitude to all teachers who were directly and indirectly involved in my research at period of data collection.

3.6 Data Analysis and Interpretation

I have collected data with help of the tools in-depth interview and classroom observation and data were analyzed and interpreted the result. It was the qualitative type of research.

3.7 Ethical Consideration

The research cared about the ethical aspects i.e. researcher respected the privacy of the respondents. Direct name did not mention on the discussions part. The researcher did not do any activities in the against participants' professional life and to avoid the potential harm in future. This study has assured that the respondents will be safe. I have not shared the data for any other further study or experiment.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this part, the data collected through the research tools have been analyzed and interpreted following descriptive approach. The qualitative data collected through in- depth interview and classroom diary have been analyzed through the process of transcribing and coding.

4.1 Analysis of Data and Interpretation of Results

The present study was conducted to find out the practice of co-operative learning in heterogeneous ELT classrooms. To achieve the targeted goals of the study, the researcher has used observation and in-depth interview with the English language teachers from the selected schools of Kailali district. The researcher has classified the data into different topic and subtopics to approach each individual activity from the observation and in-depth interview. The major topics of the analysis of data include social skills, leadership skills, student movement around the classroom, participation of the students, co-operative learning and sharing of ideas, Brainstorming, conflict management and decision making skills. Besides, the observation of the classroom further reveals the problems faced by students and teachers, use of think pair share strategies, problem handling of the teacher, communication strategies and group formation skills. The collected data were analyzed and interpreted using the qualitative analysis method. In addition to this, the qualitative data has been used to support the arguments and prove the usefulness and frequency of the techniques used.

4.1.1 Practice of Co-operative Learning Techniques

Co-operative learning is a mutual engagement of heterogeneous students in English language learning. The researcher tries to find out an effective approach to understanding the psyche of the students and teachers as well. For

this, the effectiveness of the strategies has been classified into different sub-topics which ultimately prove to be fruitful in English language teaching. As co-operative learning offers a new approach to reveal the techniques, which are most, apt and much more effective for the students to understand the topics, are more benefitted with novice ideas and increasing their communication, social and leadership skills. One of the teachers expressed his own view about co-operative learning,

Co-operative learning is a successful teaching strategy in which small teams each of student different abilities and varieties there use a variety of learning activities to understanding subjects or content all students are responsible for their own learning and helping teammate of learning.

When concluding all views of respondents of co-operative learning, the learning format requires the cooperation of a small number of students who work towards the completion of a given task; each student is responsible for part of the task and the entire task cannot be completed without all the learners finishing their portion of the tasks

4.1.2 Communication Skills

I was attempted to analyze communication skills used by the students. At the onset of the classroom, the teacher presented students with some topic and asks to work out. Then the process of group formation starts. Since, the heterogeneous group with respect to age, caste, class and gender mixed there evolves a new way of reaching the solution. The diverse students engage themselves in a conversation. As a result, they come out with some positive ideas. These students at first feel uneasy to cooperate among themselves. But, the teacher urges to provide an answer to the given problem, then they gradually start discussing among themselves. Students who look shy and unknown to the topic are also engaged in the communication with each other.

They asked one another about the possible outcome of the problem. This way, the researcher observes that the heterogeneous group formation benefits the students in accelerating their communication skills.

In the interview, the teacher was very positive in that co-operative learning brings the fluency in communication and develops effective communication skills. One of the fifteen years experienced teachers' share of his experiences as,

To acquire effective communicative skill on students, the teacher should shift the traditional teaching strategies into co-operative learning strategies. It encourages students to interact with each other. The teacher should create a situation for the communication and the situations would be borrowed from text exercises. My belief is that to develop communication skill in the students, teacher should adopt the cooperative learning in their classes.

The observation also reveals the fact that teacher is also equally responsible for facilitating among the students with some problems and possible solutions of the given problem. The communication strategies used by the students vary from brainstorming to making guess and sharing the known ideas, which most of the times become fruitful in generating the possible solutions. When I inter in the classroom I had found teacher asked for the students of their problems related with the previous lesson. Some students asked the questions and some did not. Again teacher s reversed the questions to the students. in the way teachers seem asking questions answer in the classroom to make the communicative and interactive.

Form that these evidence co-operative learning have been used in the classroom teaching to develop the communicative skills. That students were developed them inter personal skill and they were involved on interaction.

4.1.2.1 Think Pair Share Strategy

Think pair share strategy is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned task. It is the strategy in which teacher asks to cooperate between or among the students and they work to find out the desired question.

From the in-depth interview, it is evident that the use of think pair share strategy for the co-operative learning is an effective method in ELT. Most of the teachers responded that the use of think pair share strategy was an effective for introducing new materials/ideas to tap into prior knowledge and they claim that these are the flexible strategy. All teachers were unanimous with the view that, think, pair share strategy trigger the students learning.

I usually use think pair share strategies in the classroom. But I have not any previous preparation to apply it. It can be used spontaneously in the classroom teaching. How I ask the question in the middle of the teaching when I think it is a thematic point of this lesson. Then, students think individually and share in a pair.

For classroom observation, I entered with the students and I sit with students and talking with them. At first, they surprised when saw me in the classroom after some time teacher inter in the classroom students seem pin drop silence. Teacher asked some contextual questions. Students tried to give the answer. Students sit in the readymade group. In the study area, the researcher was found teaching English language without using any strategies as they thought that the use of such techniques takes more time than the time allowed for the English class. They also view that use of think pair share strategy is practical learning but it takes more time and effort. However, the teachers are positive on using such strategies in teaching English, but they also question that they cannot perform it in the given time period. According to them, it takes extra 30 minutes if they use such techniques in the classroom. It is interesting that none

of the teachers have been using any strategies. All of the teachers realize that the use of think-pair-share strategy strengthen the retention power of the students and can be helpful for better results in the exams. Since these strategies strengthen the critical thinking of the students, the strategy is effective for an introvert, shy and dependent students.

I observed that while using thinks pair shares strategy, most of the teachers in the study were encouraging individual participant. Most teachers ask the questions to check the previous knowledge of the students then introduce the new lesson. Only, one teacher in the study did not ask the questions relating to the previous lesson. The think pair share strategy was used for brainstorming. In teaching reading, teachers did not use think pair share strategy as the reading activities cannot be done in a group. While teaching writing, the think-pair-share strategy was found very effective. The teacher gives a topic/problem/question and asks the students to answer. The students who used the think-pair-share strategy performed better than the students with no strategies. Teachers give an opportunity to write the response and share with other students in the group which helps other students of the group to think about the topic. The teacher also restricts the use of time. In contrast to it, in the normal classes, where no time-bound is set to the students, the students were found poor in their responses/answers. The researcher also observes that students performed better using think-pair-share strategies than the students who did not use the strategy.

The study concluded that think pair share strategy is an effective practice of language teaching and learning in co-operative learning. It is beneficial in the language teaching for the structured discussion, to encourage accountability and to exchange new ideas. It is a fruitful strategy throughout class teaching because it improves students comfort level and their willingness to participate in teaching learning activities. The great challenges of using this strategy are to get all students truly engaged and time-bound classes in the vast linguistics diverse classes.

4.1.2.2 Teacher Students Interaction

The purposeful communication between teacher and students in the specific topic is teacher students' interaction. Teaching is the process of interaction between student and teacher which lead teaching to achieve a goal. It is a strategy of co-operative learning in which, to develop the communicative competence on language learning. The more interaction between teachers and students the more students benefit from it. The facilitation role of the teacher is also similar to the teacher and students' interaction method. In the study area, the teachers are found interacting with students from heterogeneous classes.

The in-depth interview reveals that teacher and students' interaction increase the students' language capacity. The teacher should encourage the students to ask questions during the interaction activities. Some students are eager to participate in interaction but some shy, introvert, ones do not discuss with the teacher. Interaction with each student in a large class is not possible. Most of the teachers believed that classroom interaction increases the students' language level. One of the teachers said,

I always encourage students to ask questions related to the discussion. When I move my eyes, overall students, they have not the same expression. From that psychological judgment, I conclude that everybody does not participate actively. And, I focus those students.

Similarly, another experienced teacher argued that in heterogeneous featured classes teacher need to respect to all levels of students for active participation of the students. He further argued, *a teacher may vary the methods material to adjust students' strengths, needs, and interests. Teacher can give an oral presentation.*

I observed those students and teachers have the positive relationship to establish the interaction scheme in the co-operative learning class. Teacher asks the questions to the students at beginning and students' replies, sometimes students

write and present into class, in that case, the teacher gives the comments and feedbacks. The teacher can establish a positive relationship with their students by communicating with them and properly providing feedback to them. The teacher provides a chance to ask confusion to students that are an interactive situation of the teacher and students.

Teacher and students' interaction is more important for those students who have not actively involved less performer. Most of the teachers, in the study, were found to be interacting with the students. The students who interact with the teachers overcome the problem being frightened and shyness. It is also found that the students were bold and active than in the normal classes where teacher-student interaction is less.

The teacher students' interaction is a backbone of the implementation of co-operative learning in the heterogeneous language class. the research reveals that the interaction component to cooperative learning techniques positively effects students' achievement, which in turn, demonstrates an increased level of content literacy, and helps students reach higher level of achievement. Teacher and students' interaction increase the students' performance and confidence level. Such interactive situation students are the high-risk taker for the language learning. Thus, teacher student interaction is one of the effective methods to improve and accelerate students' communication skills in heterogeneous ELT classes.

4.1.3 Group Formation

Group formation is a united group with common goals. It is a process of organizing more than one person with the common goals. The researcher for the purpose of finding the effectiveness of co-operative learning in a heterogeneous classroom makes use of group formation technique. It is a way in which every person of the group takes equal responsibility. In

communication skills, the researcher observes that group formation is essential and an effective way of teaching learning process.

The researcher reveals from the in-depth interview that successful implementation of co-operative learning focused on heterogeneous grouping is an effective way to improve the communication skills of the students. The teacher organized students according to their ability, participation, and level of learning into each group. All the teachers experienced that if a certain role is given to the individual students in a group that group worked efficiently and effectively in developing their communication skills. Thus, group formation is one of the strategies of strengthening the students' retention ability and communication skills in heterogeneous classes. But among the interviewer teacher had shared an experience of group formation in co-operative learning classroom as,

It's challenging for the teachers to deal with the really clever students and the weaker ones at the same time. The weaker students might be placed in a different group and receive different exercises and so on. They need for easy and clear instructions and much support from the teacher. I mean that it is important to go through things systematically and help the students to form a new group. Teacher may care to judge every groups either representative or not i.e. the groups should be multi features.

The researcher observed that most of the teachers in the study area are positive in teaching heterogeneous classes by group formation techniques. For effective implementation of the co-operative learning, group formation assists students to share their ideas. While doing so, the teacher assigns each student, a role to perform as a caption, monitor, recorder and reporter. For the reading text teacher handed the role of group members as, discussion director who design and discuss the questions, passage master who notes the important points from the passage, connector who relates the text with real life and word wizard who

define difficult words. Students have co-operatively responsible to complete their tasks. Teachers were conscious about the diverse forms of group and evaluation of group members' contribution in that learning process. The observation reveals that those students who were taught in a group were found more active towards learning. Whereas, students who were taught in a traditional way were found less active in the question of the teacher.

The researcher reveals that most of the students who were in the well organized group learned communication skills effectively than the other students who were taught in normal classes. The group having diverse features, equally distributed jobs for each member performed better than the other groups. It is important to the built relationship between the members of a group. In the heterogeneous groups, teachers care the diversity of the students. Thus, use of heterogeneous group formation in teaching communication skills is an effective way of English language teaching.

4.1.3.1 Group Work

Most of the informants told the group work as a strategy in co-operative learning class. Group work is an effective technique for achieving certain kinds of intellectual and social learning goals. Group work is the basic element of effective implementation of the co-operative learning. Velantic (2005, p.5) claims "Group work makes the students collaborate and cooperate each other which helps students to learn to accept somebody else's opinion, to take the risk to speak, to develop the self-confidence." This proves that socially it improves inter-group relation by increasing trust and friendliness among the different teachers. Similarly, teacher said, *Group work is also a strategy for solving two common classroom problems: keeping students involve with their work and managing instruction for students with wide range of academic skills.*" He continuously added,

In co-operative learning class, I usually make the different groups. In the group, I give different tasks to do. They share their ideas each other. Even weaker students get motivated in the groups from advanced students. Students working together in a group small enough so that everyone can participate in a task that has been clearly assigned.

His opinion indicates that group work refers to students working together in a group which gives students the opportunity to learn from each other, they develop communication skills and interpersonal relationship skills.

Furthermore, during my classroom observation of one of the experienced teachers divided the students into four groups on the basis of their levels. Two groups were more advanced and two were less advanced. He combined the one advanced group with next less advanced students and assigned the various tasks. Students were very active to make the discussion on each group. From analyzed of these of these views what I conclude that in the co-operative learning group learning is backbone strategies and collaborating with students start from group learning.

4.1.3.2 Quiet Signal and Noise Level

Quiet signal means using different strategies to stop unnecessary disturbed sound in the process of co-operative learning, and noise level is maintaining how much suitable in the classroom. The sound level of the classroom is an issue in the co-operative learning. Produce less sound may not the success of communication and high sound creates a disturbance in a spontaneous learning.

The researcher reveals in an in-depth interview that in the co-operative learning, classes have high pitch level of noise because of discussion, interaction and group management. While talking with different teachers about different issues faced to handle the mixed ability classes in co-operative learning. They argued that students have discussed on different topics, which makes them difficult to manage. One of the teachers said,

It is quite difficult to control noise level in the co-operative learning classes. Noise problem occurs when learners are frustrated, lose concentration, get bored or behave in a disruptive manner. The reason behind this might be; learners find the subject matter easier or difficult to grasp weaker learners may require more assistance from the teacher. Students have different emotional or learning ability that's why their behaviors also differ from each other which creates the sound problem.

Similarly, one of the experienced teachers said, “*To stop unnecessary sound is, quite challenging in heterogeneous class.*” However, to draw out the expected result from the co-operative learning sometimes teachers could use traffic cards to control the noise level. Students take part in interaction, communication, summarize the content, other co-operative strategies make classroom noisy than other normal method used classes.

An unnecessary noise hinders the meaningful and purposeful communication. To manage noise level and controlled nonsense is a crucial matter in co-operative learning classroom. There should be rules in the collaboration of students and teacher for the classroom. Additionally, the classroom sound should be controlled by using quiet signal such as, showing figure, call the name of the group and traffic cards.

I was observed one of the most commonly way to stop the sound, students raised hand for asking and presenting. Moreover, teachersthem by saying a word ' keep quiet'. The teacher used different quite signal strategies to maintain and manage the quit level. The teacher used auditory quiet signal, such as clapping pattern, verbal signal and used some instruments mobile, bell etc. Similarly, the teacher had been used the visual signal as well to maintain the sound level, in which they use indication e.g. red for keep quiet, green for continuing the work etc.

4.1.3.3 Students Movement around the Classroom

Students' movement around the classroom is the flexible physical movement and setting arrangement in the classroom. The strategies deal with the seating arrangement of students. In co-operative learning, students need to change their position for join and separate with the group.

The researcher reveals from the in-depth interview that was co-operative learning cannot be effective without students' movement. The teachers had a common view about students' movement in the classroom that is the essence of co-operative learning was activeness in the classroom. One of the teachers argued,

I used to jigsaw strategies that make classroom dynamic students continuously move home to expert and expert. In my view students, the movement is the physical movement of the students and setting arrangement.

In co-operative learning, a student acts different roles in a class like a student, leader, manager, and so on. There can be nominated class manager and could use permission cards. Since students can keep company with diverse students they learn different way outs in learning. The different techniques, ways and solutions from different students create a kind of curiosity in the student who accompanies the other.

In the researcher's teacher used assigned a group work he allowed to join the previous group. One, two minutes them create crowd and some minutes later it managed. In Jigsaw strategy, students are organized in a home group and again they move to expert and vice-versa. The students move around the class to join a group and for other activity. Teacher and students make a preplan to manage the classroom movement. The teacher also suggested to them to sit in the same group and shift the own responsibility to manage and organized.

4.1.4 Social Skills

Social skills are the ability to relate to and function with other people. Social skills are the skills students need to interact adaptively in their cultural environment. It is a development of social behavior for the use of co-operative learning in the classroom. Social skills determine the feature of a learner to interact with other teammates. Social skills included individual accountability, leadership skill, decision-making skills, trust building communication, conflict management skills, cognitive skills, effective skills and so on. Co-operative learning method insists to develop social skills of the students. All teachers have a common view was that co-operative learning was the approach that develops students' social skill. Another assumption is that social skill is the way of acquiring language through communication and interaction. In this way, co-operative learning is used in language teaching and learning to develop a social spirit on the students. Students are depended each other on a team to solve a problem and draw out the conclusion. In sum up, students' social ability helps to cope with the heterogeneity of the students in the class.

4.1.4.1 Individual Accountability

Individual accountability is present when performance results are provided to the group and individual members. Individual accountability is a belief that everyone will be accountable for his\her performance and learning. Every student has the emotion of cooperation to fulfill his/her own duties. In co-operative learning classroom, the teacher provides a response to each member of a group so that they all have to complete a certain task, which makes them accountable. In the heterogeneous classroom, the use of this technique has resulted in a very effective way to keep students active towards learning. Thus, in co-operative learning, it does not let any student devoid of his/her responsibility.

The in-depth interview reveals the opinions of the teacher after using the techniques. Only one respondent argued,

It is not possible to make each student accountable since the classroom is large. And, we cannot exclude students while teaching. So, it's not much practicable in our society since it takes more time and teacher are bound to finish the class on 45 minutes.

Teachers who have implemented cooperative learning strategies into the class do so with the intention of using the group dynamic to make each individual better. All of the teachers agree that individual accountability is one of the effective techniques to teach in the heterogeneous classes. It means the teacher has divided all of their responsibility in a group. Teachers can keep the anecdotal record to track individual student participation and on task behavior. This strategy was crucial in the heterogeneous because each student was engaged to achieve a language teaching goal.

In co-operative learning, the contribution of each student helps to reach a conclusion. The introvert, less performer and girls could not bear similar accountability as compared to others. In overall, the use of individual accountability technique in collaboration with brainstorming and group formation is effective in teaching learning activities in heterogeneous societies.

From the observation, the researcher reveals that every student in the heterogeneous class was given a task and held responsibly. The student would be made responsible by the teacher. Each student has equal responsibility for such activities. The teacher starts his classroom by assigning a task to the students. Then s/he divided the students into groups and mixes all the relevant ideas retained by the students and reaches a conclusion. The answer becomes a collective voice of the students, which is more effective than traditional teaching methods and ways. Especially, it made students able to retain on the forthcoming class.

In addition, the teacher makes use of brainstorming technique to make each student individually accountable. The teacher writes a topic on the board and asks students to think and write whatever they know about it. The teacher makes sure that each student sitting together does not copy the answer of another student beside him. To make sure that each student is accountable, most of the teachers participating in the research, formed small groups as far as possible so that each student felt actively engaged and responsible to answer the queries of the teacher. The physical gesture of the students proves that use of brainstorming makes students more curious, active and it compels to think over and over about that topic. The teacher helps the students in their self-assessment after the classroom activities.

4.1.4.2 Participation

Fostering students involved in their own learning and encourage them actively take part in classroom activities. It is a supportive strategy of co-operative learning that, develops the students' communication and presentation and presentation skills.

During the study, I found that classroom participation as the basic components of co-operative learning. Most of the respondents spoke all the students are not equally participated towards the teaching and learning activities. Among them one of the experienced teachers told,

In this heterogeneous case, some students get ready and participate in the teaching learning activities which other students hesitate to participate and reply their answers in the class. That's why students are not equally participating in the classroom.

While taking an interview with all the English teachers, I came to know that students are not equally ready to involve in the classroom due to their motivation, ability and proficiency. Likewise, one of the teachers also expressed a similar view. He said,

In my class, students are of the different ability. It has been a regular trend in my class that more advanced learners participate more actively than the weaker learners.

Similarly, through my classroom observation what I found that students who are not motivated and weak don't participate equally with other students. They get back to participate in classroom activities. Similarly, teachers also focused on those students who are more active in classroom participation. Teachers are less concerned about those students who are not equally participated in class. While teaching just teacher asked the questions frequently who were more extrovert in the classes. But in the case of introvert students, neither teacher asked them any questions nor they tried to speak. Just they remained the passive listeners.

As discussed in the analysis above it can be interpreted that all the students couldn't participate in the classroom equally. In heterogeneous classes, the teachers find that the stronger students generally participate more than the less advanced students. This may be due to the shy nature of the less advanced students in the class and scared of getting the answer wrong. Due to their participation teachers, face challenge to incorporate all the students equally in teaching-learning activating on their own pace. In mixed ability classes, more advanced learners participate more actively than the weaker learners. Lack of participation or attention from the teacher may further affect weaker learners proficiency in the subject.

Co-operative learning is dealing with the active participation of the students and they need to the collaborative participation of the students. The class size and vast diverse class have deals with less participation of the students. Moreover, there is not the inclusive participation of the students in the classroom. Some are extrovert and some are introvert. Next, students linguistic and cultural diversity plays a vital role in students' participation. Furthermore, the students' pre-concept language also affects in students' participation. The

teacher should motivate those students who do not participate in interaction and group.

4.1.4.3 Positive Interdependence

Positive interdependence provides students with the idea that each student is connected to each other along the success. In order for the group to be successful, each member of the group must succeed. Mutual learning goals help to reinforce positive interdependence. The group members have the feeling of 'sink or swim' together. Co-operative learning leads to work in a group with the cooperation between or among the groups.

Travel in-depth interview that, co-operative learning has the successive method because of the students' positive interdependence spirit. All teacher had a common of that is co-operative learning is an effective learning method to develop a positive dependence on students. Students try to learn collaboratively. One of the teachers argued,

In my experience, the friend is a good teacher for another friend. The only friend is aware of his friend weakness in the level of language learning. so, the English language can be learnt more effectively with the collaboration of his friend. The students can practice out of the class because of positive interdependence.

When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurt one member of the group hurt the other member. Positive interdependence promotes a collaborative learning environment in which students work together, are supportive and encourage each other to learn. He further added,

Teachers should select a task that requires interdependence, a task for which students will share responsibilities and be dependent on each

other. Students should know that they 'swim or sink together' i.e. the success or failure will be shared by all members of the group. To promote such interdependence teachers can specify common rewards, encourage students to share their work, or formulate tasks that force students to come to a common point of view.

Co-operative learning was highly emphasized on positive interdependence strategy. In the classroom, students work collaboratively to accomplish a task and then dependent each other to complete the project. The group members realize they need each other in order to achieve success. Teacher facilitates the positive interdependence in many ways such as challenging problems, set mutual goals, joint rewards, peer editing, jigsaw.

Co-operative learning could be used successfully to support each other as a group. If students have such positive emotion sink or swim together, they would equally success in language learning. It is the “All for one and one for all” feeling that leads group members to want to help each other, to see that they share a common goal.

4.1.5 Leadership Skills

Leadership skills are those skills in which motivate to get a common goal and to make a thoughtful decision for the organization. Leadership skill is the multidimensional approach that, should contain the skills of management, decision making, persuasive and stress management, conflict management skill. Students would have to play the role of a leader, in which they should lead the group, make a decision on the conflicting ideas. In co-operative learning class all responsibility bear by the students that is presentation, practice and conclusion. The group leader always concerns on how to do my group better. One of the experienced teachers answered the question, what is leadership skill in students he defined,

Leadership skills are those skills, which need to develop in students. It is the nature self-directed learning, i.e. students able to take responsibility for their own learning. They are self-motivated to the selection of the content, divide the content and complete the content. Moreover, they manage the group and able to nominate the leader by them self.

Form the presented evidence the teacher interpreted that leadership skill were those skills that made learners responsible of their own learning and group learning. They were capable to lead the group to complete the assigned work.

4.1.5.1 Conflict Management Skills

Conflict management is a process of limiting negative aspects of conflict and increasing the positive aspects of the conflict. The aim conflict management in the classroom is to enhance learning outcome, including effective performance in a group setting. Conflict management in the co-operative learning is the practice of being able to identify and handle conflict sensibly, fairly and effectively by the teacher while implementation co-operative learning in heterogeneous classes.

Form, in-depth interview, conflict management processes come to conclusion from a debating argument. Sometime tension came in the co-operative learning classes because of the diverse ideas. Many students do not understand how to get along with their peers in a manner of mutual respects and cooperation. The teacher has also spent more time dealing with the conflict. According to other their view, “what is conflict is matter but how do it replaces and manage is matter in the co-operative language class.” one of the teachers shared his experience of classroom conflict and management of that conflict. He added,

In my experience most of the conflict rise in the group formation phase for the co-operative learning. They want to put of their favorite friends, and they like to join with the group where there are talented students. It

is a common issue of conflict, boys and girls always conflict on any topic.

The teacher could use different strategies of conflict management while using co-operative learning. Compromising, role-playing, tracking, listening, wring about conflict solution etc. strategies could be used in conflict management in the class

During my observation, there were differently unsuitable for the students' such anger, kidding to the other friends and other groups, a debate between groups. The anger of the students was not making well establish cooperation among the students. There was a debate between the groups of their finding and response. They want to show better one another, such as competitive feeling, it was a conflict in the co-operative language classroom. Some students show disruptive nature in a group working by kidding, caricaturing of other friend and teacher presentation and on.

Co-operative learning method makes students accountable. So they are accountable to solve many conflicting issues. The teacher gave a chance to replace a conflict by students at first and teacher aware them to do according to an established code of group working. In the context project work, they were a prepared working guideline and code of conduct. The students were debating an issue and at last, they came to conclusion.

4.1.5.2 Decision Making Skills

Decision making skill is a process of making sensible and independent choices in the given problems. It helps to reach conclusion in a given issue by analyzing individual ideas. In a co-operative learning class, students' decision-making skills are judged, and they were given suggestions to reach a meaningful conclusion. Either the decisions retained from individual groups were merged or another best alternative was chosen to reach the conclusion.

This process respects every individual decision and motivates students to reach to the best conclusions or best answer on the given problem.

From the in-depth interview, that decision-making skill was an ability to make effective choices out of different solutions. According to the teachers' perception, decision-making relates the skills of self-determinism. It is a skill, which enables the students to engage in a specific direction towards language learning. One of the teachers participated in the study, argues:

We make the classroom more interactive and participatory while teaching decision making skills. We, teacher provide a chance to the students to make a conclusion. In a co-operative learning class, the decisions given by the students were valued and the most prominent one chosen. The decision is then, discussed in the classroom and if most of the students agree on the decision, it becomes conclusion for the given problem. I believe in creating a democratic environment for the students in the classroom to improve their decision-making skill from school level.

The researcher notices in the classroom observation that participants have own understanding of the given problems. The participants draw a conclusion in a given problem in a time-bound period. In co-operative learning class, the teacher encourages students to present their view of the related topic. That is, students perform autonomous behavior of their learning.

The co-operative learning method has provided an opportunity to acquire skills such as identifying options, anticipation of potential consequences and assessing information for the students, which are the foundation of decision-making skills for the beginners.

4.1.6 Use of Teaching Materials

The topic deals with the use and importance of teaching materials in cooperating learning in heterogeneous classes. Teaching materials are the tools used in the classroom to make teaching learning more effective, efficient and understandable to the students. Any resource that helps the teacher to make his students in an understandable way are the teaching materials. Teaching materials make co-operative learning more effective, stable and as if it was real life learning. One of the strong beliefs is that teaching materials provide concrete and stable meaning in language learning classes. Teaching materials help students to retain knowledge by seeing, hearing to touching or using that material.

From the interview and classroom observation, I found the issue selecting appropriate task and materials. Most of the informants told that same task and materials are not appropriate to all the learners. That is why teachers are frequently facing this issue in their every day's teaching and learning process. During the interview one of the teacher said,

In heterogeneous classes, students cannot get equal learning opportunity of learning. Teaching material provide an equal opportunity of learning. The quicker students feel easy and the same task for slower student feels difficult. As a result, the lesson can't be effective and meaningful. Similarly, materials are directly or indirectly connected with teaching learning task that's way to select the appropriate materials that can be appropriate and applicable for all.

I have analyzed the observation data and found that the teacher used daily use materials in maxim class. Teacher and students both actively participate in developing materials. Students prepared group work cards and traffic cards and teacher prepared group sentence cards, word cards and manage, computer, mobile. Electronic teaching materials were used in co-operative learning

classes. Such as projector, computer, speaker, mobile was used in the classroom for group discussion. Teaching listening skill teacher use mobile and allowed to solve the questions. The students use teaching materials in a group and they have generalized of their own way. They were interested to engage on group work while using teaching materials. Most of teachers would agree that boredom and anxiety are the chief enemies of learning and that enjoyment and relaxation can help to penetrate what has been called the 'affective filter', thereby allowing both learning and acquisition to take place. In this way, teaching materials are the supportive materials in co-operative learning classroom. to represent all level and background of students, teaching materials play the crucial role. Students learn the language very effectively with help of teaching materials.

4.1.7 Brainstorming Techniques

Brainstorming is a group creativity strategy in which makes the process of harnessing the power of thinking to solve the problems. It is an engagement of the students to generate new ideas the specific presented topic. Brainstorming techniques are the individual specifics of the teacher where they adopted differently.

The researcher explores from in-depth interview brainstorming were the best way of generating a new idea of the presented issue. The best technique of brainstorming is cubing, in this strategies, a topic examined from the six distinct viewpoints. Free writing, listing the communicating ideas, mapping and researching the prominently adapted techniques in co-operative learning method. Teachers argue brainstorming was an effective teaching strategy to generate the students critical thinking, problem solving and decision making skill. The experienced teacher said,

I usually make a brain trigger question before opening the lesson. For eg. coding decoding, substitution, meaning relation. I think such trick prepares

students to learn something. The strategy can be used in a flexible way. Teachers can use in the beginning, middle or last of the teaching activities. How much is it effective in students learning depends on teacher creativity

From classroom observation, teacher motivates the students towards the today lesson. Some teacher asked a comprehensive question before the opening of the class. The questions were related to the previous lesson. One of the techniques of brainstorming they have regularly use is brain writing. Where the team leader share topic with the team and team members individually write and share. In this way, brainstorming strategy is an effective in co-operative learning class. It represents diverse class as well as attention towards teaching and learning.

4.1.8 Problems Faced by Teachers

After taking an interview and classroom observation I found that it's very common where every teacher has to face the various issues in heterogeneous classes. Teachers are not far from the issues, which they have to face in their every day's English language teaching and learning in heterogeneous classes. Especially, due to different students learning styles and need teachers have been facing the various issues in co-operative learning classes. While talking with different teachers about different issues faced by them in co-operative learning classes and they mentioned the discipline and less active participation were the most trigger problems. They argued that students have the different manure, which makes them difficult to control. One of the teachers said,

It's quite difficult to control heterogeneous classes. The students' disruptive behaviors occur when learners are frustrated, lose concentration, get bored or behave in a disruptive manner. The reason behind this might be; learners find the subject matter easier or difficult to grasp weaker learners may require more assistance from the teacher. Students have different emotional or learning ability that's why their

behaviors also differ from each other which creates the discipline problem.

Similarly, one of the experienced teachers said that the lack of space of the class, lack of teaching material and students low interest create the problem. Time management is also a problem in the co-operative learning. Group formation, group presentation, discussion and making conclusion takes a range of time.

Through classroom the observation, I found that teacher assigned the classroom task to the students. After that, students who were more advanced finished the given tasks before than the other less advanced students. At that time when the teacher started to facilitate the less advanced students, other students began the noise inside the class and teacher lose the authorities. Similarly, some students which were more advanced began to misbehave other students and teachers by using their cultural and social language. They spoke a language and performed the activities whatever they had guided in their family and society

This means students have carried various habits, attitudes and activities being based upon they are own cultural, social and family background which has been major problems that teachers face in practice of co-operative learning in heterogeneous ELT class.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The chapter consists of the major finding derived from the data analysis and interpretation, conclusion, recommendations that can be policy level, practice level and further research.

5.1 Findings

On the basis of analysis and interpretations of data, followings findings would be drawn out of the practices and effectiveness of co-operative learning in heterogeneous ELT classes.

Practice of co-operative learning in heterogeneous ELT class.

I found that, the practice of co-operative learning in heterogeneous ELT classroom is difficult but not impossible. The co-operative learning can be implemented with that help of different useful strategies. Group work and pair work learning were maximum adopted of the use of co-operative in the classroom. Furthermore, different strategies were used to develop language skills. To use co-operative learning in heterogeneous was difficult because of lack of time, physical facilities and classroom management. Co-operative learning approach could be practiced in the heterogeneous class because it can be conducted in the mutual engagement relation.

-) For students' communicative competency students practice in the class vary from brainstorming to making guess and sharing the known ideas, which for most of the times became fruitful in generating the possible solutions.
-) Think, pair share strategy used in the teaching of writing skill. The teacher gives a topic/problem/question and asks the students to answer. The students who used the think-pair-share strategy performed better in problem solution and critical thinking.

-) In co-operative learning, the class found that the teacher encouraged interaction between teacher and students and students and students. There would care of students, equal participation of the students. Group formation was the preliminary phase of using co-operative learning. groups were found with a diverse feature.
-) Forming the whole class into different groups on the basis of their levels and assigning the tasks were the next strategy to cope in a heterogeneous class. Students were very active to make the discussion on each group. Additionally, pair work also practices in co-operative learning approach.
-) Teacher used auditory quiet signal, such as clapping pattern, verbal signal and used some instruments mobile, bell etc. Similarly, teacher had been used the visual signal as well to mention the sound level, in which they use indication e.g. red for keep quiet, green for continuing the work etc.
-) The teacher provided the responsibility of each student on a group, which makes students accountable. In co-operative learning class, emphasized students' participation, expect the solution of the problem from students and group formation.
-) Electronic teaching materials were used in co-operative learning classes. Such as projector, computer, speaker, mobile was used in the classroom for group discussion. Teaching listening skill teacher use mobile. They were interested to engage on group work while using teaching materials.
-) The teacher asked questions before opening lesson and the questions were related to the previous lesson. One of the techniques of brainstorming they had regularly used writing. Where team leader had share topic with the team and team members individually write and share.
-) The teacher faced classroom management problem, lack of teaching materials, addressing all level students were the triggering problems of implementing co-operative learning in English language teaching.

Effectiveness of co-operative learning in heterogeneous ELT class.

The researchers found that the co-operative learning was very effective in heterogeneous English language class. It would be served equal opportunity for learning. It was effective to acquire students' social skill and communicative skills of language learning.

-) Teacher organized students according to their ability, participation, and level of learning into each group. All the teachers experienced that if the certain role is given to the individual students in a group that group worked efficiently and effectively in developing their communication skills.
-) It was an effective method that encouraged interaction within a diverse feature of students in which it was the best strategy for learning the language.
-) Group work made the students collaborate and co-operate each other, which helps students to learn to accept somebody else's opinion, to take the risk to speak, to develop the self-confidence, to establish the relation for learning and to generate many ideas.
-) Students involved more actively in pair works. In the pair, students shared and learned the ideas with their pair without hesitation. The communicative activities were more effective in the pair.
-) Students had taken part in interaction, communication, summarize the content, other co-operative strategies make classroom noisy than other normal method used classes. To stop unnecessary sound for an effective implementation co-operative learning in heterogeneous class teacher adopted techniques of use traffic cards to control the noise level.
-) Co-operative learning classroom, the teacher provides a response to each member of a group so that they all have to complete the certain task, which made them accountable.

-) Co-operative learning follows the spirit of positive interdependence which promotes a collaborative learning environment in which students work together, are supportive and encourage each other to learn.
-) The research finds out co-operative learning helped to develop students' social skill of language learning. Under the social skill, students were capable of, conflict management, to be a leader, decision-making skill.
-) Teaching materials had a crucial role in co-operative learning class. materials were also effective for addressing heterogeneous nature of the classroom.

5.2 Conclusions

Educators are looking for specific learning techniques to improve students' achievement and content literacy. The present study was qualitative in the practice of co-operative learning in heterogeneous ELT classes, which explored the practice and effectiveness of co-operative learning in those on mixed level classes. In this study, Purposive non-random sampling procedure was used to select the sample like schools and teachers. Similarly, in order to collect the data for this study five teachers were taken in-depth interview and I observed their classes with classroom diary.

In the case of implementing of student-centered methods in language, teaching co-operative learning was the effective teaching method. Co-operative learning method will most likely be one of the learning techniques teachers explore in an attempt to provide a learning environment conducive to higher student achievement. If teachers are going to use co-operative learning strategies to increase student achievement and content literacy, teachers must identify an effective co-operative learning strategy with attention to positive interdependence, face to face interaction, individual accountability, group formation and social skills. It was related students' socio- effective development and communicative skill and competency. Moreover, in the context of Nepal, there was language classes belong with vast diversity in terms of language, out

of school background, the mixed ability of the students etc. So co-operative learning is an effective learning approach in that in heterogeneous classes.

5.3 Recommendations

Every research study should have its recommendations in one way or another. So, this research work has also some recommendations. It was hoped that the findings as the summary and the gist as conclusions will be utilized in the following mentioned levels. The recommendations in these areas have been presented separately below:

5.3.1 Policy Related

The clear policy should be the regular provision of practical and skill-based training, seminar and workshop to all the ELT teachers that help the teachers to adapt their teaching strategies in co-operative learning classes. Similarly, secondary level English teachers should be trained and encouraged by the concerned authority or government regarding the usefulness of pair/group work, debate, group discussion, language games and motivation for teaching heterogeneous students.

There should be frequent observation and monitoring program in EFL classrooms from the authorized agencies for the teachers that help them to teach mixed ability learners. Similarly, as per the workload of teacher they should have a proper salary and extra facilities which would be motivated the teachers to give the extra time to less advanced students.

5.2.1 Practice Related

The policy is not sufficient rewards and punishment should be maintained among the teachers who perform the best delivery of subject matter and up to date with the innovations use of co-operative learning. Teachers should have well competence to deal with heterogeneous classes for those teachers should be updated with the new strategies and procedures. Teachers should be well

familiarized with different practices like language games, simple English, pair/group work in the classrooms. Teachers can carry out an action research in order to find out the usefulness of pair/group work, language games and group discussion for teaching students co-operative learning method.

5.2.2 Further Research Related

Each research has its own purpose and findings. The present study was conducted to explore the practices of co-operative learning in heterogeneous ELT classes. It is complete study itself, but it does not mean that the research drew out all possible effectiveness and strategies of implementing co-operative learning in the language class.

Further study of co-operative learning strategies may identify ways to improve not only a specific cooperative learning strategies, but may also improve how teachers implement the various co-operative learning techniques in their classroom. This research study is based on the teachers of the secondary level which other researchers can conduct research at other levels like primary, lower secondary, bachelor and master.

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Participant Information Statement

Dear Respondents,

I am Hark Bahadur Saphari M. Ed students at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. The direct class observation and in depth interview as tools of gathering information for my research entitled “**Practices of Co-operative Learning in Heterogeneous English Language Class.**”

The study is completed under the guidance and supervision of **Dr. Bal Mukanda Bhandari** professor of English Department at Tribhuvan University English Department Kirtipur Kathmandu.

This study needs interview for the data collection. Secondary level English teachers will be taken as participants. Participation in this study is completely voluntary. The finding of this study will be informed you that might be helpful for coping the various students in heterogeneous class in the use of cooperative learning. If you have any queries, you can talk me any time or supervisor or your principal.

You can keep this document with you.

Thank you for your kind cooperation.

Researcher:

Mr. Hark Bahadur Saphari

M.Ed. Fourth Semester.

Tribhuvan University

Education English Department,

Kirtipur Kathmandu, Nepal.

Contact No. 9861125060

harksaphari123@gmail.com

Informed Consent Form

Participant's Understanding

-) I read and understand the purpose of this study and value of my participation.
-) I agree to participate in this study. I understand it will be submitted in partial fulfillment of the requirement for the master's degree of education at Tribhuvan University.
-) I understand that my participation is voluntary.
-) I understand that all data collected will be limited to this use or other research related usage as authorized by Tribhuvan University.
-) I understand that all data collected will be limited to this use or other research related usage as authorized by Tribhuvan University.
-) I understand that I will not be identified by name in the final product.
-) I am aware that all records will kept confidential in the secure possession of the researcher.
-) I acknowledgement that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
-) I understand that the data I will provide will not be used to evaluate my performance any way.
-) I understand that I may withdraw from the study at any timer with no adverse repercussions.

Name of participant:

Signature:

Researcher:

Supervisor:

Date:

Appendix- 1
Interview Schedule

1. What is co-operative learning?
2. Do you use co-operative learning method in your class?
3. How do you group the students while using cooperative learning?
4. Are students interested to participate in different group work activities?
5. Is each student responsible to solve the problem in a group?
6. What is positive interdependence in cooperative learning?
7. How do students develop their social skill through the cooperative learning approach?
8. How do students develop their leadership skill through the cooperative learning approach?
9. What are the communicative strategies used by student in discussion and sharing?
10. How do you use co-operative learning more effectively in your class?
11. What stages do you follow in your class for implementing co-operative learning?
12. How do you engage students more actively in co-operative learning?
13. What do you think the disadvantages of using co-operative learning?
14. How do you manage the heterogeneous class while using co-operative learning?
15. How can you support students to manage a conflict?
16. How do students manage their individual thought in a group?
17. Do you think co-operative learning different from group learning? How?
18. What are the difficulties/ problems you have faced to use co-operative learning in your teaching?

APPENDIX 2

Classroom Observation Diary

- ❖ How do teachers practice of co-operative learning in heterogeneous classes?
 1. Interact with students.....
 2. Group formation and group dynamic.....
 3. Motivation towards learning
 4. Focus on all the students.....
 5. Differentiated instruction.....
- ❖ How do teachers deal with co-operative learning strategies and activities in the classroom?
 1. Classroom participation.....
 2. Classroom environment (noise level and movement in the class)
 3. Activity of the students
 6. Use of teaching materials.....
 4. Communication strategies.....
 5. Conflict management and decision making.....
 6. Group-work.....
 7. Teachers proficiency.....

