

MASTER'S THESIS

The application of cooperative learning in a remedial classroom in Hong Kong: a case study

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**The Application of Cooperative Learning in a
Remedial Classroom in Hong Kong –
A Case Study**

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Abstract

Previous research has recognized the valuable contribution of cooperative learning in promoting academic achievement. The study reported here explored the effects of positive interdependence and students' interaction, as principles of cooperative learning, on the students' self-esteem and motivation to learn English. The present study is a case study of 21 Secondary One low achievers who experienced firstly traditional classroom instruction and then cooperative learning over two adjacent terms. A self-report questionnaire and interviews were used to elicit students' responses at the end of the second term. Achievement was measured by pre-tests and post-tests in both terms. The findings indicate a positive perspective on the application of cooperative learning in stimulating students' participation in class. Nevertheless, an improvement of academic achievement was not obvious due to various reasons which are discussed in the report.

摘要

「合作學習」(cooperative learning)一向被認為能提昇學業成績。本個案研究旨在找出「合作學習」中兩項主要原則 – 朋輩間的相互依靠(positive interdependence)和相互作用 (students' interaction) – 對學生的自尊心和學習英語的動機有何影響。研究對象為 21 名中一低學習能力學生，研究分上下學期進行。上學期學生利用傳統「獨立學習」模式學習；下學期則採用「合作學習」模式學習。研究利用問卷調查和前後測試以測量成效。結果顯示「合作學習」能引發學生積極參與課堂活動；但其學業成績因受其他因素影響而未見顯注進步。

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