COLLABORATIVE LEARNING PRACTICES IN TEACHER EDUCATION

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Chakra Sanud

Faculty of Education,

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2018

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DECLARATION

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

Date: 20-12-2018

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This is to certify that **Mr. Chakra Sanud** has prepared this thesis entitled **Collaborative Learning Practices in Teacher Education** under my guidance and supervision.

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DEDICATION

Dedicated to

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

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I am greatly indebted to a number of people for their support and guidance throughout this work. I would like to thank God and my parents first holding me firm.

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Chakra Sanud

ABSTRACT

This study entitled "**Collaborative Learning Practices in Teacher Education**" aimed to explore practices, effectiveness and challenges of collaborative learning (CL) in teacher education (TE) through ELT Seminar and Report Witting Course. This is an ethnography research. The ten student-teachers and two teacher-educators were selected purposively from Tribhuvan University, Kathmandu district of Nepal. This study used in-depth interview, FGD and observation diary record as a tool for data collection and some related documents were reviewed for secondary data. In order to obtain required data, two teacher educators were interviewed and FGD was conducted with ten student-teachers and I observed and recorded the behaviors, practices, activities, reactions, feelings, experiences, attitude and understanding of the target community with a diary record by assimilating myself in the culture of target. After data collection, the data were coded thematically and analyzed descriptively. The finding of this study was that the collaborative learning practices (collaborative research, presentation, critical feedback, workshops, seminars and conferences) in teacher education through ELT Seminar course developed the desired personal, social and spirit of professionalism in teachers.

This thesis consists of five chapters. The first chapter contains background of the study, statement of the problem, objective, research questions, significance, delimitations of the study, and operational definitions of the key terms. The second chapter deals with the review of related theoretical and empirical literature on practices, effectiveness and challenges of collaborative learning in TE. Chapter three consists research design, population, tools, sampling procedures, sources of data, data collection and analysis procedures and ethical considerations. Forth chapter incorporates the analysis and interpretations of the data where fifth chapter includes findings, conclusions and recommendations and further research. References and appendixes are included at the end of this thesis.

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LIST OF ABBREVIATIONS

CL	Collaborative Learning
CUP	Cambridge University Press
Dr.	Doctor
ed.	Edition
EFL	English as a Foreign Language
E.g.	For example
ELT	English Language Teaching
etc	Etcetera
FGD	Focused Group Discussion
i.e.	That is
ISTE	In-service Teacher Education
M.Ed.	Master of Education
NCED	National Centre for Educational Development
No.	Number
OUP	Oxford University Press
Prof.	Professor
PST	Pre-service Teacher
PSTE	Pre-service Teacher Education
PSSTE	Pre-service Student Teacher Education
TE	Teacher Education
TT	Teacher Training
T.U.	Tribhuvan University
TUP	Tribhuvan University Press

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CHAPTER ONE

INTRODUCTION

This is a research study entitled **Collaborative Learning Practices in Teacher Education**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Numerous studies demonstrate that collaborative learning (CL) in teacher education (TE) promotes sense of professionalism, habit of think-pair-share and learn, sink and swim together attitude, team-based practices in professional development of teachers, which results better student learning outcomes, greater student retention, and more inclusive class environments than learning in isolation. According to Emily (2011), "Different researches show that collaboration can have powerful effects and collaborative interactions are characterized by shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence p"(p.41).

English language teachers in the context of Nepal, where, there is no trend of working in team and lack the feeling of professionalism can breathe no longer in teaching profession and shift their career in other sorts of jobs. This phenomenon maps towards complexity in English language teaching and low-standard English education. In this critical situation, the teacher education courses have to educate teachers how to get there where they want to go with creating thousands of opportunities and by opening the door of sustainable success regarding their teaching profession. Furthermore, it should produce capable and professional (not occupational) English teachers who can entertain to encounter the profession-related practical obstacles and challenges.

Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. Education is human-specific collaborative, intellectual, continuous and constructive process, which takes place in the contexts and becomes difficult in isolation.

Thus, TE has to create the contexts of learning by researching, sharing, caring, and healing to each other in a collaborative professional community. To educate teachers, according to Plymouth University (2011), in university, the education programme and courses have to form the bundles of opportunities, situations and environments depending upon relevancy of the discipline area and degree programme where teachers must think of each situation as equally important and relevant (p.1).

For profession-related, life-long, practical and effective collaborative contexts, Tribhuvan University of Nepal has launched a unique and special course (*ELT Seminar and Report Writing Course)* in TE. It is innovative and different from traditional course in terms of practice, contents, nature and elements.

Nunan (1988) writes

> Innovative course contains similar elements as traditional ones but the key difference between innovative and traditional curriculum development is that, in the former, the curriculum is a collaborative effort and learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught (p.2).

The currently implemented innovative TE course (*ELT Seminar and Report Writing Course)* contains the critical collaboration in its soul. In order to practice critical collaborative professionalism and to develop the personal, social and professional skills, it engages student-teachers in different

collaborative activities such as workshops, seminars, conferences, presentations, critical discussions, collaborative reading, group writing, co-research and report writing. In each platform, teachers are completely independent for learning and take full charge for their personal, social and professional growth and development. The role of the tutors is to offer a list of topics and to facilitate as an experience learner in the group. All the activities in TE aim to raise the sense of professionalism along with creating positive feelings, mutual co-operation, and attitude towards their profession (Syllabus of ELT Seminar and Report Writing Course, 2017).

1.2 Statement of the Problem

Different surveys show that, teacher education system of Nepal lacks to provide what had been expected through the courses. For example, TE courses up to M.Ed. level have lacked the practical, collaborative and professional skills. The ill-effects can be noticed of these traditional education courses i.e., they are enough to install theoretical contents but insufficient to develop sense of professionalism and trend of working in a professional community. Consequently, the English language teachers of Nepal find easier said than done to survive in their teaching career. In this case, collaborative learning culture among teachers is required to foster the feeling of professionalism.
To overcome these challenges and address the demands, Tribhuvan University of Nepal has introduced an innovative course. Collaborative learning is its core with research, report writing and presentation. It infers different platforms for collaborative learning. And it claims for developing the professional English language teachers in Nepal. Thus, it is necessary to investigate the practices, effectiveness and challenges of this course in the context of Nepal. Students' expectations, experiences, practices, perceptions, beliefs and attitude on collaborative learning process within TE course have been considered for exploration. The result of this issue can help to rethink on the policies and practices of TE courses and programmes.

1.3 Objectives of the study

This study had the following objectives:

i. To explore the practices of collaborative learning in teacher education through ELT Seminar and Report Writing course
ii. To explore the effectiveness collaborative learning for teachers' personal, social and professional skills development
iii. To explore the challenges of collaborative learning in the context of Nepal

1.4 Research Questions

This present study had the following research questions:

i. How does Tribhuvan University of Nepal practice collaborative learning in English language teacher education?
ii. What is the effectiveness of collaborative learning in teacher education?
iii. What are the challenges of collaborative learning practices in teacher education in the context of Nepal?

1.5 Significance of the Study

Several programmes and courses have been practiced in teacher education from intermediate to higher level but the quality of teacher has not improved as it is desired. Many research works also conducted on the issue but no research has found to explore where the root problems are and how they can be eradicated.

This study has the significance to assess about what sorts of courses are needy and what is and what will be effective in teacher education for their personal, social and professional development. It will outline on the practices that help to gear up pre-service student-teachers' confidence, imagination, knowledge, tolerance, expression power, reasoning power and team spirit along with fostering the sense of collaboration among them.

The findings of the study will prominently be beneficial for the teachers' educators, curriculum designers, teacher trainers, material designers, language experts, teachers, student-teachers, instructors, researchers who want to lunch, practice, and explore the collaborative learning in their fields. Therefore, it will be significant to stakeholders, right holders, teacher trainers and educators who are directly and indirectly involved in related to this field.

1.6 Delimitations of the Study

i. The study was limited to investigate the collaborative learning practices in teacher education through ELT Seminar and Report Writing Course.
ii. The study was limited to Tribhuvan University, Kathmandu, Nepal.
iii. The study had followed purposive non-random sampling procedure.
iv. This study was delimited to twelve participants (two teacher-educator and ten student teachers).
v. This study was delimited to the data collected through in-depth interview and focused group discussion, observation and diary writing.
vi. A full semester was observed.

1.7 Operational Definition of the Key Terms

Collaborative learning (CL): it is such a learning context in which the students are engaged in different collaborative activities such as: group work, pair work, networking, research group, reading group, writing group, learning support group, and presentation group.

Development: An extension of the theoretical or practical aspects of a concept, design, discovering or invention.

EFL pre-service student teachers: the learners who are enrolled in English Education under the faculty of Education to become a competent and commanding English teacher with learning the advanced content knowledge, pedagogical expertise, and professional skills.

ELT Seminar course: a special teacher education course designed for the higher level students who are supposed to be the successful teachers in future. It is known as ELT seminar and Report writing course in TU. It has built on the triangulation such as Research, collaboration, and writing and presentation. It is practical in its nature and supports to personal, social and processional qualities in teachers.

Opportunity: the chance created due to positive environment and due to the course

Practice: Teacher-educators' attempts for implementing ELT seminar course in order to develop collaborative learning and professionalism in teachers.

Professional Development: It includes all formal and informal activities the teachers do or receive for the in-service professional growth. It refers to the continuous learning of teachers that focuses on improving classroom practice and increasing students learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of study consists of review of the theoretical literature related to collaborative learning practices in teacher education, review of the empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

The key concepts related to my study such as collaborative learning, teacher education, special course in teacher education, collaborative learning in teacher education, collaborative learning practices its effectiveness and challenges in teacher education and suggestions to improve the teacher education courses have been reviewed below.

2.1.1 Collaborative Learning (CL)

Collaborative learning (CL) is also called cooperative learning, team learning, and peer teaching/peer learning, study groups, group support study and learning in a professional community or in a co-operative environment. It is a way of learning in a team together being individually accountable to achieve their common goal. It is the context for teachers to explore a significant question and a meaningful project. Roschelle and Teasley (1995, p. 2) define collaboration more specifically as "mutual engagement of participants in a coordinated effort to solve a problem together". This view infers that CL is a methodology to raise the team spirit and professional unity among the teachers.

In this regard, Gokhale (1995) states

> "CL is the grouping and pairing of learners for the purpose of achieving a learning goal, has been widely researched and advocated; the term CL

> refers to an instruction method in which learners at various performances work together in small groups toward a common goal".

According to him, every individual in CL is accountable for each other's' learning and success. In this process the spirit of working together a community in order to accomplish their shared goal where all members must cooperate to complete the task and each member is a responsible or accountable part to complete the final outcome or the desired goal.

In this regard, Smith and McGregor (1992, p.2) have defined

> Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually students are working in groups of two or more, mutually searching for understanding, solutions or meanings, or creating a product. Collaborative learning activities vary widely, but most centre on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

Thus, it is a successful platform in which each student has an opportunity to learn from each other that have of different levels and of ability in different ways but common goal. They use a variety of learning activities such as interact in pairs or groups to share knowledge and experiences which ensure to improve their level of attitude, skill, knowledge and understanding. Each member of a team is responsible not only for learning what is taught but also it is supposed to develop the social skills like listening, taking turn, contributing, reaching a consensus, encouraging, and cooperating. They do put hands on hands and shoulders on shoulders to solve their problems which are related to their common professional goal.

Similarly, we can add the view of Wenger (2001),

> In collaborative learning, a group of people who share a concern, a set of problems, or passion about a topic, which deepen their knowledge and expertise in this area by interacting on an ongoing basis. It means in the collaborative learning there must be the senses of shared common vision and professionalism. For this there is need of supportive environment and a good collaborative culture.

Carefully structured collaborative learning ensures to provide the context in which the students are cognitively, physically, emotionally, and psychologically actively involved in constructing their own knowledge and is an important step in changing the passive and impersonal character of many college classrooms. In addition, it teaches to respect and use of the individual differences having mutual understanding in learning. It provides opportunities for personal feedback to develop self-esteem and encourages active involvement. It motivates to be responsible for own constructive learning and self-development. It makes the participants able to solve group conflicts and share their experience to develop social and professional skills.

To discuss the importance of collaborative learning we can draw on Johnson and Johnson (1990, p.2). According to them, collaborative learning is a relationship in a group of students requires the five elements of collaborative learning: i) positive interdependence (a sense of sink or swim together), ii) face-to-face promotive interaction, iii) individual accountability (each of us has to contribute and learn), iv) interpersonal skills (communication, trust, leadership, decision making, and v) conflict resolution and group processing(reflecting on how well the team is functioning and how to function even better).

2.1.2. Teacher Education (TE)

Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. Regarding the necessity of teacher education, the American Commission on Teacher Education (2013) rightly observes,

> "The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."

Thus, the quality and extent of national progress is determined primarily by teachers' intellectual leadership in the kingdom with his/her excellent competencies, expertise and motivation to the citizens. But the quality of teachers depends upon those teacher education programmes which are accountable for preparing student teachers adequately for the teaching profession. Teacher education is held responsible for preparing teachers with the background of collaborative learning and the actual implementation of it in practice (Cohen et al., 2004). In the reference of Nepal, teacher education started as early as 1948. The Formal initiation of pre-service teacher education started in Nepal after the establishment of College of Education in 1956. So, teacher education has started in Nepal from early gurukul system.

According to Dunking (1987). "Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process." The nature teacher education differs based on the stages, requirements and specialization.

2.1.2.1 Pre-Service Teacher Education (PTE)

Pre-service teacher education refers to the programmes which are designed to prepare the competent teachers for up-coming days. In the context of Nepal pre-service teacher are trained firstly through general academic courses (i.e., the courses up to M.Ed. level), secondly pre-service teacher training and licensing. In briefly these are reviewed below:

General Courses: Concerning the personal, social and professional growth of pre-service teacher, Faculty of Education Nepal has adopted and implemented various sorts of general and theoretical courses in order to train, educate and qualify pre-service student teachers. From the many decades, this trend has been continued. Academic courses such as ELT methods and materials, SLA, linguistics, phonetics, literature, criticisms, communication, psychology, philosophy, instructional pedagogy, and other all the teacher education courses have been supposed to foster their upward mobility of teaching profession but teachers of Nepal are over-loaded with theoretical knowledge and they do not have the spirit of tailor-made skills and practicality to solve the concrete problems in their diverse classroom settings in this competitive ELT world. It means that the general theoretical courses exercised in colleges and universities are being unable to develop the sense of professionalism, and sense of professional community among teachers.

Consequently, they do not form the habit of working together in a team and instead of co-operating, they do blame to each other for their mistakes and educational downfall. In more, senior and experienced teachers do have their proud on being experienced and novice or new teachers do have their ego on being fresh and energized with recent academic degree. However, English language teaching in the context of Nepal has been facing numbers of challenges in terms of collaboration, professionalism, curriculum, textbooks, methodologies and use of teaching resources at both schools and college levels. Importantly, there is not any extensive study of English Language Teaching (ELT) or English for Specific Purposes (ESP) to address the existing problems

of English learning in Nepal. (Bhattarai and Gautam, 2008). Due to this, the ELT in Nepal is still in a miserable situation. The teachers of Nepal are searching and waiting for a new dawn in teacher education yet.

Pre-service Teachers Training:

None can get direct recruitment in a teacher after completion of academic degree. To be a teacher, 10 month pre-service training, teaching license plus one should pass the TSC exam nowadays.

Pre-service teacher training programme is for those, who are not directly involved in teaching, but aspire to be a teacher in near future. This training is conducted by Private Primary Teacher Training Centers (PPTTCs), affiliated to NCED. There are around 146 such centers at present. This training programme is divided into two semesters:

a. First Semester (5 months)

b. Second Semester (5 months)

Teacher Training in Nepal should encompass telecommunications, satellite access, networking, the internet, video-conferencing and digital components as well as optical technology. These technologies will permit the 21st century teacher in the 21st century classroom feel comfortable and teach effectively and efficiently. (Shukla, 2012). However, many decades passed by having the same route but the burning issues regarding the teacher education remained same. No attempt is remain powerful to bring drastic change in the sector of teacher education in the context of Nepal. In this hard situation, education staffs of Nepal are in the search of special and diagnostic programs to bridge the gap between theory and practice.

2.1.2.2 In-Service Teacher Education (ITE)

In service education, in the context of Nepal includes the training and workshops that are conducted as weekly trainings, monthly trainings and causal trainings.

In-Service Teacher Training:

In-service training programme is for those teachers, who are involved in teaching, especially in the public schools. Different sorts of teacher training modules have been practiced in in-service teacher training programme. According to NCED. (2006), the teacher should pass through the following three packages programme:

a. Basic Teacher Training Programme - First Phase (330 Hours)

b. Teacher Training - Second Phase (660 Hours): Distance Education/Open Learning Division delivers this package through distance mode.

c. Teacher Training -Third Phase (330 Hours)

Most of the studies show that the in-service education scenario in the context of Nepal is limit in training and that is not effective and results failure in students achievement. The in-service teachers usually attend the trainings just for getting certificates, allowance, and they are not motivated to take part in workshops, seminars and conferences without allowance. It does not mean to say that all trainings and in-service teachers are the same. Some training are very effective but the knowledge and skills gained from training remain dead due to different variables in the live classroom set.

In this regard, Subedi (2015) states

> "Available literature on teacher training indicates that the contribution of training can be assessed at least on six dimensions- quality, access,

> equity, efficiency, teacher development and overall school development. Studies conducted in the area of teacher training or teacher professional development in the context of Nepal are also evident of lack of sufficient transfer of knowledge and skills from training to workplace. There are several factors facilitating or inhibiting the extent of such transfer".

There is only one way of getting education for the in-service teachers that is training and it is insufficient to motivate and enlarge their minds. Consequently, they lack the sense of professionalism which causes lack of self-awareness, self-management, self-learning, self- reflection and collaboration. In fact, the teacher education remained failure to cope teachers' professional related challenging and issue. Thus, teacher education in Nepal is still seeking for the course which could make a teacher an accountable, professional, critical, reasonable and responsible practitioner.

2.1.3 Collaborative Learning in Teacher Education

Based on Dolmans et al. (2003), we can state that pre-service teachers who attach less importance to CL for their own learning process are expected to find CL also less valuable for their pupils. Different studies showed that the integration of CL in pre-service teacher education has a positive influence on student teachers' intentions to implement CL in their own classrooms (Veenman et al., 2002), it may be important to guarantee positive experiences with CL in teacher education (Abrami et al., 2004).

Collaborative learning is broadly defined as "a situation in which two or more people learn or attempt to learn something together," and more specifically as joint problem solving (Dillenbourg, 1999, p. 1). Researchers, Cochran-Smith and Zeichner (2005) contend that to be effective in collaborative work, teachers need opportunities to practice and learn about shared decision-making,

communication, and planning. McDaniel and Colarulli (1997) reviewed the team coordination model that results in increased curricular coherence for students, which stimulates learning across the disciplines and can motivate students to learn by associating with peers. The significance of CL in teacher education cannot be explained in limit points. Without collaboration no teacher can get success in his or her professional career. We can infer the different benefits of CL to describe its importance.

2.1.4 Benefits of Collaborative Learning in Teacher Education

There are many benefits of collaborative learning in teacher education. In this regard, Brown and Lara (2011) cite Johnsons (2009) that say; there are three ways when individuals take action in relation to the actions of the others. One's actions may promote the success of others, obstruct the success of others, or not have any effect at all on the success or failure of others. In other words, individuals may be doing the three functions: i) Working together cooperatively to accomplish shared learning goals; ii) Working against each other (competitively) to achieve a goal that only one or a few can attain; iii)Working by oneself (individualistically) to accomplish goals unrelated to the goals of others. The researcher infers that collaborative learning makes the teachers to realize that each individual's accountability and responsibility cause as a remarkable effect on common goal accomplishment.

Johnsons (1989) and Pantiz (1999) list over 50 benefits for CL. Laal, M. (2011, p.p. 487-89) .summarizes them into four major categories of; social, psychological, academic and assessment, as in following:

a. Social benefits;

Collaborative learning helps teachers to develop a social support system for learners by developing learning communities. It leads to build up diversity understanding among students and staff by establishing a positive atmosphere for modeling and practicing cooperation.

b. Psychological benefits;

Collaborative learning reduces anxiety by increasing co-operation among the participants in a professional community. Collaborative learning emphasizes student-centered instruction which increases students' self-esteem and develops positive attitudes towards their profession.

c. Academic benefits;

Collaborative learning promotes critical thinking skills by involving students actively in the learning process, research and presentation. The classroom results are improved with different collaborative activities. Collaborative learning helps in problem solving by using modeling students techniques. A professional group can be personalized in order to gear up the learning. Thus, CL is especially helpful in motivating students in specific curriculum

d. Alternate student and teacher assessment techniques;

Collaborative teaching techniques utilize a variety of assessments for example group research, group reading and writing.

Collaborative Learning promotes positive societal responses to problems and fosters a supportive environment within which to manage conflict resolution (Johnson and Johnson1990). Similarly, in this regard, Laal(2011, p. 488) states;

> A natural tendency to socialize with the students on a professional level is created by CL. Students often have difficulties outside of class. Openings them can lead to a discussion of these problems by the teacher and student in a nonthreatening way and additional support from other student services units in such areas can be a beneficial by-product.

Explaining the benefit of the collaborative learning; Laal (2011, p. 488) cite Bean (1996) that say; A significant benefit of CL is regarding to the groups

operating together long enough during a course. The people in teams will get to know each other and extend their activities outside of class. Students will contact each other to get help with questions or problems they are having, and they will often continue their communications in later terms.
The importance and benefit of the collaborative learning in the educational sector cannot be reviewed in few words. Many research works have proved that collaborative learning is beneficial.

2.1.5 Rays of Special Course in Teacher Education in Nepal

Contemporary competitive ELT world demands to upgrade the standards of teachers. Thus, many universities of the worlds have been adopting different special, practical and innovative courses in teacher education program to increase teachers' flexibility, sustainability and adaptability. It has been explored that in the comparison of practical knowledge, the theoretical knowledge about pedagogies and curriculum are less supportive in the live classroom contexts.

In the context of Nepal, the vast growing heterogeneity and diversity in ELT classroom have been crafting the complexity in teaching profession. In this hard situation, for teachers' professional growth and stability Nepalese teacher education has addressed an innovative and practical course i.e. *ELT Seminar and Report Writing Course (2017).*

2.1.6 The ELT Seminar Course: Special Course for CL

The ELT Seminar Course is the vehicle where collaboration, research and presentation are its engines. Collaborative activities are its essential parts. This course has been tailored by Tribhuvan University of Nepal in the current mainstream of teacher education. Different collaborative practices, research, workshops, group works, and seminars have been emphasized. It is a seminar course with collaboration, research and presentations.

Seminar is a special time for a unique intellectual activity to exchange of ideas focusing on a text and is aimed primarily at getting a deeper understanding of that text (Harnish, 1995, p.1). Collaborative (team) Learning is in its core as a heart. Seminar is a community of professional intellectuals'; networking to share their ideas on different local and global issues that can create the best space for learning by participating in presentation, discussions and reflection. Seminar course is an advanced technique to make the learners share, care and learn from each other in an intellectual, professional or educational team.

Harnish (1995) says

> A seminar brings together an interested group of learners who have done some preparation, including having read, thought about and written about a particularly good book. This solitary preparation should include marking the text for interesting passages, reviewing those sections, organizing one's thoughts on paper and producing significant questions that need to be explored (p.1).

Seminar is a typical and special practice where the participants assemble to share their innovative and unique ideas with references and resources after conducting researches related to their common profession. This is considered the contributing style of participation. According to Malik (2011), "The seminar is multidisciplinary, academically oriented community integration where a variety of experiential factors are considered important in predicting persistence among college students". It infers that seminars consist of various skills, interpersonal communication exercises, interaction with faculty outside class, student support services, organizations and clubs, library services, behavioral issues, stress management, depression, sexual harassment, and so on.

According to Keup (2012), the seminar course is an academically challenging course that would engage students in the intellectual life of the university at the very beginning of their college careers where students and faculty could explore significant readings and big questions together in a lively classroom community inspired its design. Plymouth University (2011) has stated that, at UK and Australian universities, seminars are often used for all years. The idea behind the seminar system is to familiarize students more extensively with the methodology of their chosen subject and allow them to interact with example often practical problems that occur during research work.

Plymouth University (2011) has mentioned,

> 'Seminars are a great opportunity for you to practice a number of essential academic and professional skills, such as: discussing your subject with clarity; arguing logically and tactfully; listening to different points of view; making considered criticisms and comments; and, expressing your opinions and identifying the evidence upon which they are based. As such they offer a great environment for you to develop and hone skills that will be very valuable now and in the future.' Thus, a successful seminar is a collective process, in which the whole group participates and contributes, whether this is through open discussion, researching or presenting information. (P.3-4)

The literature infers that the ELT seminar courses are very special and essential for ELT learners and instructors in the competitive and advanced age. Seminars are the intellectual contexts where the teachers get the opportunities to learn about different local and global issues. Seminars in teacher education help to upgrade and update teachers with their personal, social and professional growth.

2.1.7 ELT Seminar Course in Pre-service Teacher Education in TU

Pre-service student teachers are those persons who are enrolled in the Faculty of Education or in college and university in order to learn different pedagogic expertise, practical content knowledge under the facilitations of certified expert educators.

According to the syllabus of ELT Seminar and Report Writing course (2017), *ELT Seminar Course* is fully student-centered practical course in which teachers come up with numerous ideas and issues to take part in different collaborative activities in a friendly environment. It helps to get ideas to solve and minimize the challenges collectively. This course aims to develop personal, social and professional skills of individual in a team. This course is mainly based on the three bases such as collaboration, research, writing and presentation. The objectives of the ELT seminar and Report writing course are: i) to familiarize students with the basic concepts of ELT seminars; ii) to help them to explore the issues in English language teaching in Nepal and beyond; iii) to support them preparing seminar paper; iv) to engage them in seminar presentations and discussion on the key ELT issues; and v) to enable them to write seminar report

Six components and stages have been developed in order to systematize the course in its implementation level. It requires a grand plan and strategy in its implement phase. Phyak and Ojha (2017) have mentioned the six components to instruct the ELT Seminar students. They are discussed as:

a. Input session and preliminary discussion (9 days)

In the first session (input session), the students are provided with research articles/book chapters and they are expected to discuss on the key issue found in the articles/book chapters. Each student is expected to read the article deeply or critically before taking part in the discussion into the seminar class. The readings are assigned for taking part in the discussion along with some critical question that may contribute the classroom discussion and develop the critical

thinking skills. Thus, in this teacher-led input session, the tutors give a brief synopsis and play the role of friendly environment creator for discussion.

b. Student-led discussion and issue selection session (10 days)

In the second session (student-led discussion), students are engaged in readings and presenting articles for class discussion. This is a student-led small group based learning situations, where students work in-group of 2-3 members. They are supposed to decide their role and responsibility by themselves. The students are supposed to present the article incorporating major research questions, theories, methods, major findings and key arguments in their presentations. After the completion of their presentation, they will get critical comments and feedback from their friends and instructors to recognize strengths and weakness. Moreover, in this phase, the students are expected to be able to select or decide one specific issue for their own research study.

c. Research and writing paper (20 days)

In the third phase (research and writing paper), students are supposed to develop a concept paper (a mini-proposal) including basic research theories, issue/questions and methods in a group of 2-3 and present it for feedback. The role of instructor is that of a facilitator, supporter, resource person and intimate friend to create non -threatening environment for collaborative work. They engage students in writing seminar paper in group and pair by providing guidelines, relevant materials and feedback. In this stage, students go to the field for data collection. And the instructors organize the meeting for sharing the students' field works experience. After that, the instructor will provide some guidelines and feedback on the basis of their experience. There will not be any regular classes but the meetings are scheduled and scaffolding contacts (real or virtual) between instructors and students are continuing in the phase. At the end of this stage, the students should develop a seminar paper according to prescribed format.

d. Organizing a seminar or conference

In the fourth phase (organizing a conference), students organize the conference and present their seminar papers. For this purpose, the students form a committee to plan and organize a 2-3 days conference. Teachers, scholars, professors, researchers, lecturers, readers, administrators, guests, and representatives from different colleges and universities are invited in this phase. The student- teachers get grand opportunity to take part in the mass seminar presentation. It is mandatory for all students to present their papers in this conference. The instructors play the role of advisors who advise students in need and indeed.

e. Writing a reflection report

In the fifth phase (writing report), report writing is one of the major component of this course. Thus, the students should write it. The instructors provide the guidelines for writing report in this phase.

f. Publication of proceedings (optional)

In the last phase (publication of the proceedings), the blog will be created where the summary of the papers will be published.

This literature infers that, in teacher education, this course is expected to function as a special course to arouse the sense of professionalism along with developing personal, social and professional skills and qualities in teachers. In addition, it is supposed to train and transfer pre-service student teachers as a critical practitioner with collaborative learning habit.

2.1.8 CL in Teacher Education through ELT Seminar Course

Collaborative learning is a part of effective teaching where teaching is the special profession that gives rise to all other professions (Rayamajhi, 2018). It includes numbers of intellectual, practical, interactive, cognitive, meta-cognitive, critical and social activities and techniques.

In this regard, Emily (2011) states:

> Collaboration is linked to a number of important educational outcomes, including critical thinking, met cognition, and motivation. Collaborative learning structures are argued to spur development of critical thinking, to the extent that they stimulate cognitive conflict and disequilibrium. Likewise, students with strong critical thinking skills and dispositions, including the ability to consider multiple perspectives, may be better collaborators (p.41).

The teacher education must include collaborative and multidisciplinary approach to make a teacher as the best professional one. For this purpose, in this course teachers get exposures in the following multiple practical, collaborative and intellectual activities.

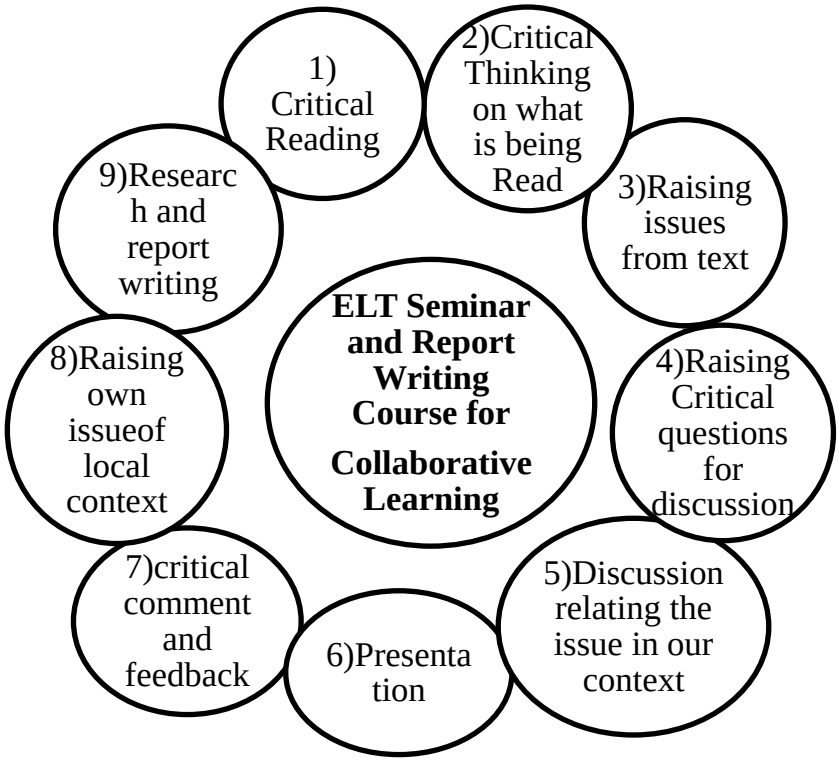

Figure: 1 (Cycle Followed by ELT Seminar and Report Writing Course
Phyak and Ojha (2017)

The aforementioned activities cycle (fig.1) is for promoting collaborative learning in teacher education. These all activities include a wide variety of standard level educational methods which are appropriate for different group sizes to accomplish the desired professional objectives and goals.

2.1.8.1 Critical and Collaborative Reading in Teacher Education

Reading is not just barking over the words or texts. It requires deep understanding. For deep comprehension, there is need of group interaction, critical and discussion on the particular texts. Collaborating with different ways of studying, analyzing, synthesizing and understandings in TE makes reading effective. National Reading Panel (NICHD, 2000) has suggested that teaching a combination of reading comprehension techniques is highly effective in helping students recall information, generate questions, and summarize texts.

Similarly, in this regard, (OECD, 2000, p. 18) states, "Understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society". Tribhuvan University of Nepal focuses critical and collaborative readings in the co-operative environment. More heads and more ideas on the particular texts make reading more critical and comprehensive. Understanding of high-level research-based texts requires critical thinking and group discussion. In this regard, Goldenberg (1992, p. 317) states, Discussion-based guided reading lessons are "geared toward creating richly textured opportunities for students' conceptual and linguistic development"

Group reading trend in Nepal had been started late 18th century along with the Gurukul education system where different students were categorized into different reading groups for their study. However, the reading groups, which have been in present practice, are different from them (traditional reading groups) or system.

In this regard, according to the review conducted by Barr and Dreeben (1991):

> As traditionally practiced, small-group reading instruction had some drawbacks, for example: the rigidity of groups that followed an unchanging sequence of core texts (Hiebert, 1983; Good and Marshall, 1984); less instruction in critical thinking provided to lower-progress groups (Allington, 1983; Allington and McGill-Franzen, 1989); negative effects on confidence and self-esteem; and the use of many workbook pages as the materials market grew (Barr and Dreeben, 1991).

Modern reading groups are more advanced than the traditional ones. In this regard, Slavin (1987) states, "Students also have access to interesting texts with age-appropriate content, and they benefit from participating in conversations about the texts. In the process, they build comprehension and vocabulary." Reading group engages them cognitively with course content with the support of peers or groups. It can help to develop the ability to think, share, monitor about involves complex cognitive and affective process. Reading comprehension [is] the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading (*RAND*, 2002, p. 11).

Freeman et al. (2014) reviewed numerous studies and found that active learning in face-to-face classrooms promotes better student learning outcomes, greater student retention, and more inclusive class environments than does lecture alone. It means that active learning approaches often involve students working in groups. In the context of Nepalese TE, one of the ways of working in team is the collaborative critical reading which familiarizes teachers with vocabulary, text-structure, paraphrasing style, research elements, accuracy and fluency. It enables teachers to construct similar sorts of texts.

2.1.8.2 Presentation and Critical Feedback Practices in TE

A presentation is a systematic structured formal way of delivering message, information and ideas in a clear and comprehensible way. Presentation is the basic element of teacher education because it can educate teachers how to bring and present a vast range of content including texture, pictures, tables, diagrams, photographs and video into the classroom or workstation within limit time with the best techniques in order to meet the objectives of the curriculum.

Presentations arousing critical thinking are very important techniques to learn by doing, sharing and persuading. Ability to present appreciative and a well-ordered presentation is a part of teachers' professional development. Teacher education in the context of Nepal has emphasized pair and group presentations within ELT Seminar programme.

The pre-service student teachers get exposure to develop their critical ideas for seminar presentation by observing and reviewing many more live peer-presentations or group presentations in the workshops and classroom. They also get feedback and critical comments from other participants and from instructors. It also helps to explore the rooms for improvements. The feedbacks and critical comments work as their mirror and map for looking at self and self-presentation from the others' views.

2.1.8.3 Collaborative (Group) Writing Practices in TE

Writing is the thumbprint of the writer and no two individual has same style of expressing, analyzing and presenting the ideas. Collaborative writing group practices in TE create the environment to share unique styles, vocabulary, language structures, argumentation, and sources among writers. It is a professional exercise that assists to another's text production, language and argumentation with feedback and critical comments. It is very essential to determine the size of the writing group. The size of the writing group should be considerable where each individual should get space to express their ideas. It

can include three to six writers from the same professionalism. In this regard, Copenhagen University (2010) states:

> A writing group in this context consists of three to six writers with a common academic background. Each member of the group writes his/her own text, and the group meets regularly to give each other professional and useful feedback on each other's unfinished texts. A typical writing group consists of four to five writers. A group of three persons is vulnerable to absence and dropout. A group of six persons involves more preparation for the meetings and requires extra meeting discipline and management (2010, p. 7).

Furthermore, in the regard of criticism in writings, Elbow (1981, p.238) states,

> "Most people experience feedback as painful, however they get it. After all, getting feedback on an early draft usually means getting criticized before you've had a chance to make your piece as good as you can make it. But getting feedback on a final draft feels even worse because you're usually getting criticized for your very best work, and besides, you are so tired of working on it by now that you can't even bear to look at it anymore"

Many researches show that there are many advantages of the writing group. Writing-group researchers have found the following advantages of participating in a writing group: Increased output (Lee and Boud 2003); Increased motivation (Murray 2001); Less feeling of isolation (Aitchison 2003); and Increased confidence (Badley 2008). Due to numerous advantages of practicing writing groups, TU of Nepal has made it an inevitable in TE.

2.1.8.4 Collaborative Research Practices in Teacher Education

Teacher is an intellectual person who has always the hunger of knowledge and runs in the quest of knowledge in every moment and context. The process of searching, finding and sharing the knowledge in order to solve the existed problems is research. In this regard, Ojha and Bhandari (2013) state, research promotes and enhances human understanding that helps to resolve problems at hand. Research is an inevitable part of teacher education because teaching job is full of challenges and problems along with areas for research as well.

Collaborative research practices in teacher education help candidates to navigate the complexity of practice and theory. Traditionally, teacher education has not focused on research methods; however, recent efforts to transform pre-service education and professional development have changed to incorporate teacher inquiry (Cochran-Smith and Lytle, 2001, 2009; Zeichner, 2003 cited by Christianakis, 2010). Teacher research has the power to improve how prospective teachers learn information about both teaching, as well as transform how they are mentored into the profession (Christianakis, 2010).

Collaborative teacher research can enrich teacher education (e.g. Cochran-Smith and Lytle, 1999; Levin and Rock, 2003; Loughran, Hamilton, LaBoskey, and Russell, 2004; Goswami and Stillman, 1987 cited by Christianakis, 2010). Collaborative teacher research provides a way for teachers to participate in examination of classrooms and schools in order to shape policies, as well as bridge the divide between teachers, academics, and statehouses (Rust and Meyers, 2003). If teachers, student teachers, and academics can begin to see themselves as collaborators engaged in educational research, the scholarship produced on teaching and learning can reflect a wider array of voices, ideas, and perspectives (Christianakis, 2010). Christianakis highlights that how the collaborative approaches, both in pre-service and in-service teacher education, help to transform practice and research, as well as how it bridges epistemic divides between academics and practitioners.

Levin and Rock (2003), who studied five pairs of pre-service teachers and their respective mentors, for instance, found that collaborative research helped build both pedagogical and mentoring relationship. Despite the challenges in collaborative research, Levin and Rock (ibid) found that pre-service teachers tended to do more of the data collection and write up work. As a result, they point out that collaborative action research in pre-service work requires attention to training, ownership, autonomy, and support.

Christianakis, (2010) concludes that,

> "If teacher education is to empower future teachers as powerful stakeholders in both educational research and in production of the professional knowledge base of teaching, then certification programs must move beyond simply educating teachers to implement the standards and assessments their districts provide them. Teacher certification programs should seek to establish opportunities for teacher research with experienced teacher mentors, administrators, and academics".

Practice of collaborative research in teaching and learning field is an effective and essential ongoing process for teachers overall development. It makes teacher stronger to deal with the burning issues with excellence. In the context of Nepal, the trend of practicing collaborative research in teacher education has been introduced by ELT Seminar and Report Writing Course (2016-17). Research, in this teacher education course is a systematic, scientific, controlled investigation for the search of knowledge in order to solve different unknown problems or issues in the sector of ELT. The research is often collaborative in its nature because all the ELT practitioners, learners, trainers do have the common problems to solve and common mission to achieve.

2.1.8.5 Report Writing and Presentation in Teacher Education

A report is a systematically written form of research work including facts, evidences, findings and a set of conclusions. Report writing is an indispensable part in teacher education course. It is essential in teachers' career as a professional practice, which promotes teachers' ability and writing skills such as structuring, clustering, analyzing and synthesizing the information. It helps teacher to introduce self to the readers. In the career ladder, based on writing, examiners decide for teachers' promotion.

Thus, the teacher requires the skill of how to write concise, accurate and logically structured reports in their professional career. So that, the purpose of introducing report writing in teacher education at university context is to make teachers self-reliant report writer in the workplace and working institutions.

Similarly, paper presentation is another teacher learning process which makes teachers learnt how to give effective and impressive presentation and how to handle the mass. It familiarizes teachers with the culture of workshops, trainings, seminars and conferences.

In this regard, World Haptics Conference (2018),

> Paper comprehension and presentation are important skills for research and development, and paper presentations will introduce the class to a wide variety of hepatic systems. Each team will give a 25-minute paper presentation/activity (10-minute talk, 5-minute Q and A, 10-minute activity) to the class. The timing may be updated depending on the number of teams.

Presentation is essence in teacher education because teachers' life ladder is full of steps made up of presentation; the presentation can be in classroom, in a workshop, in a grand seminar and conference.

2.2 Review of Empirical Literature

Every new task needs the knowledge of previous background which can help and direct to each the new target for finding out new things or ideas. Many articles, reports, and books have been written on the selected area but there is very little research works have been carried out on the issue that I have selected, in the department of Education of TU. Thus, some of the previous research works have been reviewed below:

Johnson et al (1981) conducted a research on the topic "Effects of Cooperative, Competitive, and Individualistic Goal Structures on Achievement: A Meta-Analysis." Johnson et al. reviewed 122 studies in order to analyze the effects of cooperative learning on academic achievement and analyzed the effect of learning goal structures of cooperative, competitive, and individualistic learning on students' academic achievements. The results of the meta-analysis showed that cooperative learning promoted higher achievement than competitive and individualistic learning.

Webb (1991) carried out research on "Task-related verbal interaction and mathematical learning in small groups". She collected evidence on the types of student interactions that occurred during collaborative learning. She meta-analyzed 17 studies of how collaborative or cooperative learning structures affected student learning outcomes in math. She found that content-related explanations positively and significantly correlated with subsequent math achievement in a majority of studies, with partial correlations ranging from 0.07–0.53. Thus, the effect of collaborative learning on student achievement depends on the quality of the interactions. Verbal disagreements among students were found to have a U-shaped relationship with achievement, suggesting that either very low or very high levels of verbal disagreement tend to diminish subsequent achievement, whereas a moderate amount of such disagreements improves subsequent math performance.

Mercer (1996) carried out a research on 'The quality of talk in children's collaborative activity in the classroom.' As his research tool, he recorded around 60 hours of classroom talk with 50 children between the ages of 5 and 13 while they worked in small groups on collaborative tasks. He categorized student talk into three types: disputation talk, cumulative talk, and exploratory talk. Disputation talk is characterized by disagreement and individualized decision-making, with few attempts to pool resources, or to offer or accept constructive criticism. Typically, this type of interaction is exemplified by short exchanges consisting of assertions and counter-assertions. In cumulative talk, speakers build positively but uncritically on what the other has said. This type of interaction is characterized by repetitions, confirmations, and elaborations. Finally, exploratory talk is when partners engage critically but constructively with one another. Students engaging in such talk offer statements and suggestions for joint consideration. These may be challenged, but all arguments are justified and reasons are provided.

Bass (2005) used a qualitative method to conduct a longitudinal case study analysis of faculty at the University of North Dakota who developed and taught an interdepartmental, trans-disciplinary, pre-service early intervention course. Multiple sources of data included student and faculty interviews, journal entries of students, course evaluations, faculty meeting notes, faculty written communications, and the researcher's notes and reflections. The positive themes overcame the negatives or barriers: opportunity to be creative, positive outcomes, open communications, and a sense of fulfillment. In fact, Bass concludes, the strong commitment, even a passion for the course model and content, seems to have generated an internal self-sustaining support system for the team members, both professionally and personally.

Khanal (2008) carried out a research on "Collaborative Learning for Students' Speaking Skill." The objective of the study was to identify the attitude of English language teacher towards the collaborative learning. In order to carry out this research, the researcher selected 20 high school English teachers from

Pokhara valley and 20 high school English teachers from Kathmandu valley by using non-random judgmental sampling procedure. She used both primary and secondary source for data collection. The findings of the study showed that collaborative learning techniques were of effective ad meaningful for students' speaking skills.

Adhikari (2010) carried out his research study on the topic "Collaborative Learning for Teachers' Professional Development". The objective of this study was to find out the attitude of secondary level English teachers towards collaborative learning and the school environment available to them for learning and practicing collaboratively. The researcher collected the data from forty secondary English language teachers' from Phokhra and Kathmandu valley. The major finding of this study was almost all the secondary English teachers have positive attitude towards the collaborative learning and majority of them provided with a supportive and favorable environment for the collaborative learning within their institution.

Dangichhetri (2015) accomplished a survey on "Co-operative Learning: Perception of Bachelor Level Students." The main purpose of the study was to explore the view of Bachelor level students on co-operative learning. He had selected 40 students third year bachelor level in education English students in different colleges in Bajura district. He used purposive non- random sampling procedures. The research design was survey and questionnaire was the data collection tool. The finding of the study showed that the students had a positive perception of co-operative learning and students' favors method in teaching and learning ELT.

Roka (2017) carried out experimental research on "Effectiveness of Co-operative Learning in Developing Vocabulary." The objective of the study was to find the effectiveness of co-operative learning to develop vocabulary. Researcher selected 34 students by using purposive non-random sampling procedures from Shree Jana Jagriti Secondary school Tanahun and 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.

As the above studies reveal, different research have been carried out mainly to identify the effectiveness and strategies of collaborative learning in teaching learning classes. This study will be distinct because the study will mainly focus on to explore the practices, effectiveness and challenges of collaborative learning in teacher education. The finding after the analysis of data collected from interview, FGD and observation will be beneficial to rethink on TE courses in the context of Nepal.

2.3 Implications of the Study

The literature review has invaluable implications from the selection of the topic, methodology and findings. To select the researchable new topic in the area of collaborative learning practices in teacher education, I reviewed some ELT journals and some researches which were already done. The theoretical and empirical literature I reviewed helped to determine design, procedure, methodology, source of data, tools and so on.

In the process of research work, I have gone through different existing literature like previous theses, books and ELT journals. These researches also helped me to construct research questions, tools, data collections and analysis procedure. The study by Johnson et al. (1981), Webb (1991), and Mercer (1996) created the theoretical base to bring more clarity in terms of my research problems. When I have reviewed their researches, I got idea about how to analze the data and how to draw the findings. Bass (2005) gave me ideas on qualitative research design and research tools. Similarly, the study by Khanal (2008), Adhikari (2010), D.C. (2015) and Roka (2017) helped me to analyze and know about the collaborative strategies, practices and effectiveness in the Nepalese education field.

2.4 Conceptual Framework

A conceptual framework as the graphic diagram of the research topic' is employed to sketch the overall theme of the study. The present study on "**Collaborative Learning Practices in Teacher Education**" based on the following conceptual framework.

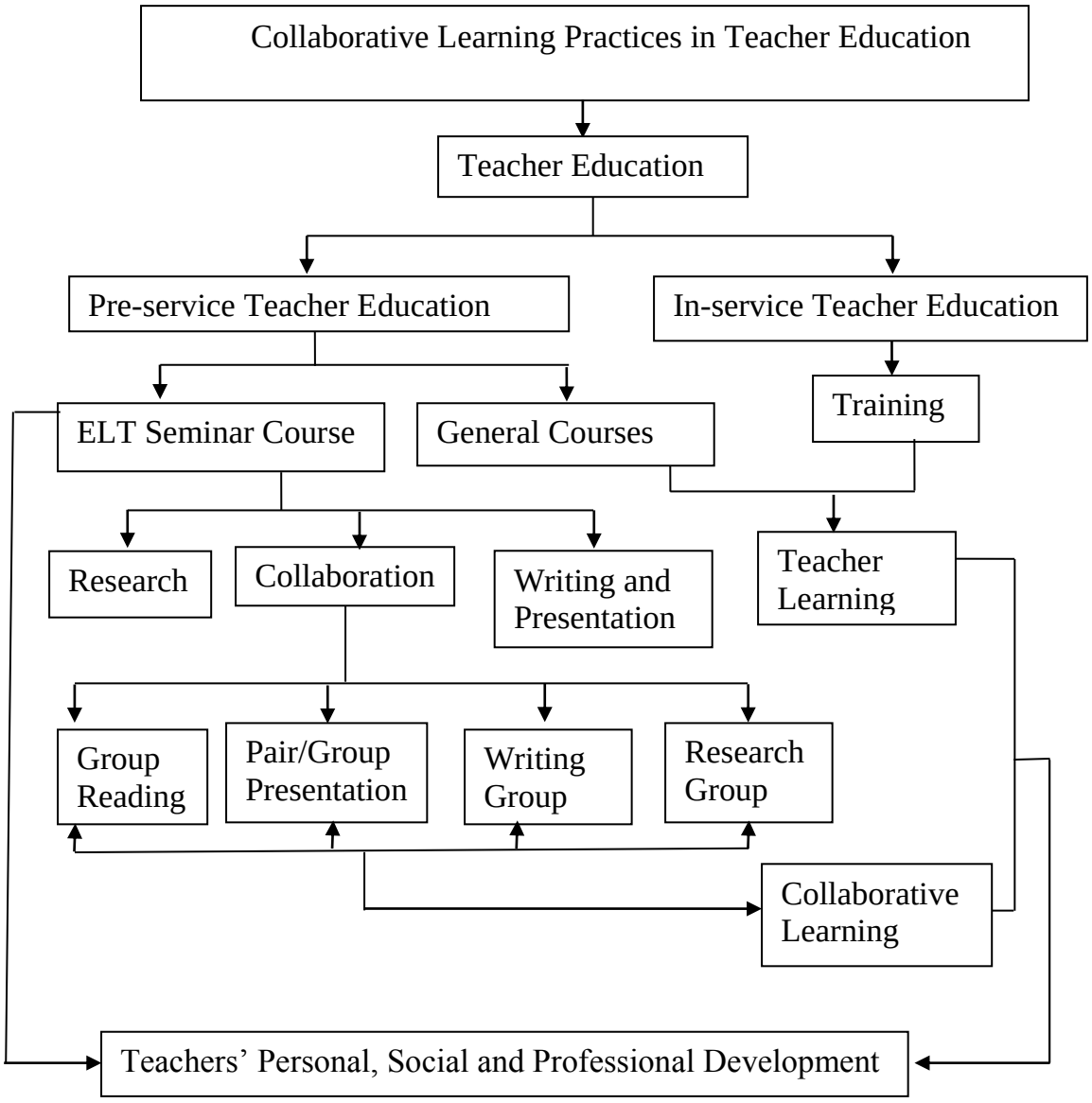

Figure 2: Conceptual Framework

The above conceptual framework shows the collaborative learning practices in teacher education and guides about how the theoretical bases of this research are mapped by researcher. It maps that the teacher education is given into two

contexts in Nepal: i) pre-service teacher education and ii) in-service teacher education. In past decades, pre-service teacher education passes through general course and training, on the other hand, in-service teacher education limits in training only. There is the trend of passing academic degree by taking general course, training license and TSC exam to be a teacher. After that, teacher can get in-service trainings which are just for formality but not effective. But, nowadays, the trend is supposed to break with the arrival of new or innovative course: ELT Seminar and Report Writing in pre-service teacher education. It includes critical reading, research, collaboration and presentation. Different collaborative strategies are brought into practice in teacher education for personal, social and professional development.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology and procedures are the vital aspects of a research study. Appropriate methodology helps the researchers to go through a systematic way in order to accomplish his/her research work. This section of thesis incorporates design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations.

3.1 Design and Method of the Study

A research design is a fixed set of procedures of conducting a research. It is the search of new knowledge. It suggests how the received information will be gathered and analyzed. There are several designs in practices. Among them this study is based on Ethnography research design. Ethnography research design is the type of qualitative research that investigates the root cause of the problem. It deals with the subjective analysis and interpretation of qualitative data collected directly in the natural setting. The origin of ethnography research, at first, was emerged in the field of anthropology and sociology. Later on, it has been practicing in the field of education and other fields as well. It studies the belief, social interactions, and behavior of societies involving participation and observation over a period of time (Genzuk, 2000).

According to Patton (1990, as cited in the Best and Khan, 2009, p.190), "qualitative research consists of three kinds of data collection (i) in-depth open ended interview; (ii) direct observation; and (iii) written document." It is mainly carried out to analyze the official publications, courses, experts' quotations or thoughts, memoranda or correspondence, reports, syllabus, personal diaries, books, personal feelings and experiences on certain issues, phenomena, events or situations.

Based on the research design and objective of my study, I assimilated myself for one semester as the full participant with target group to get data for this research. I have observed their behaviors, practices, activities, reactions, feelings, experiences, attitude and understanding in a natural setting and I made a diary to record them. At the end of the semester, I interviewed the course instructors and then, I have conducted a FGD with ten participants to make my data more reliable and authentic. After, data collection, the data were coded thematically and analyzed descriptively. I have described all the possible practice and effectiveness of collaborative learning in teacher education.

3.2 Population, Sample and Sampling Strategy

Ethnography qualitative research design demands an in-depth study of the target or selected population in depth. The population of the study was the ELT seminar group of 2017 while my observation was going on as a full participant and then, among of them I have selected twelve participants (ten pre-service student teachers for FGD and two teacher educators for in-depth interview) purposively from the Tribhuvan University, Kritipur, Kathmandu district.

I used purposive non-random sampling procedure. Similarly, I myself was one of the participants of the group. I had already experienced and observed all the ELT Seminar classes thoroughly.

3.3 Research Tools

Based on ethnography research design and objectives, I had conducted an in-depth interview with the selected two teacher educators and Focused Group Discussion (FGD) was conducted with ten pre-service student teachers. Next, I used the data from my daily record diary that I had maintained since early of taking part in ELT seminar or TE classes as a full participant.

3.4 Sources of Data

This study had both primary and secondary sources of data.

a. Primary Sources

When the researcher collects information from real sources of directly from informants according to the research needs then it is known as the primary data. It is first hand data and taken as most reliable, authentic and objective. These types of data were collected from observation, daily diary record, in-depth interview and focused group discussion. This research was based on the primary data. I used my daily record diary as a primary source of data.

b. Secondary Sources

On the other hand, secondary data are those which are obtained from secondary sources. When any data or information from source that has already been published in any form is found, then this source is known as secondary sources. For the secondary data, I consulted and studied different articles, journals, reports; E-books related based on my research as secondary sources of information; for example I studied to Smith, B. L. and McGregor, J. (1992), David and Roger Johnson., Johnson and Johnson and and other additional internet resources.

3.5 Data Collection Procedures

I admitted and assimilated myself for one semester as the full participant in the TE group. Based on the research design and objective of my study, I observed their behaviors, practices, activities, reactions, feelings, experiences, attitude and understanding in a natural setting and I made a diary to record them. Next, at the end of the semester, I interviewed the course instructors and then, I conducted a focused group discussion (FGD) with ten pre-service student

teachers (participants) to make my data more reliable and authentic for the use of this study. The procedure of data collection is a challenging job.

Before entering in the field to bring raw data we have to make a mind-map and plan with keeping the questions what, where, when, why, with whom, and how the data can be collected the data from the participants. Based on my research objective I did the same and prepared some semi-structured open-ended questions for in-depth interview. Then, I went to meet those participants who were selected purposively. When I met them, my first work was to establish the best rapport with them. After the meet, I treated them in a civilized and cultured way. Then, I clarified the purpose to meet them and the purpose of the study in order to get their' approval.

When they accepted my request, I became more flexible and friendly with them and did not give them any pressure in terms of place and time. I met them several days and one day, they approved me to take interview. Then, I started conversation with usual questions and led them towards my research objective based open-ended queries in friendly manner. Nearly I took 90 minutes long interview of each and the conversations were recorded with the help of mobile. After ensuring required data, I thanked them. In this way, I conducted interview with the two instructors or teacher educators.

On the other hand, in order to obtain data by using FGD, I made a guideline and plan about where, how, when, and with whom. I had already prepared all the needy requirements for it. Then, I established such a relationship with the participants they became ready to take part in FGD with great interest. Many participants had shown interest to take part in it but I selected only 10 participants. When the participants were ready to take part in FGD, I organized everything immediately and informed them about my plan, place, time and purpose very clearly but did not force them for anything. They took part voluntarily. After their presence in the FGD round table, I disseminated the open-ended question sheet to them for thinking, discussing and planning for their responses on it.

Based on Focused Group Discussion (FGD) guidelines, I initiated the FGD with the help of my moderator by asking usual questions i.e. good morning! How are you? After that, I asked the first opened-ended question and encouraged them to discuss and respond it. Chronologically, I asked all the questions and tapped the conversation with the help of my mobile. It took, with interval, 135 minutes long time. Finally, I had ensured all needed data for my study and I expressed gratitude to all pre-service student teachers (participants) who were directly and indirectly involved in my research at period of data collection.

3.6 Data Analysis Procedures

After collection of the data from observation, interview and FGD, I transcribed the data by listening the recorded tap several times and by reading the written data thoroughly. Then, I interpreted and analyzed the transcribed data systematically, descriptively and presented thematically by patterning or ordering under different codes, themes, headings, sub-headings. These themes and headings were organized around research objectives and for the ethical reasons; the real identity of the participants were masked using pseudonyms as for teacher educators I used E1, E2 and for pre-service teachers I used P1, P2 while analyzing the data.

3.7 Ethical Considerations

The research concerned about the ethical aspects i.e. I respected the privacy of the respondents. Direct name did not mention on the discussions part. I did not do any activities in the against participants' personal, social and 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 RESULTS

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

4.1 Analysis of Data and Interpretation of Results

The research aimed to explore the practices, effectiveness and challenges of collaborative learning practices for teachers' personal, social and professional development with an innovative or special course: ELT Seminar and Report Writing Course.

Population of this study were selected purposively from Tribhuvan University of Nepal, Kathmandu district. Being based on the research objective, in a natural setting, I observed the behaviors, practices, activities, reactions, experiences, attitude of teachers and made a diary to record them since early of the semester. At the end of the semester, I interviewed two teacher educators and conducted a focused group discussion (FGD) with ten participants. The data have been analyzed qualitatively with classifying them into different headings and sub-headings to approach in the depth of analysis. The major topics of the analysis of data included collaborative learning practices in TE, introduction of special course in TE, strategies and procedure for CL practices in TE, effectiveness of CL for teachers' development and challenges of CL practices in Nepalese TE.

In this chapter the raw data obtained through the interview, FGD and observation was analyzed. The recorded data were transcribed, translated into English and coded as per the objective of the study and analyzed thematically in sub-topics.

4.1.1 Collaborative Learning Practices in Teacher Education

Collaboration is the co-operative, coordinated, synchronous activity, which results to construct and maintain a shared conception of a problem by motivating each individual to accomplish common goal of the professional community. Low achievers get scaffold from the other members of the group as Vigotsky's theory mentions about scaffolding and ZPD for better learning. Each member is responsible to make other sustain in the professional career. They all construct their own world of learning and share to each other to solve their profession related-problems or challenges. To accomplish their professional mission and their effective development, it requires multiple approaches, methods, techniques and strategies in practice.

4.1.1.1 Collaborative Course Practice in Teacher Education

The entire participants accepted that, it is easy to theory but difficult to practice the collaborative behaviors. Despite it, to create a successful context of professional collaborative learning among teachers, an innovative TE course: 'ELT *Seminar and Report Writing Course (2017)'* has been implemented by Tribhuvan University of Nepal at the last semester of Masters in English Education. According to Phyak and Ojha (2017), this course stands on the three pillars: research; collaboration; writing and presentation. In addition, it deals with multi-technic-oriented process for share-pair-think-research-present in a collaborative environment. When I asked about this course one of the participants during interview, E1 said,

> *It teaches behaviors instead of educational theories with offering many opportunities of workshops, seminars, group works, critical reading, peer-presentation, critical comment, feedback, discussion, share, collaborative research, group report writing, paper presentation and conferences. Furthermore, it is very special, more collaborative, practical and different from other exam-oriented courses.*

I observed that in this course, the students are not supposed to rote the theoretical knowledge and vomit as it is in the examination. In addition, it engages student-teachers in the following four broad practices for collaborative learning: i) critical readings of scholarly articles/books on ELT and Applied linguistics, ii) leading classes or discussions/ teacher-led presentation and student-led presentations with comments and feedback from colleagues and tutors, iii) conducting a mini-research on a specific issue and writing a seminar paper; and iv) writing a report, organizing and presenting in a seminar.

Input-session in this TE course engages the teachers with the research-based critical readings which give the basic concepts about different theories and practices. Educator-led presentations and student-led-sessions in the TE course, engages teachers in presentation, observations comments and feedback which extend presentation-skills, discussion-skills, workshops and seminars skills. Furthermore, research and report writing incorporate teachers with the knowledge and skills of research work i.e., research design, procedure, tools, and population. Likewise, organizing seminar is the best part of this course, which teaches teachers about how to form conferences, seminars, workshops, trainings and present the paper.

Thus, the evidences infer that this course is all in one special and innovative course to raise the sense of professionalism along with developing personal, social and professional skills.

4.1.1.2 Collaborative Roles and Responsibilities of Teachers and Educators

Most of the participants agreed that, in CL process, the student-teachers have the responsibility to take full charge in their learning of being critical reader, researcher, presenter, observer, rapport builder, critical commenter and feedback provider. And ELT teacher-educators are responsible to create supportive contexts and environment of being in-charge, manager, planner, motivator, monitor, evaluator, experienced learner. Furthermore, there must be mutual co-operation, respect and trust among the teachers and instructors.

In this regard, one of teacher-educators, E2, stated,

> *Well, in my view, friendly, supportive, cooperative, and non-threatening learning environment is must. Thus, as an educator our major role is to form collaborative contexts where students can openly take part in different collaborative activities without any fear and hesitation.*

Furthermore, in FDG, one of the participants, P5 shared,

> *In this program, the facilitation of our teachers and friends has taught a lot thing even I am an introvert one. Their encouragement has made me to be more active. Really, I am very frank nowadays. However, without self-effort no one can learn. Thus, we are responsible to get up and setup our learning ladders ourselves.*

The evidences infer that the student-teachers are more responsible and the most active agent for their effective learning, where the teacher-educators are more responsible to create co-operative platforms and to set agendas to bring real live success in teachers' learning.

4.1.1.3 Collaborative Procedure and Approaches Practice in TE

From my observation it is found that collaborative procedure paves the more crystal ways and it is implementable due to its democratic organics. In addition, without a systematic process nothing can be accomplished what is desired. But collaborative procedure or system is more efficient and effective to bring common success faster. When I asked a query for this instance, P9 replied,

> *All of the activities we are engaged in have followed collaborative procedure and bases in order to develop social and conflict management skills. Each activity demands for reaching to consensus by tackling with the diverse ideas of the group members in the CL environment.*

Most of the participants in FGD accepted that, to get achieved the desired common goal, a professional community can be guided or directed with a

collaborative procedure to kiss sustainable success. Thus, the following collaborative procedure and approaches were adopted in teacher education.

i. dividing student-teachers into different buzz groups, setting the collaborative agendas, system and contexts by planning, structuring, disseminating, demonstrating and implementing of the systematic rubrics,
ii. involving them into the well-planned input session or critical study group with providing key readings and systematic synopsis for critical discussion, presentation, comment and feedback,
iii. encouraging them play active and critical role of reader, researcher, observer, presenter, commenter and feedback provider and critical friend in a friendly environment,
iv. research proposal writing and presentation of it in order to get improved from other colleagues and instructors
v. field visit, rapport building, data collection, data analysis, report writing and presentation in a workshop,
vi. organizing ELT seminar and paper presentations,
vii. formation of professional E-group and continuing the professional practices in a professional community.

The data infers that every success is achieved through a systematic, co-operative, democratic and well-developed plan and procedure. Furthermore, professionalism is collective and collaborative process which requires collaborative procedures and approaches practice.

4.1.1.4 Formation and Practice of Critical Reading Groups in TE

Formation of collaborative critical reading groups or study group has a great significance for teachers' intellectual and professional development. It is an effective approach in TE to enhance the learning achievement, improve in reading skills, collaboration, and intellectual growth; and to bring teachers in the horizon of professional community.

During my observation, teacher-educators in TU, created different 15-20 reading groups given a brief synopsis of key readings (research-based articles and book chapters) to each individual member of this group along with discussion questions. Students are encouraged to read the material critically with research points of view in order to co-operate diverse ideas and by raising critical or provocative questions. Student-teachers are expected to discuss key issues from the readings in class or workshops. The instructors play the role of more experienced friends, they incorporate to manage discussion, and at last, they conclude the texts. The student-teachers learn how to summarize, analyze, synthesize, maintain fluency, understand the text, connect the text to their local level, and to do research. In this regard, when I inquired, during FGD, P10 said,

> *Study group is an effective approach which offers teachers for critical input, discussion, raising provocative questions, share views, compromise, and scaffold. It also enhances reading skills by making a teacher skillful and expert reader and learner and it increases teachers' expertise and sustainability in their professional career by teaching how to grow and work together in a professional group.*

Another participant, P8 stated that,

> *Reading group in TE is the best exposure to be familiar with or explore local and global burning issues of ELT in our local context. Furthermore, to get engaged in critical discussion makes us to create friendly atmosphere, to overcome the fear, irritations, shyness and hesitation while co-operating in a team.*

The evidences show that, study group is remarkable context for being installed different dynamic opinions or ideas from the various texts, writers, researchers, scholars and even from colleagues. This context, critically, educates to accept or reject, generate various ideas about diverse burning ELT issues in our context. Furthermore, social, critical, intellectual and professional skills are developed because readings are input power to recharge us.

4.1.1.5 Formation and Practice of Collaborative Writing Groups in TE

During my observation, I found that, formation of writing group is a creative and collaborative practice where the experienced writers collaborate and co-operate to other members of this group. It develops writing capability and communicative competency. Even hesitate member get shared his/her ideas through writing. It is a process of sharpening brain because it involves brainstorming, collecting, analyzing, synthesizing ordering, and concluding the large mass of various ideas together in a team. Various ways of writing strategies, styles, and ideas are learnt from each other. It educates how to accept somebody else's opinion to generate more wonderful ideas to make own writing more readable and impressive.

All of the participants agreed that, in the recent TE course, writing groups were formed and practiced effectively and the group is beneficial for professional development. In the group, each of them has to select a local and global ELT issue to explore and write a report or article on it. After writing they share and get comments and feedbacks from other members. Regarding this when I raised a question in interview, one of instructors, E1 responded,

> *The writing group can help the writer to uplift or recover his/her writing with getting many ideas, suggestions, comments, feedback and motivation from others in a writing team.*

When I raised the same question in FGD, P4 responded,

> *As I experienced, I felt difficult to accept the comments on my writing at initial but gradually, when the ELT expert other members suggested me, and then I realized that I have some weakness in my writing. So, I find the writing group is a platform for learning from each other.*

From the data, it can be analyzed that practicing writing group in teacher education has co-operative, creative, intellectual and professional significance for teaching profession.

4.1.1.6 Presentation, Critical Comments and Feedbacks Practices in TE

As I experienced during being a full participant, I found that, presentation practice is the best preromantic professional exercise in teachers' career in order to motivate, attract attention, educate impress and make audiences to intake what is being presented. It is collaboration between presenter, presented materials and to whom it is presented. In addition, critical comments and feedbacks are the viewer's points of views which give ideas how should be made the next presentation better than before. These are golden advices to improve presentation. However, in recent TE, these practices are occurred in the context of Nepal. In this regard, Phyak and Ojha (2017) have mentioned,

> In the student-led presentation and discussion session, students are engaged in reading and presenting articles for class discussions. A group of 2-3 students will select specific readings and lead the class by presenting it. The will work together to decide their own roles and responsibilities and are expected to include a synopsis of the articles-theories, research methods, major findings, and key arguments-in their presentations.

Most of the participants argued that, presentation, comment and feedback practices in teacher education are the contexts where, the participants could get chance to present and learn new knowledge, ideas, skills, expertise and views on different issues. In addition, presentation requires a lot preparation and where each other's co-operations and collaboration work as mapping the road to travel on it. In recent TE, it is in practice. Based on a scientific schedule, each student-teacher has to select a particular academic research-based-text and present it in the workshop. Other members are requested to raise questions and do comments and feedbacks at the end of each presentation. When I asked regarding the role of critical comments and feedback, P1 in FGD replied,

Presentation is the source of learning because it helps to explore new horizon of knowledge, skills and practice. As I experienced, we do not know and point out our areas of weakness ourselves but the comments and feedbacks are the windows to see self from critical ways. We dislike the critical comments at the first time but these are the real mirrors to see our weakness.

By agreeing with previous participant, another, P3 added,

Of course, at the beginning, I used to avoid the negative comments partly due to fear of hurting other. We rarely find the person who openly point out our weakness. In fact the critical comments are the best ways to see and improve us.

The evidences show that, CL practices through presentation, comments and feedback in TE, have great benefit to learn something that we do not know and chances to improve professional standards. Presentation is professional exercise where the comments and feedback are green signal for improving.

4.1.1.7 Collaborative Research Practice in Teacher Education

While I observed, I found that the collaborative research practice in TE opens the gate of learning and brings bundles of solutions in teaching career. Doing research is an interesting adventurous job to explore new knowledge which changes teachers' perceptions and practices for kissing the educational destination. Group research prepares its members as excellent researchers and critical practitioners by rejecting and accepting the hypothesis based on evidences. It educates how collaborate co-researchers while exploring research issues, preparing research tools, building rapport with informants, collecting data, analyzing data; and driving the findings from the data. Research is a collaborative scholarly exercise to minimize or to eradicate certain problem with limit resources. In this instance, during interview, both of the participants, E1 and E2 agreed and stated that,

the accomplishment of research requires collaborative engagement among other participants and instructors. Each individual gives and takes assist through comments and feedbacks from other members and instructors while preparing concept paper and during field visit to collect required data. Team can give required support to them who get their job stuck. Team research creates the environment to share their experiences each other while analyzing data and writing research report.

The data infers that the recent TE course is to familiarize the student-teachers with the collaborative considerations and elements of research such as design, literature review, methodology, findings and conclusion.

During FGD, one of the participants, P2 shared,

As I experienced, the research work is quite challenging in isolation but easier and interesting in group because co-researchers help each other in selecting the topic, methodology and research design. Furthermore, we have to work in a common professional team because collaboration increases the level of interest, enthusiasm, guidance and support.

Immediately, with agreeing to P2, another participant, P7 shared,

Of course, in collaborative research practice, I was influenced and felt learnt when all of friends' research works were shared in different groups. Really, it was the magic workshop to expand the horizon of knowledge and skills. I got many ideas related to research works and teaching learning world from the collaborative research technique practiced in TE.

The evidences show that, practicing collaborative research in TE cerates the environment of learning by researching, exploring, investigating and sharing in a team for the team and with the help of the team. Furthermore it develops the culture of exploring solutions of current ELT issues.

4.1.1.8 Report Writing and Presentation Practice in Teacher Education

Through my observation, I found that report writing is a professional isometrics which requires rigorous practice, deep scientific thinking, researching, collecting, analyzing and writing on a particular issue in a systematic way including literatures, theories, evidences and resources. It is also collaborative and intellectual process because its accomplishment needs the support of colleagues, scholars, researchers, resourceful persons, participants and audiences. In current TE, further it is found that each teacher must write a report within given time and present his or her paper in a workshop or seminar. Regarding this, when I asked during FGD, one of the participants, P3 replied,

> *Well, report writing and presentation is an approach in Nepalese teacher education that increases potential capabilities of teachers about how to write and present a research paper. Furthermore observations of different live and online presentations make the teacher learn and work together in a professional team.*

In the meantime, another participant, P6 shared,

> *Of course, report writing is a collaborative practice or process in which we take the assists of different scholars, instructors, colleges, addressee, participants, resource-provider and the contexts we are engaged in while writing a report. Thus, it is not a one-man practice rather a collaborative effort one.*

The evidences show that, report writing and presentation practice in teacher education is one of the best professional and collaborative techniques which help to increases potential capabilities of teachers about how to write and present a research paper. In addition, this practice educates about researching, collecting, analyzing and writing in a systematic way including literatures, theories, evidences and resources for teachers' personal, social and professional skills development.

4.1.1.9 Seminar Organization Practice in Teacher Education

Based on the observed data, it is found that, organizing and taking part in ELT seminars with observing different paper presentations is the best approach providing opportunities to learn from each other and share the solutions of different striking issues. It becomes the contexts to get innovative techniques, ideas and skills for teachers' personal, social and professional development.

Regarding this, the Department of English Education, Tribhuvan University organized the ELT conference or ELT seminar where the participants have presented their papers. It was conducted on 10- 11 August 2017 in auditorium Hall of Central Department of Education TU. The seminar was about the *'Issues in English Language Teaching in Nepal'.* The seminar program started on 10th August, 2017, right at 11:30 with the melodious voice of our guru Mr. Laxmi Prasad Ojha. He anchored the program formally. The chief guest of the program was Dr. Krishna Prasad Gauatam, Head of the Dean Office. The chair of the program was Dr. Ram Ekwal Singh, Head of the Department of English Education. Moreover, Dr. Anjana Bhattarai, Dr. Prem Phyak, Dr. Purnna Kandel ,Mr. Krishna Prasad Acharya, Mr. Ganga Ram Gautam, Ms. Madhu Neupane, and Ms. Saraswati Dawadi were the special guests of the program. Different intellectuals and student-teachers presented hundreds of papers which created the platform of learning by observing and presenting in a great mass.

During FGD when I asked about the significance of organizing seminars and paper presentation, P5 replied,

> *If we get involved in such a seminar network with the professional community intellectuals from the different parts of the country, we can get novel and up-and-coming ways of raising our professional capacity and professionalism with being familiar to the post-modern teaching styles and strategies.*

Correspondingly, in the response, P8 added,

> *Seminar is itself professional networking, in which we can gather in order to have a great share about what is going on and what is coming next in our professional career. It is providing us vast treasures of knowledge and information from each other. Similarly, by creating the professional online seminar web we can make the discussion virtually with the teachers of others places and can practice the best methodology and techniques to make ELT world successful.*

The data indicates that the teachers have had many insights from the seminar. It is a sharing network of ELT world. In teacher education, these sorts of practical and live programmes have the great value to bring the change in the perceptions and practices of teachers in the field of teaching and learning. It infers that seminars make a teacher aware and critical in his or her practices which can bring change in the ELT world, and students' achievements.

4.1.2 Effectiveness of Collaborative Learning Practices in Teacher Education

The review, different national and international researches show that collaborative learning practices have effective role in teacher education. However, based on the current data analysis of my research study, it is found that collaborative learning practices in Nepalese teacher education is an adventurous journey which requires courage, skills and resources to get achieved desired destination. Despite this, collaborative learning practices are the contexts to developed different personal, social, and professional skills in teachers such as critical reading, thinking and discussion skills, adjust-participate and communication skills, presentation ,comment and feedback skills, collaborative research and report writing skills, leadership skills, conflict management skills, decision making skills, personal skills, social skills and professional skills along with pedagogical, academic and psychological expertise.

4.1.2.1 Development of Critical Reading, Thinking and Discussion Skill

From observed data, it is found that, practice of critical reading, thinking and discussion is an advance practice in Nepalese teacher education which is very effective for developing creativity, brainstorming, thinking ability (thinking from multiple-perspectives), arguing, co-operating, reaching to the conclusion and problem-solving in a team. Critical key readings (input) having various critical issues and questions in each of the lesson were effective. Practice of think pair and share in group discussion usually has a great remark in teachers. For evidence, in interview, one of the experienced teacher-educators, E1 stated,

> *No doubt to say that practice of critical input (critical readings, raising critical issues, asking provocative questions, critical discussion, coming to the consensus) is an effective technique for developing critical reading, thinking and discussion skills. Furthermore, these practices can make a teacher a good thinker and practitioner in the field of teaching and learning.*

During FGD, P6 said,

> *Well, instructors provide us conflicting issue or topic for to study and for discussion, which make us to interact with others. But, the members get conflict when the ideas do not match. It also increases the degree to read, think and talk more and more.*

Based on the data, it is found that most of the activities in teacher education are based on fostering critical thinking and collaboration. However, critical reading, thinking and discussion skills are very important in TE which guide teachers how to generate new ideas on the different local and global issues in order to map up a research and discussion, how to get consensus through distinct viewpoints and co-operate ideas with each other and how to make a good decision in short time in order to solve any strange problem quickly.

4.1.2.2 Development of Adjust-Participate and Communication Skills

Adjustment, participation and communication skills are the fundamental skills to be a teacher. These skills can be developed through collaborative activities. The current teacher education have to educate teachers about how to adjust and take part in communication with the unfamiliar faces with having variation in terms of culture, attitude, emotional state, understanding level, gender, ability, age, interest, ego, nature of interaction, and another socio-economic aspects. In addition, it is challenging in getting to come to the consensus with co-operative thoughts and communicate our ideas together. However, the collaborative learning strategies practices are effective to the teachers to get adjust and participate in different collaborative activities with better communication.

In FGD, one of the participants P10 said,

> *The diversity is not a great problem but it is an opportunity if we use it to learn from each other in a communicative and collaborative environment. For example, practicing critical interaction, discussion, and conversation with diverse people can give diverse ideas and make the learning effective and co-operative.*

This data also infers that, various collaborative activities such as critical discussion, critical reading, presentations, collaborative research, writing, participation workshop and seminar presentations are the effective methods to bring different members of the group in a single soul mate.

4.1.2.3 Development of Conflict Management and Problem-solving Skills

From my review and observation, it is found that, conflict management and problem solving skills are the most important skills for teachers to make them able to solve the real life problems. They need to have skills of identifying and handling conflict sensibly, fairly and effectively in the dynamic nature of classroom where the presence of diverse backgrounds of students. It is the

process of limiting negative aspects and increasing the positive aspects of the conflict in order to solve striking and burning conflict on any issue. In order to train these skills, in current teacher education, the debatable or problematic contexts have been created where each individual has to put critical argument and come to the consensus in order to solve the issue. When I raised a query in this regard, during FGD, P7 responded,

> *The problematic contexts create tension in mind and make teachers to shared diverse ideas in order to get rid from the tension and solve the problem. The arguments process makes student-teachers to show disruptive manners where the collaborative process helps about how to manage the conflict and solve the problem sensibly.*

By accepting the thoughts of previous participant, P5, added,

> *Yes, the regular practice of critical discussion on critical issues and solve the discipline- related problems absolutely develop the capacity or ability to manage conflict to solve problems along with creating mutual respects and co-operation.*

In this regard, when I asked the similar query during interview, one of the instructors, E1 shared his experience,

> *In my experience most of the conflict rise in the group discussion phase when the intelligent students dominate to the ideas of weaker students and the conflict starts. However, collaborative process and team work help to minimize and balance it.*

From the data, it is found that, different strategies such as showing maturity, consulting different resources for evidences, listening, accepting, rejecting, compromising each other, searching solution to manage the conflict etc. practices remain effective to develop the conflict management and problem solving skills in teachers.

4.1.2.4 Development of Decision Making Skills

Decision making skill is one of the most important skills of the teachers' career. It is a process of making teacher independent and self-dependent in practicing professional activities and educational practices. It is the skill that makes a teacher sensible and good practitioner. Regarding this, when I raised a question in the in-depth interview, E2 responded,

> *Well, everyone has their own problem in career and in their local contexts, but it is very important to make right choice and search right solution of the particular problem in the particular context. It is what decision-making skills we want to educate to the teacher through the CL approach in TE.*

In the same regard, during FGD, P10 shared,

> *Yes, the CL practices in democratic environment made me realize that ideology of individual may be right or wrong but to make right decision in right time is right. Now, we can make our right choice about what is right to practice or implement in our personal and professional career. It has become possible due to the involvement of the current TE course.*

From the data, it is found decision making skills lead teachers in a positive and correct direction with self-determinism quality of professional career. Further it is found that, CL practices remain cornerstones of their career enabling them to make effective decisions for quick and catchy solution.

4.1.2.5 Development of Presentation, Comments and Feedback Skills

Practice of presentation with following critical comment, feedback and discussion practiced in current TE are very important performance-based personal and professional skills. In addition, only having knowledge-store does not work out but it becomes alive when we be able to present or deliver it. However, teaching learning process is highly affected by how a teacher

presents his/her contents whereas, the presentation becomes effective when we sharp it with critical comments and feedback we get from audiences after the presentation. Various resources, materials, preparation and skills are required for better presentation which can develop the habit of consulting different resources and search out the best ideas for effective presentation. On contrary, comments make a teacher a critical observer on different presentations. Thus, these are the most effective, collaborative and professional practices to be a good teacher. Regarding this, when I raised a question during FGD, P7 replied,

> *Well, before taking part in TE course, I did not get exposure to present and get critical comments and feedbacks from my colleges but after getting the context, I felt that I was unknown about the basic skills of it in past but I have got now. Thus, this collaborative effort has made me an able presenter and feedback provider.*

Another participant, P9 said,

> *Yes, in the past, I used to feel nervous during the time of presentation. But the observation of both teacher and student-led sessions of presentations helped to gather the courage and improve my presentation skill very well. Furthermore, friends' and instructors' encouragement made me to take part in every activities actively it has developed my communication, collaborative and presentation skills.*

During in-depth interview, one of the participants, E2 stated that,

> *Well, we are pleasantly surprise to see students doing well in their presentation; I must say in many ways students are performing well than what we had thought. It was very good to see some of the students come with so mature ideas, they were so critical on some issues. Most of the student did well in terms of bringing new ideas, alternative perspective the way an article or issue is presented. We loved students' presentation. There are many areas where we can learn from them.*

The above-mentioned data shows that learning becomes permanent when it is exposed and it becomes true when it is refined by more heads with comments and feedbacks. Comments and feedbacks are effective efforts to improve weakness and encourage student-teachers to win over hesitation and fear of presentation. Furthermore, it is found that various ways of presentation and comments have sharped their personal, social and professional skills.

4.1.2.6 Development of Collaborative Research and Writing Skills

I observed and experienced that research and writing are the most advanced professional skills in teacher education. This is the most effective technique in teacher education to encourage each individual to select an issue, make a hypothesis, select research design, population, research methodology, procedure, prepare research question and tools, search literature, field visit, rapport building with participants, collect the data and analyze the data to draw a theory or findings and write a report. It develops research ability, writing skills and collaborative skills as well. In this technique, instructors ask to select any issue to explore and write a report and later on share to each other. When I asked to the participants about the practices and effectiveness of this strategy, one of the participants, P3 in FGD shared that,

> *I have not practiced like research and report writing in my life before but when I got the chance for this activity at the first time, I puzzled. Gradually my networks have taught me how to accomplish the research work. In add, the instructors in this strategy, encouraging in preparing research proposal, discussion and share have made me more familiar with research. Diverse ideas from my colleges are keys for me to get started and to be an able researcher.*

The data concluded that researching, writing and sharing the report are the effective contexts to modify and update teachers in the current ELT world for their intellectual, personal, social and professional development.

4.1.2.7 Development of Workshop/Seminar Organization Skills

Organizing workshop/seminar is very important skill in teacher, which includes the skills of management, planning, persuading, motivation, leading, decision making, networking, reporting and presentation.

Most of the participants agreed and shared the similar views that the current teacher education has developed their workshop/ seminar skills. Student teachers have learnt how to play the role of a leader in group, in decision making, in managing conflicting ideas. In this regard, one of the participants, P1, in FGD said,

> *Seminar skills make a teacher as a trainer, self-directed learner, motivator, independent, manager, supervisor, accountable, responsible in the target profession.*

Form the presented evidence, it can be said that seminar skills in teacher education have great value in teachers' personal to professional life.

4.1.2.8 Development of Teachers' Personal Skills

From my observation, it is found that teachers must have good personality with self-power, confidence, sound attitude, knowledge and skills. The CL practices in teacher education bring change in teachers to autonomous, independent learners, conflict manager, decision maker, critical practitioners, leaders, presenters, good communicators, active participants and critical agents in the ELT world. In this regard, emphasizing the personal development, one of the participants shared,

> *In a team, we get improved personal skills such as presentation skills, stress management skills, confidence building skills, avoidance of fear and hesitation skills, persuading and leading skills.*

From the evidences, we can analyze that the CL practices in TE is effective to develop teacher personally along with enhancing critical thinking skills, communication skills, think-pair and share skills, presentation and participation skills, positive interdependence skills, leadership skills ,conflict management skills ,decision making skills problem-solving skills along with pedagogical, academic and psychological skills.

4.1.2.9 Development of Teachers' Social Skills

In teaching profession it is necessary to have different social skills such as how to work in team with different personalities, how to collaborate or co-operate and how to accept and reject somebody else's opinion. Teachers must have the passion to take part in collaborative work, teamwork, workshops, conference, teacher support group and training with a sense of collective responsibility, team spirit and networking. Practice of different collaborative works in current TE such as collaborative reading, collaborative reading, discussion, collaborative research, writing group, presentation group, comment and feedback and organizing workshops and seminars have developed teacher socially. Regarding this, a participant, P3 in FGD shared,

> *CL in TE course has has created many opportunities to learn by sharing, caring, and healing to each other with the diverse members. In more, different groups come together and motivate to each other and help to grow teachers socially. Moreover, for social development, it teaches us how to build rapport with others, how to reach in consent in the time of conflict between ideas, how to respect others feelings and sentiments, how to build mutual trust and understanding.*

By agreeing to P3 another participant, P5 added,

> *Of course, group work develops our communication skills and interpersonal relationship skills, intellectual capacity and collaborative learning abilities along with professional attitude. It develops the habit of*

creating group relationship, friendliness among the different teachers in order to solve profession related-problems.

The data infers that collaborative activities are effective contexts for developing how to be an accountable in a professional community, how to respect and be respected with the people from diverse level, interest, intelligence, learning styles, ideology, ability, ego, attitude, age, socio-cultural backgrounds.

4.1.2.10 Development of Teachers' Professional Skills

From my observation, it is found that, different professional skills such as seminar, workshops, trainings, research, writing, presentation, collaboration, networking skills are essence in teacher education which are the keys to open the doors of success in teaching career where, the sense of professionalism makes teachers to realize the success or failure will be shared by all members of the group. All teachers have a common goal that is how to make the teaching and learning sector effective and professional. To achieve their common goal, different practices have been practiced in teacher education for developing professional skills. Among all the practices, collaborative learning practices are the most effective ones to develop professional skills and spirit of professionalism in teachers. Regarding this, when I asked a question during FGD, P9 responded,

In my experience, the teachers in teaching profession are good friends for one another awaking each other to realize who they are and why they are for.

From the data analysis, it is found that collaborative learning is highly emphasized for developing professional attitude "sink or swim together" and the feeling: "All for one and one for all" to make a shared or common goal successful.

4.1.2.11 Realization of the Essence of Collaborative Learning in TE

In our context where there is no trend of working together in a professional community, teacher networking practices are with great value and integral mechanism for teachers' personal, social and professional life. All the participants agreed that the exercise of different collaborative learning approaches in TE in the context of Nepal are effective to develop the sense of sink and swim together for obtaining the shared goals.

In this instance, when I raised a query during FGD, one of the participants, P5 responded,

> *Well, after taking part in this current TE course, I realized the importance of collaborative learming for self-development in relation to the profession. Collaboration is the process of giving and taking the help and support in deed and in need from the people even they are from different backgrounds, learning community, styles, experiences, aspirations, intelligence, level preference, , level, interest in order to obtaining accomplish the desired goal.*

Likewise, another participant, P9 added,

> *Actually, I realized that, most of us have an ego that I am in overall and I know everything. But in reality, what I felt, after taking part in collaborative learning, is that no one can be perfect in everything and we need to share and learn from each other. Thus, it develops mutual trust and respect each other's' feelings and ideas for better learning.*

The data infers that the current teacher education has made teachers to realize that without collaboration, it is very difficult to adjust and sustain in professional life or career. It is a life skill, which applies in all sphere of life in teaching; in professional life.

4.1.3 Challenges of CL Practices in TE in the Context of Nepal

No practice is challenge-free. Every practice has some social, psychological, physical and administrative challenges. Here, collaborative learning practices in teacher education in the context of Nepal has numerous benefits and effectiveness with some challenges. Some of the challenges are: Conflict: learners' differences during practicing collaborative learning, conflict on the nature of the innovative programme, challenge in communication and adjustment , feeling of hesitation and shyness, challenge in presentation and participation and infrastructure challenges.

4.1.3.1 Conflict: Learners' Differences during Practicing CL in TE

The challenges are occurred due to the conflict in terms thinking abilities, needs, desires, attitude, behavior, learning style, strategies, ego or emotional level, nature of learners, manners, socio-economic background and technologic literacy. In this regard, when I asked a question during FGD, P1 replied,

> *While discussing with different and alien members (student-teachers) together about on different issues creates conflicts in terms of ideas and perceptions. Likewise, interferences and interruptions each other's' views and opinions create difficult situation to control.*

In FGD, during discussion, next participant P3 adds,

> *As we everyone has ideology and ego by nature. Thus, it is quite difficult to control, if anyone imposes our thought and hurts our ego. If it is difficult to control, our disruptive behaviors may occur in discussion which results frustration, lose concentration, and get bored.*

This means teachers having various abilities, attitude, habits, way of thinking cultural, emotional ability, tolerance level, social and geographical background have created major problems among teachers in collaborative learning practices.

4.1.3.2 Conflict on the Nature of the Innovative Course in TE

Most of the student-teachers agreed that they have faced challenge regarding the nature of the unknown programme in teacher education. This teacher education course was very new and strange for the student teachers because they had never taken any course like this one. They said that it took almost two weeks to decide about which subject to choose between ELT seminar and Translation. For this instance, when I raise a quiry during FGD, P5 replied,

> *Yes, at the beginning, I got doubt about this TE course when our instructors said that there would be not any final examination at the end of this course. In addition, I had heard the rumor that this TE course has no international value and we might get difficulty in getting abroad study but it was a baseless rumor.*

When I raised same query in interview, E1 stated that,

> *Well, there was difficulty to persuade the students towards the nature of the course. It was because of the communication gap between us and them.*

From the data analysis, we can infer that, at the beginning, they have dilemma on the nature of the course but nowadays, they are feeling proud to be the students of this programme because it has created the platform for collaborative learning and it has taught them so many practical and life oriented skills..

4.1.3.3 Challenge in Communication and Adjustment during CL

Most of the student-teachers shared that adjustment and communication with their group members and instructors is challenging job in the beginning due to lack of habit of working together and differences in terms of ability, personality, ideology, ego level, attitude, practices, beliefs and socio-cultural backgrounds. Regarding it, I raised a question during FGD and P7 replied,

Yes, of course, I am an introvert in nature and I felt quite difficult to work in group with the members to whom I had never talked before. But later on, slowly and gradually I started to enjoy group and pair work. I made many friends from different sections. It is really interesting to work in group and pair because the more heads generates the more ideas.

Meanwhile, P2 adds,

I usually disappointed because I dislike being dominated my thoughts or ideas. On the other hand, it is very difficult for coming into consensus from the diverse ideas of the group and pair friends. But in order to reach into the consensus, we used to discuss a lot and try to find the common ground for minimizing the conflict of ideas.

The evidences show that engagement in group discussion and pair conversation with unfamiliar members arouse communication gap and difficult to adjust. Moreover, teachers having various abilities, attitude, habits, way of thinking cultural, emotional ability, tolerance level, social and geographical background have created major problems among teachers in collaborative learning practices.

4.1.3.4 Feeling of Hesitation and Shyness

Based on my observation, it is found that, due to the domination of extroverts on introverts, mostly the introverts student-teachers, at the beginning feel shyness and hesitate to disclose in the mass and to take part in collaborative practices. In this regard, in the response of my qurey during FGD, one of the participants, P2 stated,

Yes, I agree, and I am one of the introverts. I experienced that the extroverts dominate to introverts ones in every tasks such as in group discussion, in group research and group presentation. Thus, it is too much challenging to get together and open ideas in group work.

Another participant, P10 argued,

> *At the beginning, I used to feel shyness and hesitation to share ideas in group and give presentation in front of the mass. And I also used to feel the fear of committing the mistake. But after taking part in this course, I got chance to open myself in front of the mass. And I improved my level of confidence by reducing the fear and hesitation.*

Regarding this I asked a question during in-depth interview, one of the instructors, E2 said,

> *I think the course will ultimately help everyone, both introvert and extrovert. People remain introvert due to lack of getting opportunities to express or expose themselves. So, I think even the introvert students must have been benefited from this TE course. No doubt, those people who feel shy and hesitate to speak in front of mass can present in front of the smaller audience to bigger audience. But lack of practice can make them feel shy and hesitate to disclose in front of the mass. And it is natural that, extroverts can present better than introverts ones.*

This data has revealed that the introverts and extroverts are equally benefited if they get balanced opportunities but the extrovert domination on introverts creates a problem for collaboration. More the collaborative practices less the level of shyness and hesitation and less the collaborative practices high the level of shyness and hesitation.

4.1.3.5 Challenge in Presentation and Participation

While taking an interview with all the instructors, I came to know that some of the student- teachers feel uncomfortable to take part in the presentation at the beginning and they usually like to remain passive in group work as well. Similarly, from the observation it is found that the student-teachers who are not motivated and weak don't participate equally with other students. But

instructors motivate and give priority them to participate in every activities. In this regard, when I raised my quiry, one of the instructors, E1 answered,

> *We like to make equal participation of all students but some of them are not ready to involve in the group discussion, presentation and comments groups due to their motivation, ability and proficiency.*

Likewise, E2 expressed a similar view. He said,

> *In the context, student-teachers are of the different attitude, ability and personality. While making them together in collaborative learning few of them, usually criticize each other instead of co-operative each other. In more, the advance learners participate more actively than the weaker ones. Moreover, the weaker ones are demotivated. But we have created such contexts where the advance group can teaches to weaker ones in a collaborative environment.*

From the data analysis, large class size, the domination of extrovert to introvert ones and lack of inclusive participation of the student teachers are the major challenges in participation and presentation for CL.

4.1.3.6 Infrastructure Challenges

Every success passes through different psychological, social, and physical challenges. While practicing collaborative learning in teacher education different challenges have been observed such as lack high-speed internet service, lack of well-equipped multimedia classroom, lack of well-furnished furniture in classroom, lack of well-managed projectors and so on. In this regard, when I asked a question during FGD, P1 replied,

> *Of course, every step of its plan and practice have problem to practice what is expected. The infrastructure challenge such as lack of well-equipped multimedia infrastructure, internet-service, rickety furniture were usually so much dusty and disturbing.*

Likewise, P8 stressed that,

> *Just reading to the prescribed input-materials were not enough in TE. We preferred presentations of video-conferencing and watch international-level seminars on YouTube or multimedia tools. For this, I used to sit to search and watch the video but the speed of internet used to irritate me.*

Based on the above-mentioned data, it is found that infrastructure challenges such as lack of multimedia-input, lack of the tools for webinars or video-conferencing, lack of well-furnished equipment and furniture and lack of high-speed internet in the teacher education institute were endured by its practitioners.

4.1.4 Suggestions to Reduce the Challenges

Most of the participants agreed the unique course has addressed their expectations but it is not enough to address all of the desired goals of 21st century's teachers. It would be better to include the demonstrations/inputs of the different context-based E-seminars/videos-conferences with different modes of presentations. Not only this much, teachers prefer audio materials along with discussion. Different webinars classes during input session were expected which can familiar us with various modes of presentations. Furthermore; teachers were willing to get more chances for presentation after getting comments and feedback. Thus, teacher education course must include and give more exposure on multi-modalities and different kinds of materials which help teachers to address the diverse ways of learning. In this instance, P5 said,

> *Of course, we can achieve our destination by keeping stepping on but not by talking only. It means we cannot survive in our profession with mere theories but we need rigorous practices in it. So, from my view, TE must emphasize practicality, participatory and innovation as like in the course like ELT Seminar and Report Writing.*

Agreeing with P5, another participant, P4 emphasized,

> *We cannot buy everything we need with a single coin even it is gold-diamond-made coin, likely, it is not suffice to us. Therefore, the TE courses must be re-viewed and re-addressed to make the teaching profession successful.*

When I raised the same query in in-depth interview with the instructors, one of the instructors, E1 said that,

> *We intend to teach behaviours rather than theories through the TE course. Teaching behaviours is quite challenging due to teachers' diverse attitudes, ideologies and expectations. However, TE course must address each of them. For this, we are planning for videos conferences along with provision of video record the classes of all presentations and use for future classroom purposes. This is the good beginning and everything is in the process of change.*

The evidences suggest that through TE, teachers are expecting to learn how to walk and get their destination but not how to talk and pass the life. Thus TE must include many more unique, practical, specific, professional and special reflective courses along with improving the recently practiced special course.

CHAPTER FIVE

FINDINGS, CONCLUSIONS 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 about practices, effectiveness and challenges of collaborative learning in teacher education have been outlined.

5.1.1 Collaborative Learning Practices in TE in the Context of Nepal

After analysis of the data on the practices of collaborative learning (CL) in teacher education (TE) in the Context of Nepal, the following result is found:

i. It is found that CL in the context of Nepalese TE is an adventurous journey to achieve passionate destination of teachers' professional life.

ii. CL practices with the members having different needs, learning styles, perceptions, attitude, ideologies, emotions, abilities, competencies and socio-cultural diversities are the bundle of opportunities and challenges.

iii. CL in TU has been practiced by dividing student-teachers into different buzz groups, involving them into the well planned input session (critical readings, discussion, presentation, observation, comment and feedback) along with following systematic plan. By this system, they are engaged in field work, project work, research work, group work, seminar paper writing and presenting in conference. The instructors in CL practices play the role of experienced friends and positive environment creator.

iv. It is found that collaborative learning become the context for teachers' personal, social and professional development by having practices of different group/teams/ sections formations, critical reading, critical thinking, critical discussion, multimedia presentation, critical comment and feedback, writing groups, decision making, conflict management, raising ELT issues to explore, collaborative research, report writing, organizing workshops, seminars, conferences and research paper presentation , E-group formation and publications practices.

5.1.2 Effectiveness of the CL Practices in TE in the Context of Nepal

After analysis of the data on the effectiveness of CL practices in TE in the Context of Nepal, the following result is found:

i. It is explored that CL practices are effective contexts to develop critical reading, thinking, discussion, communication, conflict management, leadership, decision making, problem solving, presentation, comment and feedback, collaborative research, academic writing, organizing workshop, seminars and conferencing skills.

ii. CL practices create networking platforms, co-operative environment and collaborative contexts for teachers' personal, social, professional development by making them co-operative, independent, reflective , self-motivator, monitor, supervisor, accountable, responsible, manager, observer, reformer, counselor, facilitator, reader, presenter, critical thinker, researcher and critical practitioner in his or her professional life.

iii. CL in TE raises level of professionalism and the passion to take part in collaborative work, teamwork, workshops, conference, teacher support group and training with a sense of collective responsibility, team spirit and networking. And these practices do not merely limit on learning by doing principle but also adopt the principles of learning by observing, critical reading, teaching, collaborating, exploring, getting feedbacks.

iv. CL practices are effective to bring drastic change in teachers' perceptions, beliefs, attitude, behaviors and practices in order to compete in the fast changing world or in the most competitive global market.

v. CL is an effective, inseparable and integral part of teachers' professional career because it educates teachers about how to support, in-cooperate and have mutual trust and respect each other by sharing their perceptions, ideas and understandings in order to solve their common professional problems even they are from diverse backgrounds.

vi. Different strategies such as collaborative research, report writing, organizing workshops, seminar, conferences and research paper presentation practices provide teachers the opportunities to get and share and observe each other where the enough exposure of comments and feedbacks practices are the windows or mirrors to see self from critical ways in order to improve professional life.

vii. CL has transformed student-teachers as the post-modern, context-sensitive, most commanding and critical agents who are capable to produce and use different innovative approaches, methods, techniques, materials and activities to handle the practical challenges in their field. It merely does not train but educates who they are and why they are for.

viii. CL approach in TE is far better than the traditional paper-pencil-test-oriented TE approaches. It helps to transform or use the knowledge, skills, attitudes and behaviours whatever is gained from the training and TE courses in to the diverse and dynamic classroom nature or climate. And it updates the teachers with the contemporary ELT world.

ix. CL practices in TE develop the sense of professionalism, the culture of working in professional community, the positive attitude "sink or swim together" and the feeling: "All for one and one for all" to make a shared or common goal successful.

5.1.3 Challenges of CL Practices in TE in the Context of Nepal

After analysis of data I come to know that, where there is opportunity, challenge is. Diversities arouse the conflict but, if they get the environment to celebrate the diversities in learning it creates the best platform for learning from each other as well. However, it is challenging process to create co-ordination among the participants who are from diverse socio-cultural, race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, ideological backgrounds, intelligence, thoughts, autonomy, attitude and pre-occupied knowledge. Some of the challenges are:

i. CL learning practices is challenging due to diverse ideologies, perceptions, ideas, way of thinking, attitude, abilities, personality, habits, emotional and tolerance level among participants.
ii. The domination of extrovert to introvert ones, large class size and lack of inclusive participation were the problematic factors for CL.
iii. Unfamiliar faces, conflicts, lack of collaborative habit, lack of regular communication, geographical and socio-cultural differences among teachers become the challenging in adjustment for CL practices in TE.
iv. Another challenge is communication gap between course designers and teachers, which raises the dilemma on the nature of course in TE.
v. ELT teacher educators and pre-service student teachers had to endure many infrastructure challenges while practicing CL in TE such as lack of multimedia-input, lack of the tools for webinars or video-conferencing, lack of well-furnished equipment and furniture and lack of high-speed internet in the teacher education institute.
vi. From the views of its practitioners, it is found that the mere single innovative course in TE is insufficient to include different paradigm shifts and their practices to produce 21st century's teachers in the context of Nepal and they are waiting for new dawn in TE yet.

5.2 Conclusion

The problem in teacher education had been making a head spin (ache) of many teacher educators, experts, policy makers, curriculum designers, teacher trainers and material designers but they could do no great deal with it because they used to think everything into theory but not into practice. Passing the examination, gaining the theoretical knowledge, no sense of collaboration, no improvement in personal, social, professional skills of teachers, no enhancement in researching and writing skills were the diseases in teacher education but there was no practical solution of it.

In current TE, pre-service students teacher has got opportunity to take part in an innovative course which is quite unique in its nature, different from exam oriented ones. It emphasis on learning by critical reading, discussing, presenting, observing, giving and getting feedbacks, thinking, collaborating, researching, writing, organizing workshops, seminars and professional groups. The arrival of new course has created a platform for engaging in collaborative work to enhance teachers' professional career. Caring, sharing and respecting each other's feelings, sentiments and working to obtain the common goal require the CL, which is found a little in the current TE at the final stage.

Based on finding of this research, CL practices is that medicine for what the teachers have been searching from hundreds of years and they have got now. However, it will be not enough for tomorrow, so that, they expecting more from TE still. Post-modern teacher educators and course designers are looking for new paradigm to improve TE in Nepal. The policy makers, before making TE policies, must take advices from them for sake of future of teachers and mainstream education.

This research study aimed to explore the practices, effectiveness and challenges of CL in TE with multi-mode related practical course, and found that it is the most effective programme to bring changes in the student teachers' attitude, beliefs and practices along with raising sense of common professionalism.

5.3 Recommendations

Every research study should have its recommendations in one way or another. So, this research work has also some recommendations. It is hoped that the findings as 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

Policy is a regulative provision for plan and action agreed by a certain organization, business, state etc. Every nation has its own policy in different sectors. Since policy is a higher-level action, it works as a catalyst for the development of the nation. The recommendations of this research related to the policy are mentioned below;

i. The teacher education policy should regulate the regular provision of practical, innovative, reformation oriented and skill-based curriculum, courses, programmes, training, seminar and workshop.
ii. Ministry of education or the concerned authority should reform TE curriculum by including extra- professional activities to educate and encourage ELT teachers along with implementing the policies, which can drive unique, practical, specific, professional and special reflective courses in TE.
iii. The policy provisions should make the teacher-educators to think critically with post-modern insights while designing curriculum, syllabus, and course to practice CL in TE.
iv. There should be policy of regular monitoring, evaluation and re-thinking on the teacher education courses and programmes.
v. There should be policy of having collaboration between policy makers and practitioners (educators and teachers) to reduce the challenges and issues regarding teacher education.

vi. The policy should regulate such actions that can develop complete-teacher along with making him/her realize as professional but not occupational one.
vii. The policy should transform in action to make every teacher independent in his or her professional career.
viii. The policy of collaborative exercises must be issued in teacher education through innovative courses, programmes, workshops, trainings, presentations, seminars, webinars and conferences.
ix. The study recommends that, the policy makers should be practitioners and practitioners should be the policy makers.

5.3.2 Practice Related

The policy is meaningless if it does not come into practice. The policy plans must turn into action. The study has several recommendations at practice level. Some of them are given below:

i. Teachers should have well competence and professional with the sense of professionalism and spirit of teamwork.
ii. Collaborative learning practices should come into real field with updated versions and innovations.
iii. The teacher education should make teachers to perform different practices like carrying out researches, group study, critical issue presentation, writing report and research papers publication or presentations.
iv. Forming professional team, self-training, group-training, sharing problem in peer/group, creating blogs, webinars, organizing workshops, seminars and conferences should be continued in TE.

5.3.3 Further Research

Each research has its specific area, objective, purpose, findings and use. The present study was conducted to explore the practices, effectiveness and challenges of collaborative learning in teacher education through ELT seminar and Report writing course. It is a complete study itself, but it does not mean that the research drew out all possible areas related to the topic. Furthermore, the findings of the study may not be generalizable to the entire context because it is limited to the small sample size and area. So, for further research, some other related areas can be recommended as below:

i. Collaborative learning practices in heterogeneous classroom
ii. Strategies of collaborative learning in teacher education
iii. Critical comments practices in teachers' presentation skill.
iv. Role of collaboration for developing confidence.
v. Effectiveness of group work for collaborative learning.
vi. Role of ELT seminar course for teacher professional development

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Participant Information Statement

Dear Participant,

I would like to invite you to take part in a research entitled **'Collaborative Learning Practices in Teacher Education'** which aims to find out collaborative learning practices, effectiveness and challenges in current teacher education. This study will take place under the supervision of **Dr. Tara Datta Bhatta**, Professor.

This study needs FGD and interview for the data collection. Teacher-educators, student-teachers will be taken as participants. Participation in this study is completely voluntary. In add, the educators are requested to take part in interview and student teachers are requested to take part in FGD. The interview will take 90 minutes and FGD will take 120 minutes. The findings of this study will be i helpful to make the student teachers to know the practices, challenges and value of collaborative learning and seminar courses for personal, social and professional development of each individual and group. The information you have provided will have kept highly confidential and used only for my research purpose. I would appreciate your honest participation with critical opinions and assure that you response will be completely anonymous If you have any queries, you can talk me any time or supervisor.

Thank you for your kind cooperation.

Researcher

Chakra Sanud

Tribhuvan University

Department of English Education

Kirtipur, Kathmandu

Contact No.: 9848454636,9619573747

Email: sanudchakra@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

Focused Group Discussion and Interview Schedule

1) How do you perceive collaborative Learning (CL)? (Share your views based on your experience)
2) What is the significance of collaborative learning (CL) in teachers' professional life? (Give your original opinion)
3) Do you agree that you got many chances for collaborative learning in your student life? If yes, when? If not, why didn't you get? (recall the past and share the fact based on your experiences)
4) Can you explain any course during your students' life concerning in collaborative learning? If yes, what type of course it was? If not, why didn't you feel so?
5) Share your insights together and tell me what sorts of courses and programes are effective in teacher education (TE) to address 21st century's teachers' demands and expectations?
6) How do you think the current teacher education (TE) in the context of Nepal has concerned on collaborative learning in teacher education? (Think and share your view)
7) Can you share about what sorts of roles and responsibilities of instructors and learners are needy while practicing CL in teacher education?
8) What sort of procedure and approaches has been practiced in current TE for developing CL habits in teachers? (Please share your experiences)
9) Do you think formation and practice of critical reading groups in TE is must for collaborative learning? Share your experiences.
10) How does the practice of collaborative writing groups help to develop the writing skills in team? Share your views.

11) How the presentation, critical comments and feedbacks practices in TE can improve teachers' personal, social and professional skills?
12) Why do you think it is necessary to practice collaborative research in teacher education? Share your views and experiences.
13) Can you share something about the the report writing and paper presentation practice in TE? Is it important to practice in Nepalese context?
14) Why do you think seminar organization practice in TE has a great significance? Share your ideas with experiences.
15) Can you share your fresh experiences on the effectiveness of CL practices for developing critical reading, thinking and discussion skills in teachers?
16) Do you think collaborative learning has the significance to develop the adjustment participate and communication skills in teachers. Please share your views.
17) Can you share your experiences about how the collaborative learning practices can develop the conflict management and problem-solving skills?
18) How the collaborative learning helps to develop decision making skills in teacher? Share your views.
19) In what ways CL practices are effective to develop presentation, comments and feedback skills? Please share your views with experiences.
20) Do you think CL is helpful to develop collaborative research and writing skills?
21) Can you share your experiences on the significance of practicing workshop/seminar in TE?
22) Why do you think CL is beneficial to develop teachers' personal skills? Share your views in brief.
23) Do you think CL practices are effective to develop teachers' social skills? How? Share your views based on your experiences.
24) How the CL practices are effective to develop teachers' professional skills? Please share your experiences.
25) Do you think the current TE course has remained effective to make teachers to realize the essence of collaborative learning in TE?

26) In what ways the learners' differences remain as a challenge in CL? Please share your views with examples.
27) What sorts of challenges can occur while practicing innovative course in TE? Share your experiences.
28) Do you agree there are anxieties or psychological challenges while practicing CL in TE? Please share your experiences.
29) What types of challenges are there for collaborative learning practices regarding adjustment in group work activities? Share your views.
30) Do you have observed any sorts of challenges while practicing presentation and participation in TE? Share your experiences.
31) What types of infrastructure challenges are there for collaborative learning practices in TE? Share your views.
32) What could be done in order to reduce the challenges and make TE course more effective? Provide some suggestions.

Transcription of FGD and Interview with Student-Teachers

Researcher: How do you perceive collaborative Learning (CL)? (Share your views based on your experience)

Participants: *From the recent experience, collaborative learning is the most important learning context for our personal, social, and professional development. If you cannot collaborate with people, it is very difficult to adjust in professional life or career. It is a life skill, which applies in all sphere of life in teaching; in professional life.*

Researcher: What is the significance of CL in teachers' professional life? (Give your original opinion)

Participant 3: *CL has helped us to improve the personal skills like power point designing, development of confidence level, avoidance of fear and hesitation, presentation skills. Moreover, for social and professional development, it teaches us how to build rapport with others, how to reach in consent in the time of conflict between ideas, how to respect others feelings and sentiments, how to build mutual trust and understanding.*

Participant 5: *In our context where there is no trend of working together in a professional community, CL in TE has a great value. Most of us have an ego that I am in overall and I know everything. But in reality, what I felt, after taking part in CL, is that no one can be perfect in everything and we need to share and learn from each other.*

Researcher: Do you agree that you got many chances for CL in your student life? If yes, when? If not, why didn't you get? (Recall the past and share your experiences)

Participant 4: *No don't agree. From my experience, I did not get any chance for collaborative learning in my student life. It is because there was no any course that could emphasize for CL. From school to university level except ELT seminar and teaching practicum courses there was no any special course for developing CL.*

Participant 10: *Of course not, in our context the paper pencil test have made us so much competitive in vomiting the memorized theories in paper within three hours exam. Then imagine yourself how we can get the exposure for collaborative learning.*

Researcher: Can you explain any course during your students' life concerning in collaborative learning? If yes, what type of course it was? If not, why didn't you feel so?

Participants: *Well, there was not any specific course for collaborative learning in our educational courses. But the teaching practicum course in B.Ed and M.Ed was little collaboration related. Anyway I found the ELT seminar course is the best course for collaborative learning.*

Researcher: Discuss and tell me what sorts of courses and programes are effective in TE to address 21st century's teachers' demands and expectations?

Participants: *No doubt, practical and unique course like as ELT Seminar and Report Writing course can be fruitful to address the demands of the 21st century's teachers.*

Researcher: How do you think the current teacher education in the context of Nepal has concerned on collaborative learning in teacher education? (Think and share your view)

Participant (E1): *Well, it teaches behaviors instead of educational theories with offering many opportunities of workshops, seminars, group works, critical reading, peer-presentation, critical comment, feedback, discussion, share, collaborative research, group report writing, paper presentation and conferences. Furthermore, it is very special, more collaborative, practical and different from other exam-oriented courses.*

Researcher: Can you share about what sorts of roles and responsibilities of instructors and learners are needy while practicing CL in teacher education?

Participant (E2): *Well, in my view, friendly, supportive, cooperative, and non-threatening learning environment is must. Thus, as an educator our major role is to form*

collaborative contexts where students can openly take part in different collaborative activities without any fear and hesitation.

Participant 5: *In this program, the facilitation of our teachers and friends has taught a lot thing even I am an introvert one. Their encouragement has made me to be more active. Really, I am very frank nowadays. However, without self-effort no one can learn. Thus, we are responsible to get up and setup our learning ladders ourselves.*

Researcher: What sort of procedure and approaches has been practiced in current TE for developing CL habits in teachers? (Please share your experiences)

Participant 9: *All of the activities we are engaged in have followed collaborative procedure and bases in order to develop social and conflict management skills. Each activity demands for reaching to consensus by tackling with the diverse ideas of the group members in the CL environment.*

Researcher: Do you think formation and practice of critical reading groups in TE is must for collaborative learning? Share your experiences.

Participant 10: *Study group is an effective approach which offers teachers for critical input, discussion, raising provocative questions, share views, compromise, and scaffold. It also enhances reading skills by making a teacher skillful and expert reader and learner and it increases teachers' expertise and sustainability in their professional career by teaching how to grow and work together in a professional group.*

Participant 8: *Reading group in TE is the best exposure to be familiar with or explore local and global burning issues of ELT in our local context. Furthermore, to get engaged in critical discussion makes us to create friendly atmosphere, to overcome the fear, irritations, shyness and hesitation while co-operating in a team.*

Researcher: How does the practice of collaborative writing groups help to develop the writing skills in team? Share your views.

Participant (E1): *The writing group can help the writer to uplift or recover his/her writing with getting many ideas, suggestions, comments, feedback and motivation from others in a writing team.*

Participant 4: *As I experienced, I felt difficult to accept the comments on my writing at initial but gradually, when the ELT expert other members suggested me, and then I realized that I have some weakness in my writing. So, I find the writing group is a platform for learning from each other.*

Researcher: How the presentation, critical comments and feedbacks practices in TE can improve teachers' personal, social and professional skills?

Participant 1: *Presentation is the source of learning because it helps to explore new horizon of knowledge, skills and practice. As I experienced, we cannot point out our areas of weakness but the comments are the windows to see self from critical ways. Critical comments at the first time but these are the real mirrors to see our weakness.*

Participant 3: *Of course, at the beginning, I used to avoid the negative comments partly due to fear of hurting other. We rarely find the person who openly point out our weakness. In fact the critical comments are the best ways to see and improve us.*

Researcher: Why do you think it is necessary to practice collaborative research in TE? Share your views and experiences.

Participants E1 and E2: *Well, the accomplishment of research requires collaborative engagement among other participants and instructors. Each individual gives and takes assist through comments and feedbacks from other members and instructors while preparing concept paper and during field visit to collect required data. Team can give*

required support to them who get their job stuck. Team research creates the environment to share their experiences each other while analyzing data and writing research report.

Participant 2: *As I experienced, the research work is quite challenging in isolation but easier and interesting in group because co-researchers help each other in selecting the topic, methodology and research design. Furthermore, we have to work in a common professional team because collaboration increases the level of interest, enthusiasm, guidance and support.*

Participant 7: *Of course, in collaborative research practice, I was influenced and felt learnt when all of friends' research works were shared in different groups. Really, it was the magic workshop to expand the horizon of knowledge and skills. I got many ideas related to research works.*

Researcher: Can you share something about the the report writing and paper presentation practice in TE? Is it important to practice in Nepalese context?

Participant 3: *Well, report writing and presentation is an approach in Nepalese teacher education that increases potential capabilities of teachers about how to write and present a research paper. Furthermore observations of different live and online presentations make the teacher learn and work together in a professional team.*

Participant 6: *Of course, report writing is a collaborative practice or process in which we take the assists of different scholars, instructors, colleges, addressee, participants, resource-provider and the contexts we are engaged in while writing a report. Thus, it is not a one-man practice rather a collaborative effort one.*

Researcher: Why do you think seminar organization practice in TE has a great significance? Share your ideas with experiences.

Participant 5: *If we get involved in such a seminar network with the professional community intellectuals from the different parts of the country, we can get novel and up-*

and-coming ways of raising our professional capacity and professionalism with being familiar to the post-modern teaching styles and strategies.

Participant 8: *Why not, seminar is itself professional networking, in which we can gather in order to have a great share about what is going on and what is coming next in our professional career. It is providing us vast treasures of knowledge and information from each other. Similarly, by creating the professional online seminar web we can make the discussion virtually with the teachers of others places and can practice the best methodology and techniques to make ELT world successful.*

Researcher: Can you share your fresh experiences on the effectiveness of CL practices for developing critical reading, thinking and discussion skills in teachers?

Participant E1: *No doubt to say that practice of critical input (critical readings, raising critical issues, asking provocative questions, critical discussion, coming to the consensus) is an effective technique for developing critical reading, thinking and discussion skills. Furthermore, these practices can make a teacher a good thinker and practitioner in the field of teaching and learning.*

Participant 6: *Well, instructors provide us conflicting issue or topic for to study and for discussion, which make us to interact with others. But, the members get conflict when the ideas do not match. It also increases the degree to read, think and talk more and more.*

Researcher: Do you think CL has the significance to develop the adjustment participate and communication skills in teachers. Please share your views.

Participant 10: *Yes, the diversity is not a great problem but it is an opportunity if we use it to learn from each other in a communicative and collaborative environment. For example, practicing critical interaction, discussion, and conversation with diverse people can give diverse ideas and make the learning effective and co-operative.*

Researcher: Can you share your experiences about how the collaborative learning practices can develop the conflict management and problem-solving skills?

Participant 7: *The problematic contexts create tension in mind and make teachers to shared diverse ideas in order to get rid from the tension and solve the problem. The arguments process makes student-teachers to show disruptive manners where the collaborative process helps about how to manage the conflict and solve the problem sensibly.*

Participant 5: *Yes, the regular practice of critical discussion on critical issues and solve the discipline- related problems absolutely develop the capacity or ability to manage conflict to solve problems along with creating mutual respects and co-operation.*

Participant E1: *In my experience most of the conflict rise in the group discussion phase when the intelligent students dominate to the ideas of weaker students and the conflict starts. However, collaborative process and team work help to minimize and balance it.*

Researcher: How the collaborative learning helps to develop decision making skills in teacher? Share your views.

Participant E2: *Well, everyone has their own problem in career and in their local contexts, but it is very important to make right choice and search right solution of the particular problem in the particular context. It is what decision-making skills we want to educate to the teacher through the CL approach in TE.*

Participant 10: *Yes, the CL practices in democratic environment made me realize that ideology of individual may be right or wrong but to make right decision in right time is right. Now, we can make our right choice about what is right to practice or implement in our personal and professional career. It has become possible due to the involvement of the current TE course.*

Researcher: In what ways CL practices are effective to develop presentation, comments and feedback skills? Please share your views with experiences.

Participant 7: *Well, before taking part in TE course, I did not get exposure to present and get critical comments and feedbacks from my colleges but after getting the context, I felt that I was unknown about the basic skills of it in past but I have got now. Thus, this collaborative effort has made me an able presenter and feedback provider.*

Participant 9: *Yes, in the past, I used to feel nervous during the time of presentation. But the observation of both teacher and student-led sessions of presentations helped to gather the courage and improve my presentation skill very well. Furthermore, friends' and instructors' encouragement made me to take part in every activities actively it has developed my communication, collaborative and presentation skills.*

Participant E2: *Well, we are pleasantly surprise to see students doing well in their presentation; I must say in many ways students are performing well than what we had thought. It was very good to see some of the students come with so mature ideas, they were so critical on some issues. Most of the student did well in terms of bringing new ideas, alternative perspective the way an article or issue is presented.*

Researcher: Do you think CL is helpful to develop collaborative research and writing skills?

Participant 3: *Yes, I have not practiced like research and report writing in my life before but when I got the chance for this activity at the first time, I puzzled. Gradually my networks have taught me how to accomplish the research work. In add, the instructors in this strategy, encouraging in preparing research proposal, discussion and share have made me more familiar with research. Diverse ideas from my colleges are keys for me to get started and to be an able researcher.*

Researcher: Can you share your experiences on the significance of practicing workshop/seminar in TE?

Participant 1: *Yes, seminar skills make a teacher as a trainer, self-directed learner, motivator, independent, manager, supervisor, accountable, responsible in the target profession.*

Researcher: Why do you think CL is beneficial to develop teachers' personal skills? Share your views in brief.

Participant 1: *In a team, we get improved personal skills such as presentation skills, stress management skills, confidence building skills, avoidance of fear and hesitation*

Researcher: Do you think CL practices are effective to develop teachers' social skills? How? Share your views based on your experiences.

Participant 3: *Well, CL in TE course has has created many opportunities to learn by sharing, caring, and healing to each other with the diverse members. In more, different groups come together and motivate to each other and help to grow teachers socially. Moreover, for social development, it teaches us how to build rapport with others, how to reach in consent in the time of conflict between ideas, how to respect others feelings and sentiments, how to build mutual trust and understanding.*

Participant 5: *Of course, group work develops our communication skills and interpersonal relationship skills, intellectual capacity and collaborative learning abilities along with professional attitude. It develops the habit of creating group relationship, friendliness among the different teachers in order to solve profession related-problems.*

Researcher: How the CL practices are effective to develop teachers' professional skills? Please share your experiences.

Participant 9: *In my experience, the teachers in teaching profession are good friends for one another awaking each other to realize who they are and why they are for.*

Researcher: Do you think the current TE course has remained effective to make teachers to realize the essence of collaborative learning in TE?

Participant 5: *Well, after taking part in this current TE course, I realized the importance of CL for self-development in relation to the profession. Collaboration is the process of giving and taking the support in deed and in need from the people even they are from different backgrounds, learning community, styles, experiences, aspirations, intelligence, level preference, , level, interest in order to obtaining accomplish the desired goal.*

Participant 9: *Actually, I realized that, most of us have an ego that I am in overall and I know everything. But in reality, what I felt, after taking part in collaborative learning, is that no one can be perfect in everything and we need to share and learn from each other. Thus, it develops mutual trust and respect each other's' feelings and ideas for better learning.*

Researcher: In what ways the learners' differences remain as a challenge in CL? Please share your views with examples.

Participant 1: *While discussing with different and alien members (student-teachers) together about on different issues creates conflicts in terms of ideas and perceptions. Likewise, interferences and interruptions each other's' views and opinions create difficult situation to control.*

Participant 3: *As we everyone has ideology and ego by nature. Thus, it is quite difficult to control, if anyone imposes our thought and hurts our ego. If it is difficult to control,*

our disruptive behaviors may occur in discussion which results frustration, lose concentration, and get bored.

Researcher: What sorts of challenges can occur while practicing innovative course in TE? Share your experiences.

Participant 5: *Yes, at the beginning, I got doubt about this TE course when our instructors said that there would be not any final examination at the end of this course. In addition, I had heard the rumor that this TE course has no international value and we might get difficulty in getting abroad study but it was a baseless rumor.*

Participant 1: *Well, there was difficulty to persuade the students towards the nature of the course. It was because of the communication gap between us and them.*

Researcher: Do you agree there are anxieties or psychological challenges while practicing CL in TE? Please share your experiences.

Participant 2: *Yes, I agree, and I am one of the introverts. I experienced that the extroverts dominate to introverts ones in every tasks such as in group discussion, in group research and group presentation. Thus, it is too much challenging to get together and open ideas in group work.*

Participant 10: *At the beginning, I used to feel shyness and hesitation to share ideas in group and give presentation in front of the mass. And I also used to feel the fear of committing the mistake. But after taking part in this course, I got chance to open myself in front of the mass. And I improved my level of confidence by reducing the fear and hesitation.*

Participant E2: *I think the course will ultimately help everyone, both introvert and extrovert. People remain introvert due to lack of getting opportunities to express or expose themselves. So, I think even the introvert students must have been benefited from this TE course. No doubt, those people who feel shy and hesitate to speak in front of*

mass can present in front of the smaller audience to bigger audience. But lack of practice can make them feel shy and hesitate to disclose in front of the mass. And it is natural that, extroverts can present better than introverts ones.

Researcher: What types of challenges are there for collaborative learning practices regarding adjustment in group work activities? Share your views.

Participant 7: *Yes, of course, I am an introvert in nature and I felt quite difficult to work in group with the members to whom I had never talked before. But later on, slowly and gradually I started to enjoy group and pair work. I made many friends from different sections. It is really interesting to work in group and pair because the more heads generates the more ideas.*

Participant 2: *I usually disappointed because I dislike being dominated my thoughts or ideas. On the other hand, it is very difficult for coming into consensus from the diverse ideas of the group and pair friends. But in order to reach into the consensus, we used to discuss a lot and try to find the common ground for minimizing the conflict of ideas*.

Researcher: Do you have observed any sorts of challenges while practicing presentation and participation in TE? Share your experiences.

Participant E1: *Yes, we like to make equal participation of all students but some of them are not ready to involve in the group discussion, presentation and comments groups due to their motivation, ability and proficiency.*

Participant E2: *In the context, student-teachers are of the different attitude, ability and personality. While making them together in CL few of them, usually criticize each other instead of co-operative each other. In more, the advance learners participate more actively than the weaker ones. Moreover, the weaker ones are demotivated. But we have created such contexts where the advance group can teaches to weaker ones in a collaborative environment.*

Researcher: What types of infrastructure challenges are there for collaborative learning practices in TE? Share your views.

Participant 1: *Of course, every step of its plan and practice have problem to practice what is expected. The infrastructure challenge such as lack of well-equipped multimedia infrastructure, internet-service, rickety furniture were usually so much dusty and disturbing.*

Participant 8: *Just reading to the prescribed input-materials were not enough in TE. We preferred presentations of video-conferencing and watch international-level seminars on YouTube or multimedia tools. For this, I used to sit to search and watch the video but the speed of internet used to irritate me.*

Researcher: What could be done in order to reduce the challenges and make TE course more effective? Provide some suggestions.

Participant 5: *Of course, we can achieve our destination by keeping stepping on but not by talking only. It means we cannot survive in our profession with mere theories but we need rigorous practices in it. So, from my view, TE must emphasize practicality, participatory and innovation as like in the course like ELT Seminar and Report Writing.*

Participant 4: *We cannot buy everything we need with a single coin even it is gold-diamond-made coin, likely, it is not suffice to us. Therefore, the TE courses must be re-viewed and re-addressed to make the teaching profession successful.*

Participant E2: *We intend to teach behaviours rather than theories through the TE course. Teaching behaviours is quite challenging due to teachers' diverse attitudes, ideologies and expectations. However, TE course must address each of them. For this, we are planning for videos conferences along with provision of video record the classes of all presentations and use for future classroom purposes. This is the good beginning and everything is in the process of change.*

Appendix II

Observation and diary record

Based on my research objectives, I have observed the participants' behaviors, activities and practices as a full participant in this TE course during a semester. Moreover, the data have been collected in natural contexts by observing the participants' conversations, interaction, conversation, talks, performances, comments, reactions, criticisms related to the effectiveness of CL practices in TE. I have recorded the required data in my diary for my research purpose. The format and an observation model of diary record are given as:

Date	20 Feb.2017	**Type of Activity / interaction**	**People involved**
Time: 1-3:30 **Place:** Room no. 40 Department of English education. **Number of Participants:**	**Purpose:** I involved in an orientation programe of the course: ELT seminar and Report Writing. A grand framework has been provided by the ELT instructors. the instructors claimed that the course is designed for overall development of the EFL student teachers	☐ Conference ☐ Seminar ☐ Workshop ☐ Peer presentation ☐ Group Discussion ☐ Conversation ☐ Comments & Feedback Reading Group ☐ Writing Group ☐ Research Group ☐ Report share ☐ E-Group √Brief presentation ☐ Email Other: Orientation program	☐ ELT experts √ Course Instructors √Students ☐ Professors ☐ Faculty members ☐ Department head ☐ EFL Teachers ☐ Parents ☐ Audience ☐ Other……

After observation, I have organized the data under the following headings and themes which are around my research objectives.

A. Practices of collaborative learning in teacher education

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- .....
- .....
- .....
- .....

B. Strategies used for collaborative learning in teacher education

- .....
- .....
- .....
- .....
- .....

C. Effectiveness of the performed CL techniques for teachers' career

- .....
- .....
- .....
- .....
- .....

D. Challenges/opportunities for collaborative learning

- .....
- .....
- .....
- .....
- .....

E. Feelings and Experiences of Participants' regarding CL in TE

- .....
- .....
- .....
- .....
- .....

F. Participants' efforts to develop the sense of Team work and professionalism

- .....
- .....
- .....
- .....
- .....

G. Change in Participants' attitude and performance (personal, social, professional development)

- .....
- .....
- .....
- .....
- .....

H. Suggestions to Improve the Course

- .....
- .....
- .....
- .....
- .....

Appendix III

A Diary Record

on

Collaborative Learning Practices in Teacher Education by Organizing ELT Conference and Paper Presentation

Date	10-11 August 2017	**Type of Activity / interaction**	**People involved**
Time: 1-3:30 **Place:** Auditorium Hall (TU). Room no 34, 40 Department of English education. **Number of Participants:**	**Purpose:** I involved in a great seminar programe of the TE: A grand conference has been organized by the Department of English Education (TU). It is a part of TE. More than thousand intellectuals were gathered together, I was one of them as a pre-service student teacher or ELT seminar participant.	√ Conference √ Seminar √seminar papers presentation ☐Email ☐Other: Organizing Seminar programe	√ ELT experts √ Course Instructors √ Students √ Professors √ Faculty members √ Department head √EFL Teachers √ Audience Other: head of the dean office, education department, English education departments, special guests from different colleges and universities.

The Department of English Education, Tribhuvan University organized the ELT conference on 10- 11 August 2017 in Auditorium Hall of Central Department of Education TU. The seminar was about the *'Issues in English Language Teaching in Nepal'.* The seminar program started on 10th August, 2017, right at 11:30 with the melodious voice of our guru Mr. Laxmi Prasad Ojha. He anchored the program formally. The chief guest of the program was Dr. Krishna Prasad Gauatam, head of the dean office. The chairman of the program was Dr. Ram Ekwal Singh, head of the department of

English education. Moreover, Dr. Anjana Bhattarai, Dr.Prem Phyak, Dr.Purnna Kandel ,Mr.Krishna Prasad Acharya, Mr. Gangaram Gautam, Ms. Madhu Neupane, and Ms. Saraswati Dawadi were the special guests of the program.

The first welcome remark of the seminar was given by Dr. Prem Phyak. In his remark, he thanked to the all guests and the audiences with warm welcome speech. He emphasized the role and hard work of ELT seminar students for organizing the program.

Dr. Purna Kadel delivered the second remark. He emphasized on the course like ELT seminar that could create the platform for obtaining practical and first-hand knowledge. He claimed that the real learning takes place only through the practical course and it must be continued to establish the good education system. He remarked the seminar as the best way of learning and said school and colleges are not the factory to produce wastage but they are intellectual institutes where human resources are developed for nation building.

The third remark was given by Dr. Anjana Bhattrai. She thanked to the course developers & instructors and to the students. Moreover, she wished for the success of the program along with stressing that the students were the bright future of the nation. According to her, only one course cannot bring so many changes on the part of students. Thus, the course like this should be introduced from the very beginning of the educational career.

The fourth welcome remark was given by Mr. Ganga Ram Gautam sir, who remarked about the course saying that he was in the favor of this course from the beginning. Moreover, he claimed that they got the victory for implementing the practical course in TE. Furthermore, he declared that this course is helpful to every student to reconstruct their theoretical knowledge into practical fields.

Mr. Krishna Prasad Acharya, the Head of the Foundation of Education Department, delivered the fifth welcome remark and said that the old-fashioned teacher-centered methods have no value in present day's world. So, innovative ways of teaching and learning should be adopted in our educational system to make our teachers competitive in the world. Moreover, he said that the new course like this must be introduced in the semester system to make education system different from the annual system.

The sixth welcome remark was given by Dr. Krishna Prasad Gautam, the Head of the Dean office and the chief guest of the program. He claimed that education is the process but not the ends. In addition, through his remark he declared that the Dean office is ready for providing any kinds of assistance to implement the practical courses to make the students capable of competing with the students of international level.

Then, the Head of the Department and the chair of the program, Dr. Ram Ekwal Singh concluded the inaugural session by saying that well beginning is always half done. It means that there are many areas to improve and make this course more effective and systematic.

After the completion of the inaugural session, there were three different paper presentations by three faculty members from department of English Education. These presentations were given to teach us, the ELT students (pre-service student teachers) to familiar about how to present a paper in a great seminar or conference.

The first presentation was about *'Plagiarism: Why does it Matter'* by Madhu Neupane. Through her paper, she basically talked about the definitions of plagiarism, its type, aspects, and consequences as well as ways to avoid it. From her presentation, I got a lot of insight about plagiarism like alternative ways of defining it, reason behind why people do plagiarism and the best ways to avoid it to maintain honesty in our professional and academic career.

Similarly, the second presentation was about *'Making Arguments in Academic Writing'* by Saraswati Dawadi. In her presentation, she mainly discussed about the definition of arguments, its importance in academic writing and elements of arguments that helps to establish claim and evidence in academic paper. From her presentation, I became familiar with one of the element of academic writing. And I also learnt the ways to make any writing argumentative by giving examples, evidences and data to the statement or the topic sentence.

Likewise, the third was about *'Multimodality in Language Pedagogies'* by Dr. Prem Phyak. During his presentation, he primarily talked about general concept of multimodality and its relevance in present day's pedagogies. According to him, multimodality is all about images, languages and society. From his presentation, I understood that multimodality is a new dimension in language pedagogy that helps to make teaching and learning process more interesting as well as permanent. And it is equally in important for enhancing students' creativity and critical thinking.

From these presentations, we, the ELT participants or students got a lot of insight about plagiarism and making argument that will surely help us in research works. And the multimodality was rarely heard term for us; we got a clear idea about it and understood that it is all about the use of images and language in different forms to express hidden meaning of the society. The seminar continued until 2-3 days along with different papers presentations.

- **Reflection on the first day of seminar**

The seminar paper presentations by the ELT students or EFL student teachers started at 1:50 pm on 10th August 2071. The seminar was basically organized for the students of ELT seminar batch second for external observation by the dean office as a part of examination. The Dr. Anjana Bhattarai madam had been observing our paper presentation as an external observer. There was large numbers of the audience. All together there were 10 presentations in two sections i.e. room number 34 and 40. I, the researcher was in the room number 34 and there were five presentations in this section.

The first presentation was about the *'Localization of English Language in Linguistic Landscape in Kathmandu'* by Alisachina Rai and Yami Oli. In their presentation, they basically discussed about the concept of linguistic landscape and how English language is being localized in the public places of Kathmandu valley. From their presentation, it can be understood that people are using the English language in hoarding board and public places by mixing the code of different languages. They are using it just because it is a fashion of everyday life and demand of time. And the linguistic landscape is rich sources of cultural, ethnic and lingual heritage that can be found in public places.

The second presentation was about *'Issues in Implementing EMI at Public Schools in Nepalese Context'* by Pushkar Gautam, Ravikant Kumar Sha and Balram Panthi. During their presentation, they mainly talked about problems and difficulties that the public schools have to face while implementing EMI. Based on their presentation, it can be said that English as a medium of instruction has become a fashion in many public schools and on the other hand, many public schools are trying to adopt EMI just because of many private schools are using it and comparatively getting better result in every sector. But they are unaware about the fact that they lack efficient manpower, physical facilities and dedicate teachers. And public schools' students and teachers have been facing the serious problems in their teaching and learning just because of the EMI. Consequently, the result of public schools is more deteriorating day by day just because they have been practicing EMI.

The third presentation was about *'English Medium Instruction in Nepalese Education: Prospects and Challenges'* by Chanda Shrestha and Saraswati Bhatt. Their presentation was all about merits and demerits of English as medium of instruction in public schools. Therefore, based on their paper presentation it can be said that every new experimentations have both plus and minus aspects. For example, adopting EMI has good aspects such as the students who cannot afford high amount of money in private schools

for getting access to English education can get and improve their life even in government investment as like the students from higher class. But if the public schools try to implement the EMI without enough physical facilities and efficient manpower, it may be fatal for them. It is because neither they will be in their previous position nor they will obtain the desired goal.

The fourth presentation was about *'Teachers' Perception towards Use of Linguistic Landscape in English Classes'* by Dev Pujara, Naresh Kunwar and Krishan Dhami. Their research based on the concept of linguistic landscape and, how the teacher can use it in language pedagogies. Their research paper infers that linguistic landscape can be the best source for English language teaching and learning. It can also work as concrete materials for stimulating students' interest and enthusiasm for permanent learning. And while selecting linguistic landscape as teaching materials, the teamer should be aware of the relevancy of the materials and the level as well as need of the students. But in our context, it is a new concept, and so many teachers and students are quite unfamiliar with the term itself. So, it should be familiarized for educational purpose.

The fifth presentation was about *'Adaption of English Textbooks in Public Schools of Nepal'* by Mamata Bhattarai and Nisha Dhakal. The presentation was all about whether the teachers in public schools are adopting the English textbooks or not, is there enough availability of English textbooks in public schools or not, are there any other supplementary materials except textbooks or not. The findings of their paper showed that almost all the teachers in public schools are using the textbooks as an ultimate source material. And some teachers are deprived of even getting the textbooks in right time. There were not any other supplementary teaching materials except textbooks.

- **Reflection on second day of seminar**

The second day seminar presentations by the ELT students or EFL student teachers started at 12:15 pm on 11th August 2071. There was involvement of many participants. Dr. Anjana Bhattarai madam had been observing the paper presentations as an external observer. In the second day also there were five paper presentations in room no.34.

In that very day, the researcher himself with his pair friend presented the paper entitled *'Collaborative Learning Practiced through ELT Seminar: Opportunity or Challenge'.* It was the first presentation of my student-life in a seminar. So, I was feeling quite nervousness. But when I got the stage, I kick out my nervousness and build up confidence for good presentation. The presentation was all about how ELT seminar

students feel during their participation in ELT seminar course and how this course helps to develop the sense of collaborative learning on the part of pre-service teachers. Our research findings shows that all the student have positive attitude towards this course. In addition, they shared a common view that they had never and ever read the subject like this that has taught them to be independent learners by taking the full charge of their learning. And it has become a good plate form for them to be personally, socially and professionally developed by installing the sense of collaborative learning.

The second presentation was about *'Teachers Knowledge in Critical Pedagogy and Its Use in Teaching English'* by Sajan Sharma, Ramesh Bhatt and Surendra Bhat. Their presentation was all about whether the teachers are familiar with critical pedagogy or not, whether they know the ways to use it in English language teaching or not. Their findings showed that the teachers in the urban areas are more familiar with the concept of CP in comparison to villages. And they are trying to implement its assumption in their classroom pedagogies. From it, it can be said that CP is a new concept in language pedagogy that does not take anything for granted. And it basically talks about the equity in mainstream education and emancipation of those students who are in difficulties and deprived of education.

The third presentation was about *'Use of ICT in English Language Teaching and Learning: Motivation or Burden'* by Kusum KC, Saraswati Paudel and Promod Mandel. The main concern of their research paper was how the students and teachers perceived the ICT tools for their learning and teaching and in what ways does it work as a motivation and burden. From their presentation, it can be concluded that on the one hand, using ICT in teaching and learning is motivation in the sense that the students and teachers can get the easy access to the varieties of teaching and learning materials and they could be updated with the current innovation of teaching methodology. But on the other hand, it can be taken as a burden as well, it is because all the students, schools and teachers do not have equal access to it and they cannot afford it. The fourth presentation was about *'Use of ICT in Post Method Pedagogy: Opportunities and Challenges in Nepal'* by Muktinath Dangal and Induka Adhikari. The main concern of their presentation was to explore the ways to use ICT in post method context and to find out the challenges of using ICT in post method situations. Throughout their paper, they specifically talked that PMP is all about the process of going beyond the limitations of prescribed teaching methods. It is because every learning context has its own features and demand. So, the single method can't be applicable into the diverse contexts. Thus, while exploiting ICT in teaching and learning, the social and cultural reality of that very place, time and person should be taken into consideration.

The last presentation was about *'Teachers' Perceptions on Mother Tongue Education and Its Use in Learning English'* by Luk Gharti and Bam Dangi. The objective of their paper was to find out the teachers perceptions towards the role of mother tongue education for learning English Language. In the context of Nepal, the government has made the provision of delivering the primary education through the medium of MT. So, some of the public schools have been delivering the primary education in child first language. Their research findings revealed that, teachers have both positive and negative attitude towards MT. Education through MT is useful as it makes teaching and learning process more useful by preserving their indigenous language and culture. Likely it has limitation as well like the parents have negative attitude towards it, lack of sufficient materials and no job market.

After the completion of all these five presentation on second day, we all, the ELT seminar students or EFL student teachers went the room no. 34 for the closing of the seminar. In the closing session, there were all the students of ELT seminar course. Similarly, the chief guest and chair of the program were Mr. Kishna Prasad Acharya and Dr. Ram Ekwal Singh. And other guests were Dr. Anjana Bhattrai madam, Dr. Prem Phyak sir, Mr. Laxmi Prasad Ojha sir and Madhu Neupane madam. All of the guests, chief guest and chair of the program shared the common view on two days seminar. All the professionals surprised on the ELT students' grand or brand new presentations viewed that the overall seminar was wonderful and this sort of innovative course should be implemented and continued in university education program for the teachers professional and all round development. Similarly, they said it was the result of the hard work of the course instructors Dr Prem Phyak, Mr. Laxmi Prasad Ojha and other all faculty members of English Education department plus the students who worked together by collaborating with friends and teachers. They were feeling the proud of getting chance to observe the so insightful paper on burning issues of ELT. At the end, Dr. Ram Ekwal Singh formally announced the successful completion of the two-day's seminar. After that we all took the group photos with respected gurus and gurumas.

In this way, it is clear that the ELT seminar and report writing course has made the student teachers in CL by having grand conference, seminars and workshops. It motivates them to involve or organize the different sorts of workshops, seminars and round table group discussion in the days to come. It encourages EFL teachers work in a learning community with sharing and caring to each other in their career development process. Next, they are encouraged to publish their papers and articles in different books, journals and blogs. So, this course is really remarkable as my own experiences being a full participant and researcher own self.