

**COLLABORATIVE LEARNING FOR TEACHERS'  
PROFESSIONAL DEVELOPMENT**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfilment for the Master's of Education in English**

**Submitted by  
Kunti Adhikari**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2010**

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2010**

**T.U. Regd.:9-2-296-4-2003  
Second Year Examination  
Roll No: 280368/065**

**Date of Approval of the  
Thesis Proposal 2066-7-26  
Date of Submission:2066-10-17**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Kunti Adhikari** has prepared this thesis entitled **‘Collaborative Learning for Teachers’ Professional Development’** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2066-10-17

.....  
**Dr. Tirth Raj Khaniya (Guide)**  
Professor  
Department of English Education  
Faculty of Education,  
T.U., Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following  
Research Guidance Committee.

### Signature

**Dr. Chandreshwar Mishra**

Professor and Head  
Department of English Education  
TU, Kirtipur

.....

Chairperson

**Dr. Tirth Raj Khaniya (Guide)**

Professor  
Department of English Education  
TU, Kirtipur

.....

Member

**Dr. Anjana Bhattarai**

Reader  
Department of English Education  
TU, Kirtipur

.....

Member

Date:2066-10-20

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee.

**Dr. Chandreshwar Mishra**

Professor and Head

Department of English Education

T.U., Kirtipur

**Signature**

.....

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

.....

Member

**Dr. Tirth Raj Khaniya (Guide)**

Professor

Department of English Education

T.U., Kirtipur

.....

Member

Date: 2066-10-22

# **DEDICATION**

**Dedicated**

**to**

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

## **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: 2066-10-15

.....

**Kunti Adhikari**

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**Kunti Adhikari**

## ABSTRACT

This research work entitled "**Collaborative Learning for Teachers' Professional Development**" has been carried out to find out the attitudes of secondary level English language teachers towards collaborative learning and the school environment available to them for learning and practising collaboratively. The study was carried out considering the significance of the practice of collaborative learning in teachers' professional development. The primary data was collected from the forty secondary level English language teachers from Pokhara and Kathmandu valley selected by using the non-random judgemental sampling procedure. The data obtained from the respondents through the questionnaire have been analyzed and interpreted using simple statistical tools. The study shows that almost all the secondary level English language teachers have positive attitude towards collaborative learning and majority of them are provided with a supportive and favourable environment for collaborative learning within their institutions.

This thesis comprises four chapters. Chapter One deals with general introduction, review of the related literature, objectives of the study and significance of the study. Chapter Two deals with the procedure adopted to carry out the research. It contains information on the sources of data, population of study, sampling procedure, tools, process of data collection and limitations of the study. Chapter Three consists of the analysis and interpretation of the data. Chapter Four deals with the major findings of the study on the basis of the analysis and interpretation of the collected data. It also deals with some recommendations made, based on the major findings of the study. Finally, Chapter Four is followed by the references and appendices.

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## LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
&	-	Ampersand
BC	-	British Council
CL	-	Collaborative Learning
CUP	-	Cambridge University Press
Dr.	-	Doctor
ELT	-	English Language Teaching
etc.	-	etcetera
HOD	-	Head of Department
i.e.	-	that is
INSET	-	Inservice Education and Training
KU	-	Kathmandu University
M. Ed.	-	Master's of Education
MOE	-	Ministry of Education
NCED	-	National Centre for Educational Development
NELTA	-	Nepal English Language Teachers' Association
No.	-	Number
OUP	-	Oxford University Press
P	-	Page number
POU	-	Pokhara University
PU	-	Purwanchal University
S.N.	-	Serial Number
TD	-	Teacher Development
TPD	-	Teachers' Professional Development
TU	-	Tribhuvan University
Vol.	-	Volume