

CHAPTER - ONE

INTRODUCTION

This study is on "Collaborative Learning for Teachers' Professional Development". This chapter consists of general background on teachers' professional development and collaborative learning, definition of attitude, information on importance of attitude in learning, ways of measuring attitude, literature review, objectives of the study and the significance of the study.

1.1 General Background

The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is a complex activity which requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institution's rules and regulations, the availability of materials, the way of handling them and how to facilitate understanding in others. It requires the investment of a great amount of social, intellectual and emotional energy on the part of the teacher. Teaching cannot take place without learning because it is done in order to manage and facilitate the learning process.

According to Wright (1990) "Teaching can be seen as mediating between language and the learner within the formal context of the classroom" (as cited in Richards & Nunan 1990, p.82). Teaching is widely understood as an act of deliberating the knowledge, skills and attitudes to the learners with an aim of bringing positive change in them. Hansen (1999) conceives teacher's work as a calling, a moral and personal commitment that has to do with cultivating student's mind and spirits. According to him,

Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understandings which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities. . . . Other things being equal, a person with a sense of calling comes inhabit the role of teacher more fully than does an individual who treats it as only a job ... will be more

likely to exert a broader and more dynamic intellectual and moral influence on students As a calling teaching is public service that also yields personal fulfillment to the person who provides that service . . . (as cited in Day, 2004, p.16).

Different conceptions of teaching have different implications for teacher preparation. Nieto et al. (2002) view that love is at the premium in the task of teaching.

. . . love of learning, of students, of the process of being fully human. Teaching is about love because at its best teaching depends upon close and special relationships between student and teachers. It is in a word, a vocation based on love (as cited in Day, 2004, pp. 17-18).

Without commitment and passion teaching loses its value. Head and heart both are involved in a meaningful teaching because it is a challenging task of dealing with human brain, delicate in nature. Teaching is viewed as a kind of an artistic performance. So teaching technique depends upon the performance of an individual teacher and thus it cannot be predicted. In Richards and Nunan's (1990) words:

For some people, teaching is a kind of mystical experience that is hard to explain or describe. Stevick (1980:295), for example, speaks of teaching as "the mystery – behind mystery" the "simple, daily miracle". From this perspective, individual acts of teaching are essentially irreplicable and non-comparable, and the inherent characteristics of individual teachers are the strongest predictor of classroom outcomes (pp.132-33).

Teachers are primarily the learners as they are engaged in learning how to teach, throughout their lives. This view is supported by Liberman and Miller (1990). They say:

They are problem posers and problem solvers, they are researchers, and they are intellectuals engaged in unraveling the learning process both for

themselves and for the young people in their charge. Learning is not consumption, it is the knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interests of learners. Assessment is not judgement, it documents progress over time. Instruction is not technocratic, it is inventive, craft like, and above all an important human enterprise (as cited in Day, 2004, p.105).

Together with the definition and concept of teaching comes the role of teacher as the central figure in the teaching process. The act of successful teaching demands various roles of the teacher. "Teachers are too often the servants of heads, advisers, researchers, textbooks, curriculum developers, examination boards or the Department of Education and Science, among others" Hopkins (1985, as cited in Head and Taylor 1997, p.94). Similarly, Harmer (1991, p. 235) highlights the roles of a teacher as: controller, assessor, organizer, prompter, participant, resource and tutor. Paudel (2006) lists some of the attributes that the teaching business demands on the part of teacher. They are: i) personal (good moral conduct, honest, deceptive, brave, cowardly, generous, courage, caring, fairness, friendship, justice, open mind ness etc.) ii) professional (pedagogical methods, styles and manner, exemplary conduct, collaborative, innovative, dynamic etc.) iii) institutional (close relation between personal and institutional goals, public relations, commitment, teamwork, partnership, responsibility and accountability etc.).

In order to be able to handle all these roles and responsibilities, teachers should be equipped with sound knowledge and skills. For this they are engaged in the lifelong learning. Most of the activities are carried out under teachers' own initiatives, though the institution in which the teachers are involved also plays an important role in facilitating their efforts. Teachers can adopt various methods and tools in order to develop themselves. Among them the practice of collaborative learning is one of the most powerful tools for teachers' professional development. Hayes (1995, p.261) says that the teachers need to

be given the tools to enable them to understand their existing and the new classroom practice and the skills for continuing development in collaboration with the peers. Similarly, Brody and Davidson (1998) view "cooperation is grounded in the human moral and social capacity to take the position of the other through numerous forms of reciprocity, mutuality, and give and take" (as cited in Richards and Farrell 2005, p.12).

According to Pollard (2006), "Reflective teaching, professional learning and personal fulfillment are enhanced through collaboration and dialogue with colleagues"(p.21). For the teachers, colleagues are one of the most reliable sources of feedback on teaching. This view is supported by Harmer (2007).

According to him "Talking with colleagues is one of the best ways of resolving our doubts and uncertainties and it can help us understand what it is we think. As listeners (understanders), too, we can have a powerful effect on our colleague's development"(p.419).

1.1.1 Language Teaching

Previously it was believed that the only basic tool a language teacher needed was a sound knowledge of the language. But now it has been realized that linguistics is not only the area in which a language teacher should be trained. The importance of psychology and sociology as well as more extensive training in pedagogy has been realized by those all concerned with language teaching. According to Ur (1996, p.5) besides methodology, foreign language teaching has further important components such as lesson planning, classroom discipline, the provision of interest- topics which are relevant and important to teachers of all subjects.

Richards and Rodgers (2001) mention "Language teaching came into its own as a profession in the twentieth century"(p.1). Language teaching is not a constant process; rather it changes together with the development of new technologies and emergence of new approaches and methods. Freeman (2000, p.86) mentions "Language learning, language teaching are dynamic, fluid, muTable No. process. There is nothing fixed about them".

As we enter a new century and millennium, we might expect to find more methodological innovations revolving around the teaching process itself. Technological advances have already ushered in new pedagogical strategies in the form of computer assisted learning and the use of the internet. Teacher's roles are also being redefined. While computers may relieve teachers of certain functions, their responsibilities have multiplied in other ways (Freeman, *ibid.*).

Language teaching is guided by different theories of learning. To quote Brown (1994, p.78) "Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques".

Some years ago, the language teacher's role was sometimes understood as a 'drill sergeant' and 'orchestra conductor' and sometimes as an 'authority' inside the classroom. Today the language teacher has to play a more dynamic and sensitive role, i.e. the role of a 'facilitator' of the language learners. So, he/she needs to accumulate much more information on how he/she can use his/her knowledge of linguistics, psychology, sociology, philosophy, and pedagogy to help the learners learn a foreign language.

1.1.2 Teaching as a Profession

Profession is a job requiring special type of skill or knowledge. Teachers as other personnel like doctors, pilots and engineers too require a special type of skill or knowledge to accomplish their particular job. So teaching is also regarded as one of the professions. Khaniya (2006, p.7) states " Teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals". According to him, professional is he who performs tasks involving not only skills and knowledge but also expertise, and teacher as a professional is necessarily responsible to bring about change in the way the student does things or performs tasks after he receives instruction. Weiler (1995) states " professionals are at the top of a hierarchical pyramid of occupations, they are

the experts in a particular field and they rationally employ advanced knowledge for common good" (as cited in Villegas- Reimers, 2003, p.39).

According to Hoyle(1995, as cited in Villegas- Reimers 2003,p.35), "There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a profession and not just an occupation" .Villegas- Reimers (2003) mentions "Fortunately, the tendency over the last few years has been to begin to accept teaching as a profession and, consequently, the transformations from teacher training to teacher professional development" (p.36).

"Teachers are the major elements of the entire education system those are placed at the heart of education system (Dewey1916, Dean 1992) pack and unpack the curriculum (Hamilton,1997) and thus they have to be more professional in their business" (as cited in Poudel, 2006). The importance of the teaching profession is that it is responsible to produce other different professionals. Viewing teaching as a profession provides a motivation for continuous career growth. Most of the people agree that professionalization of teachers is essential for the upliftment of the entire education system. And this is an issue of great interest to those all concerned with the education system.

1.1.3 Teachers' Professional Development

This heading is divided into different subheadings and described for the formulation of conceptual clarity.

1.1.3.1 Concept

Development means progressive change or advancement towards positive direction. It refers to the gradual improvement of a situation to some better state. Similarly, teacher development is a continuous and never ending process in which teachers change themselves. They keep themselves alert and engage in learning new skills, knowledge, information and techniques in order to deal with the new experience, challenges and opportunities in their profession. A responsible teacher always thinks about the way to transform him/herself into

an efficient and resourceful person or the ways of developing own self. This development is required to meet the learning needs of the students.

Teacher's professional development is the process of developing professional excellence in the teacher by learning, experiencing, practising, and preparing oneself for new challenges and responsibilities to be encountered in teaching. Teacher has to prepare oneself for new approaches, methods, and other changes in the field of teaching. Once the teacher starts teaching, he/she always needs to struggle for keeping growing and this struggle requires his/her voluntary will and effort. "All types of professionals require change and growth once they start their career. The growth starts from the very beginning and continues until the retirement (professionally) and until the death bed personally" (Gnawali 2008, p.36). Professional development is not confined to any formal course or external input. It can mean many different things and activities as teachers can find various alternative ways to learn.

A spirit of inquiry is the key to developing the expertise in any field. A good teacher always holds this spirit. Head and Taylor (1997, p.1) mention:

Teacher development, as we understand it, draws on the teacher's own inner resource for change. It is centered on personal awareness of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self reflective process because it is through questioning old habits that alternative ways of being and doing are able to emerge.

Villegas-Reimers (2003, p.11) defines professional development as the development of a person in his/her professional role. After gaining the experience and expertise for years in teaching systematically, a teacher achieves the professional development. Glatthorn (1995, as cited in Villegas-

Reimers, 2003, P.11) perceives professional development as the growth that occurs as the teacher moves through the professional career. According to Underhill (1988) teacher development is a continuous process of transforming human potential into human performance and this process is never finished. He states:

Development means . . . keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoiding getting in a rut. If I am in a rut, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and uninspiring (as cited in Head and Taylor, 1997, p.7).

Teachers' professional development is perceived as an umbrella term which includes varieties of activities carried out by the teachers either individually or in a group. For their professional betterment teachers are aware and as a result engaged in various activities like attending the teacher training programmes and participating the professional conferences, workshops and seminars. They are also engaged in the activities like reading professional journals and related documents, keeping diaries, interacting and sharing ideas and experiences with colleagues, collecting feedback from friends and students, conducting action research, developing collaborative relationship with colleagues, case studies, observing and analyzing each other's performance and so on.

A teacher has to pass through different stages in course of his/her professional development. The process of transformation and development of teachers is time consuming and very slow. Mevarech (1995, as cited in Villegas- Reimers, 2003, p.133) presents a 'U shaped' model to explain this slow and steady process. The stages included in the model are:

- i) survival: when expert teachers become novices temporarily, as they attempt to incorporate something new into their repertoire;
- ii) exploration and bridging;

- iii) adaptation: from technical application to reflective implementation;
- iv) conceptual change;
- v) invention and experimentation.

Although the central figure responsible for initiating teacher's professional development is the teacher him/herself, there are several other factors responsible for it.

For teacher development, equipping and enabling is a must. The term equipping refers providing teachers with pedagogical knowledge and skills for immediate purpose or to solve existence problems. On the other hand, the term enabling means helping teachers to develop ability to independently handle professional affairs (Khanal, 2005).

Similarly Villegas-Reimers (2003, pp.119-40) points out the following factors to be considered when planning, implementing and assessing the professional development of teachers:

- i) a culture of support: the role of school and education leaders
- ii) the role of context: multiple settings/ multiple professional communities
- iii) time
- iv) financial resources
- v) stages of professional development
- vi) the use of technology for teaching purposes
- vii) the role of unions in teacher's professional development
- viii) the role of teacher educators.

Beside these factors, proper incentives for the teachers, opportunities for demonstrating the newly acquired knowledge and skill, and regular researches on teacher's progress play an important role in making teacher's professional development successful.

1.1.3.2 Characteristics of Teacher Development

As defined above, teacher development is a continuous and never ending lifelong process. It brings noticeable and reformative change in teacher's professional and personal life. Rossner (1992, as cited in Head and Taylor, 1997, p.4) lists some key characteristics of teacher development. They are mentioned below.

- A. It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse from confidence building to language awareness or technical expertise.
- B. Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.
- C. TD is not to do with language teaching. It is also about language development (particularly for teachers whose native language is not English), counseling skills, assertiveness training, confidence building, computing, meditation, cultural broadening- almost anything, in fact.
- D. TD, in most teachers' opinions, has to be 'bottom- up', not dished out by managers according to their own view of what development teachers need. This doesn't mean to say that managers should stop organizing in- service or other training courses.

1.1.3.3 Importance of Teachers' Professional Development

The formal training provided to the teachers is time bound but they can continue with their professional development throughout their lives. Even after several years of teaching, teachers feel a need to refresh themselves and go on learning and developing themselves in order to accomplish their professional responsibilities effectively. There is not any moment in the life in which one can rest thinking that what he/she has learned is enough and need not learn

further ahead. Experience alone is not sufficient for the teachers to meet with the students' needs and expectations. Chaudhary (2008) mentions:

It has been wrong tradition in our ELT society that experience is everything which is most prominent quality for teachers' professional development. To some extent, experience plays the role for teacher development but it is insufficient as a basis for teacher development because teachers teach in the classroom what they know or what have been taught to them by their tutors. Experience can scaffold in teacher development (p.22).

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the theories of language learning and emergence of new approaches and methods. So there is a need of regular opportunities for the teachers to update their knowledge and skills in this field. Head and Taylor(1997, p.11) say "stale or narrowly subject-bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate". Hence, learning to teach is a lifelong process. Similar is the view put forward by Richards and Farrell (2005). According to them,

In most schools and institutions today, language teachers are expected to keep up to date with developments in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution.

They further mention that" teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding". Teachers' professional development is a key factor to bring the positive effect on the educational products. So a teacher should advance in professional expertise throughout his/her career and this advancement does not depend on formal courses or external input alone. Personal experience, self reflection and interaction with colleagues in the institution are very important

tools for personal progress. Emphasizing the importance of updating oneself in the teaching profession, Khaniya (2006, p.9) states:

People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left far behind. For this purpose people involved in it should be allowed to work for its development, advancement and continuous improvement.

Similar is the view put forward by Bhattarai and Gautam (2005, p.4). According to them,

An English teacher should compare himself/herself with a person standing on a traffic island controlling and receiving the flow of knowledge and information from all directions. One should capture the appropriate materials and utilize/adopt it to the demand of the consumers (parents, students).

A teacher teaches what he/she knows. If the teacher fails to update himself/herself in this rapidly changing world, he/she cannot meet the dynamic needs of the learners with the stale and static knowledge in his/her repertoire. As a result, the society may look at his/her job as an inferior one and there is the chance for development of inferiority complex in teacher which may sometimes lead quitting his/her job. In contrast, if the teachers are well informed and self aware about the latest developments and newly emerging concepts and new innovations or technologies related to their profession, they can present themselves according to the need and interest of their students. They can confidently make their own professional decision and handle their professional responsibilities, those may arise at present or in future, efficiently. As Ur (1996, p.317) mentions, the pre- service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give the teachers the tools and understanding for further development. Pointing out the importance of teacher development, Ur (ibid) further mentions:

Constant teacher development and progress can forestall or solve problems caused by both first year stress and later burnout. More positively, it is a necessary contributor to your success and satisfaction in professional work today and to your career in the future as teacher and/or in other allied professions: materials writer, trainer, author, and researcher.

Good teaching involves teacher's intellect and passion as well. So the teachers must feel comfortable. physically, emotionally, and psychologically. Regular teacher development opportunities can only ensure the all- round development, success and satisfaction of the teachers. Ashton and Webb (1986, as cited in Day 2003, p.74) found the following seven contextual factors that influence teacher's sense of efficacy and competence.

1. Excessive role demands
2. Inadequate salaries and low status
3. Lack of recognition and professional isolation
4. Uncertainty
5. A sense of powerlessness
6. Alienation
7. The decline in teacher morale

Teachers' professional development is essential in order to release the teachers from all these discouraging factors and to develop their sense of efficacy and self confidence.

1.1.3.4 Difference Between Teacher Training and Teacher Development

Teacher training and teacher development both contribute the teacher's professional betterment. However, they are different in many respects.

“Training refers to activities directly focused on teacher's present responsibilities and is typically aimed at short term and immediate goals” (Richards and Farrell 2005, p.3). Teacher training is basically aimed at

preparing a teacher to take new teaching responsibilities. Richards and Farrell (2005) further state:

Teacher training also involves trying out new strategies in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice. The content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books (p.3).

In teacher training, somebody learns the skills and gets prepared to become a teacher. It is generally focused on preparing a teacher in specific areas such as use of classroom aids and resources, effective teaching techniques, conducting group and pair activities, use of textbook, classroom management, and constructing test items. On the other hand, development according to Richards and Farrell (2005, p.5) is,

General not focused on a specific job. It serves a longer- term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review and can hence be seen as "bottom-up".

'Training' according to Ur (1996, p.3), can imply unthinking habit formation and an over emphasis on skills and techniques. In this sense, teacher training has a narrower scope than that of teacher development. Teacher development is obviously wider in scope as it includes different areas like subject matter knowledge, pedagogical expertise, self awareness, and understanding of learners' psychology, understanding of curriculum and materials and career advancement. According to Roberts (1998), "Training is characterized by objectives that are defined by a deficit in language, teaching skills, curricular knowledge or some other areas of expertise (p.121)". And "the notion of development implies more divergent objectives which allow for teachers' individual differences and which are determined by teachers' sense of their own learning needs (p.122)." In a sentence, as Richards and Farrell (2005, p.7) state,

the difference between teacher training and teacher development can be understood by observing the difference between a novice teacher and an expert teacher.

Head and Taylor (1997, p.9) have compared teacher training and teacher development as follows:

Teacher training	Teacher development
compulsory	voluntary
competency based	holistic
short term	long term
one- off	ongoing
temporary	continual
external agenda	internal agenda
skill/ technique and knowledge based	awareness based, angled towards personal growth and the development of attitudes/ insights
compulsory for entry to the profession	non- compulsory
top- down	bottom- up
product/ certificate weighted	process weighted
means you can get a job	means you can stay interested in your job
done with experts	done with peers

From the definitions and differences mentioned above, teacher development seems to be a macro process and teacher training, a micro one. Teacher training is one of the strategies and pre-requisites to teachers' professional development. So in fact, teacher training and teacher development complement each other." It is more useful to see training and development as two complementary

components of a fully rounded teacher education" (Head and Taylor, 1997, p.9).

1.1.3.5 Tools for Teachers' Professional Development

There is no royal road to teachers' professional development. A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. There is not the only way for professional betterment than all the others. Teachers and institutions should analyze their needs and the particular context before deciding the strategies for teacher development. Different formal and informal tools of teacher development assist the teachers' professionalism right from the beginning of their career until their retirement.

Richards and Farrell (2005, p.14) present the following list of activities for teacher development:

Table No.1

Activities for Teacher Development

Individual	One-to-one	Group-based	Institutional
i. Self monitoring	i. Peer coaching	i. Case studies	i. Workshops
ii. Journal writing	ii. Peer observation	ii. Action research	ii. Action research
iii. Critical incidents	iii. Critical friendships	iii. Journal writing	iii. Teacher support groups
iv. Teaching portfolios	iv. Action research	iv. Teacher support groups	
v. Action research	v. Critical incidents		
	vi. Team teaching		

These different activities can be planned and carried out by the teacher individually, by maintaining the collaborative relationship with the colleagues or as directed and supported by the institution.

Villegas-Reimers (2003, pp.69-70) has grouped models of teacher professional development into these two categories:

i) the models that require and imply certain organizational or institutional partnerships in order to be effective

ii) the models that can be implemented on a smaller scale (a school, a classroom etc.).

She has summarized the models included in each category in the chart below.

Table No.2

Models of Teacher Professional Development

Organizational partnership models	Small group or individual models
i. Professional- development schools ii. Other university- school partnerships iii. Other inter-institutional collaborations iv. Schools' networks v. Teachers' networks vi. Distance education	i. Supervision: traditional and clinical ii. Students' performance assessment iii. Workshops, seminars, courses etc. iv. Case- based study v. Self- directed development vi. Co-operative or collegial development vii. Observation of excellent practice viii. Teachers' participation in networks ix. Skills-development model x. Reflective models xi. Project- based models xii. Portfolios xiii. Action research xiv. Use of teachers' narratives xv. Generational or cascade model xvi. Coaching/ Mentoring

These rich varieties of models indicate that teachers can keep on learning in many different ways. Similarly, Roberts (1998, p.224) suggests that teachers can develop themselves adopting various strategies like teaching, professional collaboration, innovation and research, helping others learn, courses/ formal

situations, self-study and language learning. There are a number of models of teacher professional development developed and being implemented in different countries. The very first step in the process of English language teacher's development is initial teacher education and training. After that one's knowledge of ELT can be enriched by following several other approaches and techniques.

Ur (1996, p.318) views that a teacher can progress professionally through personal reflection and interaction with colleagues. Likewise, Richards (2005) mentions ten different techniques that facilitate English language teachers' professional development. Those techniques include self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research. Apart from these techniques, there can be several other techniques like attending trainings, subscribing to ELT magazines and journals, joining professional organizations, forming local teaching groups, holding regular staff meetings, and reading handbooks published by ELT publishers.

1.1.4 Collaborative Learning: An Important Tool for Teachers' Professional Development

This heading is divided into different subheadings and described for the formulation of conceptual clarity.

1.1.4.1 Concept of Collaborative Learning

Collaborative learning is used as an umbrella term for variety of activities in education that involve joint intellectual effort of two or more people who attempt to learn something together. It is based on the belief that learning is naturally a social act so, knowledge can be created among the learning members activity interacting, sharing experiences and taking different roles. Collaborative learning is similar to co-operative learning and it stands in contrast to the concept of competitive learning. This educational approach to

teaching involves group of learners working together to solve a problem, complete a task or create some new product.

According to Nunan (1992), "while drawing on traditions reaching back to the turn of the century, collaborative teaching and learning have emerged over the last ten years as significant concepts within the field of language education" (p.1). He further writes:

In language education, teachers, learners, researchers and curriculum specialists can collaborate for a number of reasons. They may wish to experiment with alternative ways of organizing teaching and learning, they may be concerned with promoting a philosophy of co-operation rather than competition, they may wish to create an environment in which learners, teachers and researchers are teaching and learning from each other in an equitable way (a trend which is enhanced by the growing interest in action research), or they may wish to experiment with ways of incorporating principles of learner-centeredness into their programs.

1.1.4.2 Collaborative Learning among the Teachers

Collaborative approach to language education is not only confined to the students' learning, it is one of the most valuable tools for professional development of the language teachers too. The form of teachers' learning is not confined to the teacher training today, the teachers are equally aware about learning collaboratively and enriching their professional capacities.

The importance of collaborative learning rather than individual and directive nature of teacher education is captured by Richards and Farrell (2005). They opine:

Although much teacher development can occur through a teacher's own personal initiative, collaboration with others both enhances individual learning and serves the collective goals of an institution. Most successful organizations depend on people working effectively together in teams,

but special effort often has to be made to develop team work in schools because teaching is generally seen as an individual activity. The goals of collegial forms of professional development are to encourage greater interaction between teachers, peer- based learning through mentoring, and sharing skills, experience and solutions to common problems (p.13).

For the teachers, individualism is a psychological deficit. According to Hargreaves (1994):

Most teachers still teach alone behind the closed doors in the insulated and isolated environment of their own classrooms. Most elementary schools still have what Lortie described as an egg- crate- like structure to them: segregated classrooms dividing teachers from one another so they see and understand little of what their colleagues do (p.167).

Collaborative learning is a voluntary activity and may not involve all the teachers working in an institution. Two or more teachers from same or different institutions can collaborate to achieve their shared goals on the assumption that working with partners is much more effective than working in isolation, i.e. two heads are better than one. This collaboration provides a safe place for the teachers where they can interact and find solutions to the problematic issues and troubling realities arising in their profession. Those issues may include: classroom management, disruptive behaviors, time management, curriculum and materials development, planning and revision of the lesson, error correction, and others. People need one another to learn and to accomplish different tasks. Working with other alike provides energy and stamina to accomplish things and to convert a plan or vision into reality. But working together is convenient only if there exists the culture of co- operation among the colleagues and if the institution is viewed as a learning community. In such culture, the tradition of mutuality and sharing can flourish well.

Teachers often may not have enough time to attend the formal programmes on professional development, in such circumstances; they can exchange their views and ideas with the colleagues working together. Parreiras (1991) says:

. . .It is not always possible to take courses or to read much considering the hectic sort of life some of us have to lead. For those who are overburdened with a large number of classes, with piles of students' written work to check and a family to look after, the only way is to rely on constant exchange of ideas with colleagues . . . (as cited in Head and Taylor 1997, p.95).

Teachers can share their success, failure, achievements and experiences concerned with their profession if they collaborate. Especially for a language teacher collaborative learning is one of the convenient ways of recharging oneself. Head and Taylor (1997, p.96) emphasize this type of learning and mention, "Groups of teachers have found that by meeting together they can help each other to improve their English by identifying their own needs and setting their own agenda for self improvement, these teachers are engaging in teacher development". Collegiality is a basis for career long learning which offer an enormous potential for professional growth. The teachers may be competent enough in their subject matter but they improve considerably if they get an opportunity to work in a more collaborative environment rather than in professional isolation.

Emphasizing the importance of collaboration among the teachers, Hargreaves (1994) states:

Collaboration and collegiality, it is argued take teacher development beyond personal, idiosyncratic reflection, or dependence on outside experts, to a point where teachers can learn from each other, sharing and developing their expertise together. Research evidence also shows that the confidence that comes with collegial sharing and support leads to a greater readiness to experiment and take risks, and with it a commitment to continuous improvement among teachers as a recognized part of their professional obligation. In this sense, collaboration and collegiality are seen as forming vital bridges between school improvement and teacher development (p.186).

Teachers prefer collaboration to individual learning method. Underhill (1992, as cited in Head & Taylor 1997, p.97) presents his experience of being in a group in this way:

My experience is that the psychological climate that facilitates teacher development is characterized by interpersonal caring, understanding and trust, along with a shared commitment to the process of intentional development. Such an atmosphere may help participants to feel secure enough to be honest with themselves and with others, to have less need to pretend or play games in their responses and to be willing to reciprocate in supporting the developmental efforts of others. This supportive and genuine atmosphere can help them to take the risks and make the efforts required in trying to extend and deepen their awareness and to do so with curiosity and excitement rather than with defensiveness and anxiety. This facilitative climate can assist the development of self-awareness through making it safer to be more open to learning from primary experience (what I can tell myself) and to be more open to secondary experience (what others can tell me).

Underhill further says, ". . . My personality and how it affects my teaching, becomes visible to me through relating to others. Feedback from other colleagues offers the opportunities to experience myself" (as cited in Head & Taylor 1997, p.97).

1.1.4.3 Conditions Required for Collaborative Learning

Teachers' professional development is in their own hands and this can be best achieved by co-operating with their colleagues. For this, they must discover the importance of talking and listening to each other. However, mere talking and listening to each other may not facilitate the practice of collaborative learning at all the time and situations. So the teachers involved in learning group should consider a number of responsible factors, their responsibilities, and norms and strategies of the group for the successful learning to take place. Collaborative learning requires the investment of great deal of trust upon each other,

commitment to mutual support, and understanding. Caring and sharing at work and recognizing each other's contribution are must while working in a group for the common good. Apart from these, there are five conditions responsible for successful; collaborative learning according to Day (2004, pp.170-71). They are:

- i) strong interpersonal relationships based upon sustained, regular, informal and formal face to face contacts
- ii) people centered leadership
- iii) collaborative cultures that are characterized by mutual respect, openness, praise, interdependence and emotional understandings in which teachers and students feel a sense of community
- iv) an emphasis upon professional growth that contributes to high self esteem and encourages critical reflection
- v) a passionate commitment to providing the highest quality of teaching and learning for all pupils.

Similarly, Glatthorn (1995) as cited in Villegas- Reimers (2003, p.99) mentions the following conditions necessary for collegial development:

- i) true collaborative social context
- ii) administrators support the efforts
- iii) teachers have sufficient time to complete different group works
- iv) teachers receive some training on how to implement the collegial development model effectively.

Beside the above mentioned conditions there are other important matters to consider while planning to learn collaboratively. Those include the norms and rules of the learning group, learning strategies, language used to address and pass the constructive comments to each other, management of the available time, stages in the life of a group, giving and eliciting feedback, roles and

responsibilities of each members of a group, identification of problems and aims and objectives of a group.

1.1.4.4 Types of Collaborative Learning

Collaborative learning, being an umbrella term includes different types of learning activities carried out by the learners. Here, in the context of teachers' learning, those activities are divided into two broad categories for discussion. They are:

- i) small-scale collaborative learning activities
- ii) larger- scale collaborative learning activities.

According to Fullan (1993),

Small scale collaboration involves the attitude and capacity to form productive mentoring and peer relationships, team building and the like. On a larger-scale, it consists of the ability to work in organizations that form cross-institutional partnerships such as school district, university and school-community and business agency alliances, as well as global relationships with individuals and organizations from other cultures . . . (as cited in Head and Taylor, 1997, p.17).

A) Small-scale Collaborative Learning Activities

- i) Peer observation
- ii) Team teaching
- iii) Mentoring
- iv) In-house staff meetings
- v) Informal sharing and interaction with the colleagues

B) Larger-scale Collaborative Learning Activities

- i) School clusters
- ii) Teacher networks
- iii) Trainings

iv) Workshops, seminars, conferences

1.1.4.5 Small-scale Collaborative Learning Activities

1) Peer Observation

Peers are the excellent source for eliciting feedback regarding our performance in teaching and eliciting feedback is the main purpose of peer observation. Peer observation is a tool to help teachers find out about their own and their colleagues' classroom practices so that they can take action to change and develop. It can be used whenever teachers want feedback on different issues like teaching methods and techniques, classroom management, use of textbook, clarity of instruction, error correction technique, questioning technique, student participation, time management, use of teaching aids, classroom language, and group and pair works. It is a two way learning process, the teacher and the observer both learn from the experience. Teachers often find it useful to observe and get observed. Some teachers find it more beneficial to be observed by a more experienced colleague.

Peer observation involves a teacher sitting on a lesson given by a teaching colleague and making notes, completing a form or rating at the check list to give feedback later. Audio or video recording can also be done. It is intended to provide a supportive framework where teachers can explore their strength and weak points by sharing ideas about their teaching. Peer observation is not about making criticisms, monitoring or judging colleagues' teaching skills.

Observation provides a genuine opportunity to see others teaching and it triggers reflections about one's own teaching. It provides an opportunity for novice teacher to see how more experienced teacher performs inside the classroom. However, experienced teacher can also benefit by observing the beginners and discover what sort of problems are faced in the early days of teaching. So, it develops self-awareness on the part of the teachers and encourages interaction and sharing of expertise and ideas among them, finally building the culture of collegiality in the school.

There are different points to be considered before carrying out the peer observation successfully. Respective roles of parties, observation procedure, and things to be observed should be carefully negotiated beforehand. Both parties should be clear on what activities to be carried out before, during and after the observation as well as carrying out the post lesson feedback session. The most important stage in peer observation is the feedback session, so feedback should be handled tactfully and with sensitivity. It should be specific and supportive rather than general and evaluative. Language is the powerful instrument in maintaining collegial relationship, so one should be cautious in using the facilitative language and providing the constructive comments for further improvements.

An extra set of eyes present in the classroom can be really beneficial and act as an eye-opener for the teacher. A non-evaluative observation in a non-threatening environment often remains as a positive experience to the teachers. It helps them become aware of the issues they confront in the classroom as well as how these can be resolved. Day (2004, p.138) states "Cultures of collegiality should not suffocate teachers' individuality or mute their continuing passion to exercise responsibility in their classrooms." Sometimes peer observation is regarded as a threatening and negative experience by the teachers. For this, Ur (1996) suggests a solution, "One possibility is to make a mutual arrangement with a like-minded colleague: "I'll observe your lesson, you observe mine, and we'll share feedback" (p.322).

2) Team teaching

Team teaching is a type of collaborative learning activity in which teachers (two or more) generally take equal responsibility for the different stages of teaching process. According to Johnson and Lobb (1959) "A teaching team is a group of two or more persons assigned to the same students at the same time for instructional purpose in a particular subject or combination of subjects"(as cited in Nunan 1992, p.162). Richards and Farrell (2005, p.159) also define team teaching in the similar way:

Team teaching (sometimes called pair teaching) is a process in which two or more teachers share the responsibility for teaching a class. The teachers share responsibility for planning the class or course, for teaching it, and for any follow-up work associated with the class such as evaluation and assessment. It thus involves a cycle of team planning, team teaching, and team follow-up.

In team teaching, there is collaboration of teachers in same class at the same time. So it is different from the shared assignment or alternate day approach. There are many benefits of taking part in team teaching as Richards and Farrell (2005, pp.160-61) mention. They are: collegiality, different roles, combined expertise, teacher-development opportunities and learner benefits.

Preparation of the team teaching is painful and time-consuming. Partners need to have plenty of stamina, patience, flexibility, resourcefulness and willingness to contribute each other. For team teaching to be successful, it requires a strong sense of confidence in each other, well co-coordinated and well planned lessons, trust and mutual respect to each other, clarity on the goals of teaching, determination of the responsibilities of each teacher during a lesson and voluntary participation of the teachers with interest and enthusiasm in team teaching. Enough amount of time, patience, honest reflection, reevaluations, response by faculty and administrators, and proper incentives are required for the successful implementation of team teaching.

There should be a post lesson discussion among the participant teachers. Students' views also can be gathered for the purpose of eliciting feedback and getting information on what they liked and disliked during the lesson. So the teachers can discuss and plan on how the lesson could be further improved next time.

3) Mentoring/ Coaching

In teaching profession, mentoring is a process in which a more experienced senior teacher (a mentor) supports and assists the less skilled or novice teacher (a mentee) by providing required guidance, counselling, ideas and information

on carrying out the professional responsibilities successfully. Together with the professional knowledge and information, the beginning teachers are provided with the psychological back up as well. Pollard (2006, p.29) defines mentoring as “a means of providing support, challenge and extension of the learning of one person through the guidance of another who is more skilled, knowledgeable and experienced, particularly in relation to the context in which the learning is taking place.”

According to Villegas-Reimers (2003, p.116), "Mentoring is a form of coaching that tends to be short-term (for a beginning teacher or for someone new to a school or a system, for example)". She provides a list of roles that the mentors have to fulfill. It includes: sharing information, providing access to resources, role modeling, counselling, coaching, encouraging reflection, advising in career moves and supporting new teachers. Similarly, Robbins (1999 as cited in Villegas- Reimers, *ibid*) states "A mentor provides the new comer with support, guidance, feedback, problem solving guidance and a network of colleagues who share resources, insights, practices and materials" (as cited in Villegas-Reimers, 2003, p.116)

Mentoring being a way of guiding and supporting positively, a mentor should possess certain qualities like sound educational background, enough experience in the profession and intention and commitment to help. Alike other activities for collaborative learning, mentoring too requires a good relationship between the mentor and the mentee, mutual trust, an intention to learn and let learn, and respect to each other.

Teaching profession by nature, demands hard work, investment of most of the time on planning lesson, assessment, and making decisions about curriculum and instruction. Teacher also needs to face different critical situations like handling disruptive behaviors of the students, classroom management, work load and other professional demands. Due to these causes and lack of prior teaching experience, there is a great chance that the novice teachers develop frustration towards their job. In this circumstance mentoring proves to be a

powerful instrument to prevent the teachers from the professional isolation and provide strong emotional as well as psychological support. When novice teachers are confused regarding their roles, responsibilities, routines and costumes of their new school environment, the successful mentoring supports their early career and strength and encourages them to face various possible challenges to emerge in teaching field.

Mentoring does not have benefits to the novice teachers alone; it is advantageous to the mentors as well. It equips them with the professional relationship. They can become more thoughtful about their own teaching and in turn, strengthen their profession. The institution also makes benefit in the sense that there is a faster introduction among the new and senior staffs, communication is improved, reflective practice is encouraged and the culture of collegial learning is promoted.

4) In-house Staff Meetings

Teachers working in the same or different institutions get together to discuss, decide and plan on different issues regarding their profession. In-house staff meeting refers to the gathering of the colleagues from the same institution. In course of carrying out the teaching learning activities teachers may come across with many unexpected experiences. They may need to share it with other staffs and come to the concrete decision. Sometimes they may also need to get addressed with some new innovations or technologies introduced in the field of teaching. Or they may also need to put their problems and new ideas learnt from the training or other programmes in front of their friends within the institution.

"Meeting of groups of teachers in the same institution can also provide a forum for sharing reflections, problems and success. In this case, the meeting may need to be more formally structured" Ur (1996, p.322). At the interval of certain time, staff meetings are formally organized in the fixed time, place and in the presence of all the concerned members. Some possible formats of the in-house staff meetings as mentioned by Ur (1996, p.321) are as follows:

a) Decision making: A problem is brought to the meeting that may demand some specific action, innovation or change in the policy. Participants discuss the problem in order to achieve consensus on the solution.

b) Individual Presentation: One of the members of staff begins the meeting by making a presentation: this may be a problem they have had, a new teaching idea, thought- provoking experience, something they have read. The presenter should prepare the session in advance including making enough copies of any necessary materials. The presentation is followed by open discussion.

c) May we recommend...? In turn, each teacher suggests a teaching idea they have used recently and describes how it went. Contributions have to be kept fairly short in order to enable everyone to participate. Discussion of each idea is therefore limited; but if one particular idea is seen as deserving further discussion, it might be used as a basis for a later 'Individual presentation' session as described above.

d) Teacher training or development sessions: The staffs decide together on a topic connected with teaching which they would like to study. One of the members of staff initiates a session on this topic based on a teacher- training or teacher development activity. There is no 'trainer' though the initiating participant may be responsible for making copies of necessary handouts and act as discussion leader.

Meetings conducted on the regular basis are much more fruitful than those conducted occasionally. And the meetings conducted to discuss and elicit the response on the problematic issues are more effective than those conducted only for the sake of gathering and decision making.

5. Informal Sharing and Interaction with the Colleagues

Gatherings and interactions with the colleagues are not often formal and scheduled. They frequently take place in informal settings as well. The informal interaction where there is sharing of ideas, information and knowledge is not less important than the formally organized one. Teachers'

meetings with fellow teachers at the tea breaks or leisure hours can take the form of informal chats. At the moment also teachers are informally sharing their problems and exchanging their experiences with each other. They may be willing to share some information regarding their classroom activities, the recent development in their profession that they have read or heard about, the latest striking news they have heard or the troubling reality they have encountered inside the classroom. In this way, teacher can freshen and recharge themselves by talking and listening to the group. The more experienced and senior ones can provide the valuable suggestions to the beginners.

As all human beings do, teachers too feel more comfortable No. to explore their ideas and release their feelings in an informal context. So that they can reveal the actual problems and difficulties they have faced in their professional and personal life with a hope to achieve proper advice from the circle. When the problems are put frankly among the friends there is a greater possibility of reaching a solution. In such a situation in fact, everyone can learn from everyone. Emphasizing the importance of such informal discussions, Ur (1996) states:

Informal discussions with a colleague with whom you feel at ease can contribute a lot to your own development, as well as boosting morale. What you wish to share may be negative or positive: on the one hand you may wish to find a solution to a problem, confide a failure, and get an idea as to how to teach something. On the other, you may wish to tell someone about an original solution you have found to an old problem, share your delight at a success, discuss a new teaching idea you have had (p.319).

1.2 What is Attitude?

Attitude is the way we think and feel about some object or situation. It affects how we behave towards that object or situation. According to Hornby (2005), attitude is "the way that you think and feel about somebody or something that

show how you feel and think" (p85). Similarly, Good (1973) defines attitude as "the predisposition or tendency to react specifically towards an object, situation or value usually accompanied by feeling and emotions". Deighton (1971) also defines the attitude is "how we think, feel about and act towards our fellow human beings and how they think, feel about and act towards us" (p.396).

From these definitions, it is clear that attitude is related to our thoughts, inner feelings towards any object, situation or person. Our reactions towards these things are guided by the attitude. A person may respond favourably or unfavourably to an object or situation depending upon the attitude he/she holds towards it. Attitude is purely individual as the attitude towards a same object may vary from person to person. It is changeable as well because the attitude towards a same object also differs according to the situation. Attitude is not inherited, instead it is learnt and can be modified by our knowledge and experience.

1.3 Importance of Attitude in Learning

Learning is an active process of bringing a positive change in the learner's attitude, knowledge and behaviour. Learning and attitude are closely related because in one hand learning takes place for changing the attitude and on the other hand, the pre-existing attitude of the learner towards learning affects the process of learning and the level of achievement. Thus, attitude is one of the most influential factors in learning. As people are guided by their attitudes, they are self-motivated to learn the things towards which they hold the positive attitude. Positive attitude has positive influence in learning. To quote Wilkins (1977, p. 184), "attitudes are likely to be closely related to the response for leaning. Simply speaking, it refers to the way of thinking or behaving towards something. Without positive attitude, we can hardly expect learning to take place".

In the field of language teaching and learning, attitude has a very important role to play. According to Ellis (1985),

Learners possess sets of beliefs about such factors as the target languages culture, their own culture and in the case of classroom learning, of their teacher and the learning tasks they are given. These beliefs are referred to as 'attitudes'. They influence in language learning in number of ways (p. 293).

There is a high motivation in the language learner with a positive attitude towards a second language culture, learning environment, and the teacher. As a result, he/she achieves greater success in learning that language. If a learner possesses negative attitude towards the second language culture, learning environment and the teacher, it may result low level of motivation and finally the achievement in second language learning is not satisfactory. So, better achievement in the second language learning is directly related to the positive attitude possessed by the learner towards that language. In course of learning a second language, it is equally important for the teacher to hold positive attitude towards the particular language, culture, language learners and the teaching learning environment.

Language teachers are also the learners in the sense that they are actively involved in learning and accumulating the skills in order to present themselves in front of the learners and for their professional development. For better learning, they too need to develop a positive attitude towards their teaching profession. A teacher can never progress professionally in case he/she develops a negatives attitude towards the profession. There are different tools and strategies that the teachers can adopt for learning process. Different teachers have different attitudes towards different methods of learning. They can achieve better by adopting those learning methods towards which he/she has a positive attitude.

1.4 Testing Attitudes

Testing, simply means judging something. By 'testing attitude', we mean judging or finding out someone's attitude towards any object, event, situation or

person. People hold different attitudes towards the same thing. Testing of attitudes is really a difficult task. We can construct a questionnaire or an interview schedule with closed- ended or open-ended questions and elicit the attitudes of different persons. In research, the attitudinal scales can be used to measure the attitude of the respondents towards any object, event, situation or person. According to Best and Kahn (2006, p. 331), "An information form that attempts to measure the attitude or belief of an individual is known as an opinionnaire, or attitude scale".

Similarly, Kumar (2005) mentions:

Attitudinal scales measure the intensity of respondents' attitudes towards different aspects into one overall indicator. This reduces the risk of an expression of opinion by respondents being influenced by their opinion on only one or two aspects of that situation or issue (P.145).

According to Kumar (ibid) there are 3 major types of attitudinal scales.

1. The summated rating scale, also known as the Likert scale,
2. The equal-appearing interval scale or differential scale, also known as the Thurstone scale.
3. The cumulative scale, also known as the Guttman scale.

1. The Summated Rating or Likert Scale

This scale is based upon the assumption that each statement or item on the scale has equal 'attitudinal value', 'importance' or 'weight' in terms of reflecting an attitude towards the issue in question. This type of attitudinal scale is the easiest to construct but the main limitation of this scale is that the statements on a scale seldom have equal attitudinal value. While constructing a likert scale, number of statements about a subject are collected initially. The decision about the number of points or the number of categories on a categorical scale depends upon how finely one wants to measure the intensity of the attitude in question

and on the capacity of the population to make their distinctions. The attitude or opinion scale can be analyzed in several ways and the simplest way to describe the opinion is to indicate percentage responses for each individual statement. Likert scale does not measure attitude per se. It helps to place different respondents in relation to each other in terms of the intensity of their attitude towards an issue. The following example shows a five-point categorical scale.

a. Collaborative learning has a positive effect on teachers' professional development.

- i. Strongly agree ii. Agree iii. Unsure
iv. Disagree v. Strongly disagree

2. The Equal-appearing Interval or Thurstone Scale

Thurstone scale calculates a 'weight' or 'attitudinal value' for each statement. The weight for each statement is calculated on the basis of rating assigned by a group of judges. The main advantage of this scale is that, as the importance of each statement is determined by the judges, it reflects the absolute rather than relative attitudes of respondents. On the other hand, the scale is difficult to construct and a major criticism is that judges and respondents may assess the importance of a particular statement differently and, therefore the respondents' attitude might not be reflected.

3. The Cumulative or Guttman Scale

The cumulative or Guttman scale is one of the most difficult scales to construct and therefore is rarely used. According to Kumar (2005, p. 151), this scale does not have much relevance for beginners in research.

1.5 Review of Related Literature

Teacher's professional development is a life long process in which teachers keep themselves engaged in learning and expanding their expertise. To quote Underhill (1986), "Teacher development is the process of becoming the best kind of teacher that I personally can be" (as cited in Head and Taylor, 1997, p.1). Ur (1996) mentions, "Successful teachers are those who continue to develop throughout their professional lives: the completion of a pre-service course and initial qualification are only the beginning " (p.317). Villegas-Reimers (2003) made an international review of the literature of teacher professional development. Introducing professional development, she says, "In a broad sense, it refers to the development of a person in his or her professional role"(p.11). Teacher professional development can mean many different things and can take many different forms to different persons. According to Head and Taylor (1997, p.1) "Teacher development is a self- reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge". Ganser (2000) views that" the term professional development in a wider understanding, stands for the development of human in their professional role. Moreover professional development not only includes formal experiences but also incorporates informal exercises" (as cited in Bhandari, 2006).

Rossner (1992, as cited in Gnawali, 2008, pp.37-38) carried out a short survey to find out what the teachers personally understand by teacher development. He found out that the teachers' responses indicated four key areas that the teacher is concerned with. They are: a. developing language and other skills like counseling, meditation, computing etc. b. new experiences, challenges and opportunities for teachers to broaden their repertoire and take on new challenges and responsibilities. c. needs and wants of the individual teacher in ways that suit that individual. d. a bottom- up approach in decision making about what developing teachers need.

Moon (1994, p.347) mentions:

In recent years there have been a variety of proposals on how teacher development can be facilitated both for in- service and pre- service teachers. These include action research, the use of learning logs or diaries, enhanced models of supervision practice, classroom observation activities (Richards and Nunan 1990) and co-operative development activities (Edge,1992) to mention but a few.

In an attempt to understand the factors that affect the relationship between educational reform and teachers' professional development, Futrell et al. (1995) conducted a research in nine school districts in the USA and identified the following factors: local focus, significant funding, local leadership, long- range planning, including teachers and their professional development as part of the reform, collegiality and time (as cited in Villegas- Reimers, 2003, p.26-27).

Supovitz, Mayer, and Kahle (2000) in a separate study involving data collected in Ohio USA, found that as a result of teachers' involvement in intensive professional development activities "teachers' attitudes, preparation and practices all showed strong, positive and significant growth from pre professional development to the following spring. Furthermore, these gains were sustained over several years following [the teachers'] involvement" (as cited in Villegas- Reimers, 2003, p.22).

Gnawali (2001) conducted a research entitled " Investigating classroom practices: A Proposal for Teacher Development for the Secondary School Teachers of English in Nepal" with one of the objectives to find out answers to "How do teachers develop?". He interviewed the eight teachers and teacher educators from different countries: England, Georgia, Nepal, Romania and Uzbekistan. It was found out that teachers develop in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues.

Richards and Farrell (2005) explore and list the following eleven different procedures that can be used to facilitate teachers' professional development; workshops, self monitoring, teacher support groups, journal writing, peer

observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research.

Pandey (2007) carried out a survey research on "A study on the Reflective Practices of Secondary Level English Teachers" and found out that though the English language teachers are not trained in reflective practices formally, they have positive attitudes towards reflective practice.

Bhatta (2009) carried out a research on "Classroom Observation and Feedback for Teacher Professional Development" with a main purpose to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. The finding showed, very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed.

Pandey (2009) conducted a research entitled "Mentoring as a Mode of Teacher Professional Development". The main objectives of the research were to find out where the language teachers are aware of mentoring as a mode of teacher professional development and whether mentoring is a relevant mode of teacher development in Nepal. The research was limited to the Kathmandu district and questionnaire and interview were used as the research tools. The findings of the research showed that almost all the language teachers are aware of the importance of mentoring in their professional development but unfortunately there is not any formal system of mentoring in the schools of Nepal.

Phuyal (2009) conducted a study entitled "Practices of Reflective Teaching Used by Primary Level English Teachers" with an objective to find out the practices of reflective teaching used by primary level English teachers. From the study, she came to the conclusion that majority of the primary level English language teachers are not aware of the advantages of reflective practices for their professional development though some of them responded that they use it as a way to their professional development.

Shah (2009) carried out a study on "Reflective Practice in Secondary Level English Language Teacher Education and Training Education in Nepal". The main objective of the study was to find out how reflective practice is incorporated in secondary level teacher education and training programmes in Nepal. The findings he achieved from the questionnaire and interview revealed that reflective practice is not a very common phenomenon in teacher education programmes. There are only a few reflective activities that teacher trainees are required to take up in most teacher education programmes. Activities such as collaboration, observation and report writing are the common reflective activities teacher trainees are involved in especially during the teaching stage. Though various studies have been carried out in the field of ELT and a few on Teachers' Professional Development, still there is lack of research in the area of collaborative learning among the English language teachers as one of the tools of teacher development in Nepal. Though some articles in different journals have touched this issue, none of the studies have dealt with the attitudes of English language teachers towards collaborative learning. Thus, the present study is a new endeavor as it attempts to explore the attitude of English language teachers towards collaborative learning and the nature of environment they are provided within the institution in which they are engaged.

1.6 Objectives of the Study

The objectives of the study were as follows:

- i. to identify the attitudes of English language teachers towards collaborative learning ;
- ii. to find out the environment available for the teachers in learning and practising collaboratively;
- iii. to list some pedagogical implications on the basis of the findings of the study.

1.7 Significance of the study

This study reveals the attitudes of English language teachers towards collaborative learning and the nature of the school environment they have been provided with for collaborative learning. So, it will be useful for the prospective researchers who want to undertake researches in the area of Teachers' Professional Development. The study is specially focused on collaborative learning as one of the important tools for Teacher's Professional Development. So it will be significant for the teachers willing to use different techniques to develop themselves professionally. The experienced teachers who are working collaboratively with the beginners as well as the novice teachers willing to collaborate with the senior colleagues will find the study beneficial for them. The study will be equally beneficial for the teacher trainers and the teacher training organizers. All the persons who are directly and indirectly involved in the teaching profession will be benefited from this study.

CHAPTER- TWO

METHODOLOGY

This chapter deals with the research methodology adopted to carry out the study on collaborative learning for teachers' professional development.

The sources of data, population of the study, sample size and sampling procedure, tools for data collection, process of data collection, limitations of the study and other procedures are described below.

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of the study.

2.1.1 Primary Sources of Data

The primary sources of data were the 40 secondary level English language teachers from the selected schools of Pokhara and Kathamndu valley (see appendix-I).

2.1.2 Secondary Sources

The secondary source of data for this research were the various books, articles, reports, research studies, dictionaries, journals and internet related to the study area. Some of them include Richards and Nunan (1990), Harmer (1991), Nunan (1992), Hargreaves (1994), Lansley (1994), Kumar (1996), Ur. (1996), Head and Taylor (1997) , Roberts (1998) , Wright (1998), Gnawali (2001), Wallace (2001), Villegas-Reimers (2003), Day (2004), Moon (2004), Richards (2005), Richards and Farrell (2005), Atay (2006), Best and Kahn (2006) Khaniya (2006), Harmer (2007), Gnawali (2008).

2.2 Population of the Study

The total population of this study were the secondary level English language teachers from Pokhara and Kathmandu valley.

2.3 Sampling Procedure

I purposively selected Pokhara and Kathmandu valley as the research areas of my study. The total sample size consisted of 40 secondary level English language teachers. I used non- random judgmental sampling procedure to select 20 secondary schools from Pokhara valley and 20 secondary schools from Kathmandu valley (see appendix-I). Out of 20 secondary schools, 10 were private and 10 government aided schools from both the places. Then, I selected only one secondary level English language teacher from each school.

2.4 Tools for Data Collection

The research design of the study was survey research. I used only one tool 'Questionnaire' (see appendix -II) to elicit the required information for the study. The questionnaire consisted of both closed-ended and open-ended questions.

2.5 Process of Data Collection

The following procedure was used to collect the primary data.

- i. First of all, I collected the data from Pokhara valley.
- ii. For that, I visited the selected schools and got permission from the school authority to consult the English language teachers.
- iii. Then I built rapport with the concerned teachers and explained them about the purpose of my study.
- iv. I requested them to help me by responding the questionnaire.
- v. After this, I distributed the questionnaires to them.

- vi. Finally, I collected the questionnaires within a week from the date of distribution.
- vii. I thanked the respondents for their participation.
- viii. I followed the same procedure to collect the data from Kathmandu valley.

2.6 Limitations of the Study

The study had the following limitations:

1. The study was limited to the selected 40 secondary level English language teachers from Kathmandu and Pokhara valley.
2. It was limited to only collaborative learning among the different strategies for teachers' professional development.
3. It was limited to the data elicited only through the questionnaire.
4. It was limited to the small scale collaborative learning activities: peer observation, team teaching, mentoring, in house staff meetings, and informal sharing and interaction with the colleagues.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

In this chapter I have analyzed and interpreted the data collected from primary sources. The data was collected with the help of a questionnaire (see appendix-II) consisting of both closed-ended and open-ended questions. The questions were constructed being based on the objectives of the study. The data was collected from 40 secondary level English language teachers from both government- aided and private schools of Kathmandu and Pokhara valley. The teaching experience of the teachers ranged from 2 to 42 years.

I arranged the questions thematically into three groups to meet the objectives of the study. The collected data was analyzed and interpreted under the three main headings.

- a) Attitudes of English Language Teachers Towards Collaborative Learning for their Professional Development
- b) Extent of the Practice of Small Scale Collaborative Learning Activities within the Institution
- c) Environment Available for the English Language Teachers in Learning and Practising Collaboratively

The participants were asked to respond the 23 likert-type statements and 4 open- ended questions requiring the answer in their own words. The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done both statistically and descriptively.

3.1 Attitudes of English Language Teachers Towards Collaborative Learning for their Professional Development

The first objective of the study was to find out the English language teachers' attitudes towards collaborative learning for their professional development.

With the help of 6 closed-ended questions and one open -ended question, I tried to extract the attitudes of the participants towards collaborative learning and their opinions on how collaborative learning can enhance teachers' professional development. The teachers' responses are presented in Table No.3.

Table No. 3

Attitudes of English Language Teachers Towards Collaborative Learning Activities

S.N.	Statement	Responses									
		SA		A		NS		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Working collaboratively among the colleagues in the institution has a positive effect on TPD.	25	62.5	14	35	1	2.5	-	-	-	-
2	Peer observation is an efficient means for TPD.	17	42.5	23	57.5	-	-	-	-	-	-
3	Team teaching is an effective means for TPD.	9	22.5	25	62.5	6	15	-	-	-	-
4	Mentoring has an effective role in TPD.	23	57.5	15	37.5	2	5	-	-	-	-
5	Regularly held staff meetings in the school provide a forum for the teachers to discuss and decide on different issues on TPD.	23	57.5	13	32.5	4	10	-	-	-	-
6	Informal sharing and interaction with the colleagues are not less important than the formally organized programmes on TPD, in solving the teachers' problems.	20	50	19	47.5	1	2.5	-	-	-	-

* SA= Strongly agree, A= Agree, NS= Not sure, D= Disagree, SD= Strongly disagree, No.= Number of teachers

Among the 40 respondents, the collected data revealed that 62.5% teachers strongly agreed and 35% of them agreed that working among the colleagues in the institution has a positive effect on teachers' professional development. One of the respondents was found not sure about the statement. The data shows that almost all the teachers agree that collaborative learning in the institution is beneficial for teachers' professional development.

While analyzing the responses to statement no. 2, it was found out that 42.5% of the teachers strongly agreed and 57.5% of them agreed peer observation as an efficient means for teachers professional development. None of the teachers disagreed the statement. This shows that all the teachers hold positive attitude towards the effectiveness of peer observation for their professional development.

Majority of the teachers (62.5%) agreed and 22.5% strongly agreed that team teaching is an effective means for teachers' professional development whereas 15% of them could not determine whether team teaching has an effective role on developing their profession. None of the teachers argued against the statement. Similarly, 57.5% teachers strongly agreed and 37.5% teachers agreed that mentoring has an effective role in teachers' professional development whereas 5% were not sure about its effectiveness. It shows that almost all the teachers are aware about the importance of mentoring for their professional development.

Table No. 3 displays that, majority (57.5%) of the teachers strongly agreed and 32.5% agreed that regularly held staff meetings in the institution provide a forum for the teachers to discuss and decide on different issues on teachers' professional development. Likewise, 4% teachers were not sure about the importance of regularly held staff meetings for their professional development. It seems that majority of the teachers are in favour of the regularly held staff meetings in their institutions to discuss and find solution on various problematic issues arising in their profession. Half of the total respondents

strongly agreed that informal interaction and exchange of experience among the colleagues were not less important than the formally organized programmes on teachers` development whereas 47.5% of them agreed the statement and one of the respondents was found not sure about it.

The data presented in Table No. 3 reveals that majority of the secondary level English language teachers are aware of the role of collaborative learning for their professional development. They have positive attitude towards learning collaboratively and the importance of different collaborative learning activities.

In order to elicit the further information on teachers' attitudes towards collaborative learning, the question "Do you think collaborative learning can enhance teachers' professional development? If yes, in what ways?" was asked to them. In response to this question, all the teachers replied that collaborative learning can enhance teachers' professional development. To support their views, they came up with different reasons. All of their responses are summarized and presented in Table No. 4.

Table No. 4**How Collaborative Learning can Enhance Teachers' Professional Development**

S.N.	Responses	Number of Teachers	Percentage
1	Working with alike in group is much more effective than working in isolation.	12	30
2	CL encourages discussion, debate and interaction. So exchange of knowledge takes place which develops self confidence required for TPD.	7	17.5
3	Sharing of important ideas, experiences, information of different issues on teaching takes place.	21	52.5
4	Related subject teachers know the actual classroom problems of their co-workers, so the solution can be derived easily from the common effort.	8	20
5	TPD is a destination where CL is a route to it.	1	2.5
6	Collaboration with the experienced ones sharpens the skills required for being a professional teacher.	3	7.5
7	Working collaboratively has less chance of reaching the wrong decision on problematic issues	1	2.5
8	CL develops intimacy, mutual understanding, positive attitude and co-operation among the teachers which are the essential qualities of a professionally developed teacher.	4	10
9	CL helps to search and find out a wide range of learning references and sources required for TPD.	1	2.5
10	Opportunity to be familiar with each others' problems, strengths and weaknesses and learn from it.	5	12.5
11	Heterogeneous learners in a homogenous learning circle develop a feeling of unity and strength required for TPD.	1	2.5
12	CL Enhances all-round development of teachers, students and the organizations as well.	1	2.5

The data presented in Table No. 4 shows that most of the teachers (52.5%) opined that sharing of ideas, experiences and information on various issues on teaching takes place in collaborative learning, hence teachers' professional development can be enhanced. According to 30% respondents, two heads are better than one so rather than working alone, working in the group is much beneficial. Similarly, according to 17.5% of them, discussion, interaction and exchange of knowledge are encouraged in collaborative learning. Likewise, 12.5% of the teachers reasoned that they can get the opportunity to be familiar with each others' problems, strengths and weaknesses after observing their colleagues' performance and learn from it. As mentioned by 20% of them reasoned that the related subject teachers can know their co-workers' actual classroom problems well, so the solutions to their professional problems can be derived easily from their common effort. According to 7.5% of the teachers, the novice teachers can collaborate with the experienced ones to broaden and sharpen their teaching skills and according to 10% teachers, intimacy, mutual understanding, positive attitude and feeling of co-operation can flourish among the teachers and this can help them for being the professionally developed and responsible teachers.

One of the teachers mentioned, " Teachers professional development is a destination where collaborative learning is a route to it". Similarly, the next mentioned that collaborative learning can help to search and find out a wide variety of learning references and sources required for teachers' professional development. According to one of the teachers, heterogeneous learners in a homogenous learning community develop a feeling of unity and strength required for the teachers' professional development. The other teacher said that collaborative learning can enhance the all- round development of not only the teachers but also the students and the organization as well.

To conclude, teachers provided various reasons and opinion on how collaborative learning can enhance teachers' professional development. The reasons include: (a) opportunity to share experience and information (b)

exchange of problems to reach the solution through joint effort (c) development of self –confidence (d) development of professional unity, mutuality, positive attitude and co-operation (e) exposure to weaknesses and strengths of colleagues (f) access to a wide range of learning sources and references.

3.2 Extent of the Practice of Different Small Scale Collaborative Learning Activities

The study was limited to the small scale collaborative learning activities practiced among the teachers within the institution. Those small scale collaborative learning activities include: (a) peer observation (b) team teaching (c) mentoring (d) in-house staff meetings (e) informal sharing and interaction with the colleagues. I attempted to find out whether the teachers only hold positive attitude towards different collaborative learning activities or they really participate in those activities. I also wanted to find out, if they participate in those activities, to what extent they do it.

In order to elicit the required information for finding out the extent of the practice of the above mentioned different collaborative learning activities within their institutions, the teachers were provided 15 closed –ended and 1 open-ended questions to respond. Being based on the responses provided by the teachers, the extent of the practice of those activities has been presented here under the different topics.

3.2.1 Peer Observation

The information obtained on how often the teachers get involved in peer observation has been presented in Table No. 5.

Table No. 5

Frequency of the Observation of Classroom Performance

S.N.	Statement	Responses									
		Always		Frequently		Occasionally		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	I observe my colleagues' classroom performance	-	-	4	10	21	52.5	12	30	3	7.5
2	My colleagues observe my classroom performance	-	-	2	5	15	37.5	16	40	7	17.5

* No.= Number of teachers

Table No. 5 illustrates the data on frequency of the observation of classroom performance by the teachers. Among the 40 teachers, 10% of them said that they frequently observe their colleagues' classroom and majority of them (52.5%) said that they occasionally take part in such observation. Similarly, 30% teachers said that they are frequently involved in the observation of their colleagues' classroom performance and 7.5% of them said that they never take part in such observation. Likewise, only 5% of them responded that they are observed frequently by their colleagues and 37.5% responded that they are observed occasionally by their colleagues. According to 40% of them, they are rarely observed by their colleagues and according to 17.5% of them, they are never observed by their colleagues.

The data shows that although almost all the teachers hold positive attitude towards peer observation, all of them do not actively get involved in it.

3.2.2 Team Teaching

The information obtained on how often the teachers collaborate with their colleagues for the purpose of team teaching has been presented in Table No. 6.

Table No. 6

Frequency of Collaboration for the Purpose of Team Teaching

S.N.	Response	No. of Teachers	Percentage
1	Always	-	-
2	Frequently	2	5
3	Occasionally	9	22.5
4	Rarely	21	52.5
5	Never	8	20

According to the data presented in Table No. 6, none of the teachers always collaborate with their colleagues for the purpose of team teaching. Only 5% of them frequently collaborate for team teaching whereas 22.5% of them occasionally do so. More than half of the total teachers (52.5%) rarely take part in such collaboration and 20% of them never take part in it. This data shows that majority of the teachers have positive attitude towards team teaching but most of them do not actually take part in it.

Teachers prefer to collaborate with their colleagues of different levels for the purpose of team teaching. The data on the preference of English language teachers to work with the colleagues of different levels is presented in Table No. 7.

Table No. 7**Preference of Teachers to Work with their Colleagues of Different Levels**

S.N.	Response	No. of Teachers	Percentage
1	Senior colleagues	22	55
2	Junior colleagues	2	5
3	Colleagues of same level	12	30
4	Colleagues of any level	4	10

Table No. 7 shows that, for team teaching, 55% teachers prefer collaborating with their senior colleagues, 5% prefer collaborating with their juniors, 30% prefer collaborating with the colleagues of their own level and 10% prefer collaborating with the colleagues of any level in their institutions. Thus, it was found that, most of the teachers prefer collaborating with their senior colleagues and the least number of teachers prefer collaborating with their junior colleagues for the purpose of team teaching.

3.2.3 Mentoring

Teachers provided different responses regarding the existence of mentoring system in their institutions. The data obtained is presented in Table No. 8.

Table No. 8**Existence of Mentoring System in the Institution**

S.N.	Statement	Responses									
		Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	There is a formal system of mentoring in my institution	1	2.5	3	7.5	-	-	28	70	8	20
2	Though there is not any formal system of mentoring in my institution, the novice teachers are encouraged to consult the experienced teachers in their problems.	9	22.5	18	50	-	-	9	22.5	-	-

* No.= Number of teachers

From Table No. 8, it is clear that, only one teacher strongly agreed that there exists a formal system of mentoring in his institution. Similarly, 7.5% teachers agreed, 70% teachers disagreed and 20% teachers strongly disagreed that there exists a formal system of mentoring in their institutions. Out of total 36 respondents who disagreed the first statement, 25% strongly agreed, 50% agreed and 25% disagreed that though there does not exist any formal system of mentoring in their institutions, the novice teachers are encouraged to consult the seniors in their problems.

It seems that, although almost all the teachers are aware about the effective role of mentoring in their profession, most of the institutions lack the formal system of mentoring. And though there is absence of the formal system of mentoring, majority of the teachers are encouraged to consult the senior experienced colleagues in their problems.

3.2.4 In-house Staff Meetings

According to the responses provided by the teachers, the information on the frequency of the organization of in-house staff meetings in their institutions is presented in Table No.9.

Table No.9

Frequency of Organization of In-house Staff Meetings in the Institution

S.N.	Response	No. of Teachers	Percentage
1	Always	3	7.5
2	Frequently	14	35
3	Occasionally	19	47.5
4	Rarely	4	10
5	Never	-	-

The teachers differed markedly on their responses regarding the frequency of the organization of staff meetings in their institutions. A few (7.5%) teachers

responded that staff meetings are always held in their institutions and 35% of them responded that staff meetings are held frequently in their institutions. According to 475% teachers, staff meetings are held occasionally and according to 10% of them staff meetings are held rarely in their institutions. From this data, it seems that most of the institutions do not organize the staff-meetings frequently.

3.2.5 Informal Sharing and Interaction with the Colleagues

Teachers were provided with the statement, "Teachers interact and learn from each others in the leisure hours in my institution" and five alternatives strongly agree, agree, not sure, disagree and strongly disagree. Their responses to this statement, tabulation and its interpretation is presented below.

Table No. 10

Informal Sharing and Interaction with the Colleagues in the Institution

S.N.	Response	No. of Teachers	Percentage
1	Strongly Agree	12	30
2	Agree	23	57.5
3	Not Sure	2	5
4	Disagree	3	7.5
5	Strongly disagree	-	-

Among the 40 teachers, 30% of them strongly agreed, 57.5% of them agreed and 7.5% of them disagreed that the teachers in their institutions interact and learn from each other in the leisure hours. Two of the teachers were found unsure on it. This data shows that most of the teachers intend to interact and learn from each others in the leisure hours within their institutions.

3.2.6 Sharing of Problems with the Colleagues

To find out the extent to which the teachers share their problems with each other within the institution, the question, "Do you find the teachers in your

institution interested to share any problems among each other? If yes, what sort of problems do they prefer to share?" was asked to the participants. Majority of them (90%) replied that the teachers in their institutions are interested to share the problems among each other whereas 10% of them replied that the teachers in their institutions are not interested to share the problems so they hardly share their problems among the co-workers.

According to the teachers, their colleagues in the institutions prefer sharing different types of problems regarding their profession which are presented in Table No.11.

Table No. 11
Types of Problems Shared by the Teachers

S.N.	Responses	Number of Teachers	Percentage
1	Problems on classroom management	25	62.5
2	Problems regarding the adoption of different teaching methods and techniques	12	30
3	Personal problems	3	7.5
4	Problems on learners` psychology	4	10
5	Selection, preparation and handling different teaching aids	7	17.5
6	Students' common errors and correction techniques	3	7.5
7	Problems on constructing test items	4	10
8	Problems on handling abnormal students	4	10
9	Drop-out of students	1	2.5

Majority of the teachers (62.5%) mentioned that their colleagues prefer sharing the problems on classroom management. Those include the problems encountered inside the classroom like disruptive behaviours of the students, time management, and problems on creating motivation. According to 30%

teachers, problems regarding the adoption of different teaching methods and techniques are shared by their colleagues and according to 7.5% of them, mentioned that their colleagues prefer sharing personal problems. As mentioned by 10% teachers, their colleagues are interested to share the problems on learners' psychology. Similarly, 17.5% teachers mentioned that their colleagues are interested sharing the problems on selection, preparation and handling of the different teaching aids. Likewise, 7.5% teachers mentioned that their colleagues prefer sharing the problems on the construction of test items and 10% of them mentioned that their colleagues prefer sharing problems on the failure of their learners in the examination. Only one of the teachers mentioned that his colleagues are interested to share the problems on drop-out of the students.

The data on Table No. 11 shows that most of the teachers encounter the problems inside the classroom. So, they prefer sharing those problems among their friends with a hope to reach an effective solution from the common effort.

As mentioned above, out of the total 40 teachers, 4 of them replied that teachers in their institutions are not interested in sharing their problems. So, they hardly share the problems though they encounter a lot of professional problems. The teachers provided two main reasons on why teachers hesitate to share their problems. Three of them mentioned that some teachers in their institutions hesitate to share their problems with each other due to the fear that their weaknesses may get revealed and they may be considered disqualified by their colleagues and the school authority. Similarly, one of the teachers replied that the seniors in his institution do not want to share the problems with the juniors thinking that the juniors are incapable of offering helpful suggestions to their problems.

In totality, the data shows that though most of the teachers hold positive attitude towards the practice of different collaborative learning activities, in reality, all of them do not take part in such activities. Though they take part in

such activities, their participation is occasional but not regular in most of the cases.

3.3 The School Environment Available for the Teachers in Learning and Practising Collaboratively

The second objective of the study was to find out the school environment available for the teachers in learning and practising collaboratively. For eliciting the information required to meet this objective, the teachers were provided with 1 closed – ended and 2 open-ended questions to respond. The presentation of the data collected from the teachers, its analysis and interpretation has been carried out under different headings below.

3.3.1 Availability of Sufficient Time to Plan and Learn Collaboratively

The teachers were provided with the statement, “Teachers are provided with sufficient time to plan and learn collaboratively in my institution” and five alternatives strongly agree, agree, not sure, disagree and strongly disagree. With the help of this statement, it was tried to find out whether the teachers were provided with sufficient time to plan and work collaboratively within the institution. The data on teachers' responses to this statement is presented in Table No. 12.

Table No. 12

Availability of sufficient Time to Plan and Learn Collaboratively

S.N.	Response	No. of Teachers	Percentage
1	Strongly Agree	11	27.5
2	Agree	15	37.5
3	Not Sure	2	5
4	Disagree	9	22.5
5	Strongly disagree	3	7.5

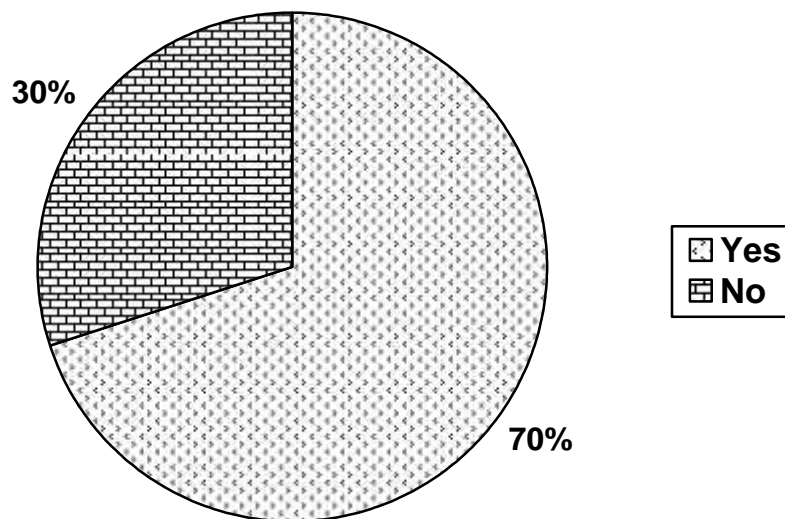
As shown in Table No. 12, 27.5% teachers strongly agreed, 37.5% of them agreed, 22.5 % of them disagreed and 7.5% of them strongly disagreed that they have the availability of sufficient time to plan and learn collaboratively in their institutions. Other 5% teachers replied that they are unsure about the availability of such time in their institutions. The data shows that 65% teachers are provided with enough time to plan and learn collaboratively within their institutions and 30% teachers lack sufficient time for that purpose.

3.3.2 Availability of Favourable Environment for Collaborative Learning

The teachers require a favourable environment within their institutions to plan and learn collaboratively. Here, the teachers were asked whether they had a favourable environment for learning collaboratively in their institutions. The following figure presents the data.

Figure No.1

Availability of Favourable Environment for Collaborative Learning



Majority of the teachers (70%) replied that they have a favourable environment to learn collaboratively within their institutions whereas 30% of them replied that they lack such environment for collaborative learning.

The teachers mentioned various factors present in their institutions, responsible for making the environment favourable for collaborative learning. Their responses are summarized and presented in Table No.13.

Table No. 13

Factors Responsible for Making the School Environment Favourable for Collaborative Learning

S.N.	Responses	Number of Teachers	Percentage
1	Organization of frequent formal and informal staff meetings to discuss on different professional issues and reach a joint decision	22	55
2	Organization of inter and intra- department interactions to learn from each other	6	15
3	Co-operative and frank nature of the teachers	11	27.5
4	Opportunity to observe each others' classroom performance and discussion on the strengths and weak points	7	17.5
5	Practice of planning together and acting accordingly	3	7.5
6	Guidance of the seniors and experienced ones to the juniors	13	32.5
7	Opportunity to present the views openly and get suggestions from the colleagues in leisure hours	9	22.5
8	Availability of enough time and tools required for collaborative learning	8	20
9	Enthusiasm of the teachers to learn and get new information related to their profession	6	15

As shown in Table No. 13, most of the teachers (52.5%) mentioned that the opportunity to participate in frequent formal and informal staff meetings organized in their institutions has made the environment favourable for collaborative learning. According to 15% of the teachers, different inter and intra- department interactions take place in their institutions to learn from each others. Similarly, 27.5% of them mentioned that they have co- operative and frank co- workers in their institutions and 17.5% of them mentioned that they have an opportunity to participate in peer observation and learn from it. Like wise, 7.5% teachers said that the concerned subject teachers in their institutions plan together and act accordingly and 32.5% teachers said that there is a provision of guidance from the senior and experienced teachers to the juniors in their institutions.

According to 22.5% teachers, they have an opportunity to share and learn from their colleagues in the leisure hours. As mentioned by 20% of the teachers, they are provided with enough time and tools required for collaborative learning. Though all the requirements are fulfilled, collaborative learning cannot take place in absence of the concerned teachers' willingness to learn, 15% teachers mentioned that this willingness and enthusiasm is present among their colleagues. All these responses provided by the teachers reveal that they have a democratic school environment to carry out different collaborative learning activities, so that they are able to learn and practise freely and actively.

The teachers who replied that they do not have such environment also mentioned various factors responsible for making the school environment unfavourable for collaborative learning. Their responses are summarized and presented in Table No. 14.

Table No. 14

Factors Responsible for Making the School Environment Unfavourable for Collaborative Learning

S.N.	Responses	Number of Teachers	Percentage
1	Lack of desire to collaborate among the senior and junior teachers	3	7.5
2	Hesitation of the junior teachers to consult the seniors in their problems	2	5
3	Division of the teachers into different groups according to the difference in their political ideology	1	2.5
4	Individualized environment and preference of the teachers to work with their own efficiency	3	7.5
5	Lack of sufficient time to share and learn from each others, as the teachers are overloaded with their duties	6	15
6	Lack of appropriate supervision	2	5

According to 12.5% teachers, there is a lack of desire to collaborate among the senior and junior teachers in their institutions. Similarly, according to 5% of them, the junior teachers hesitate to consult the seniors in their problems. One of the teachers mentioned that the teachers are divided politically and do not want to collaborate with the members of the opponent union. As mentioned by 7.5% of them, there exists rather individualized environment and the teachers prefer working with their own efficiency. Other 5% teachers mentioned that they lack appropriate supervision required for collaborative learning from the school authority.

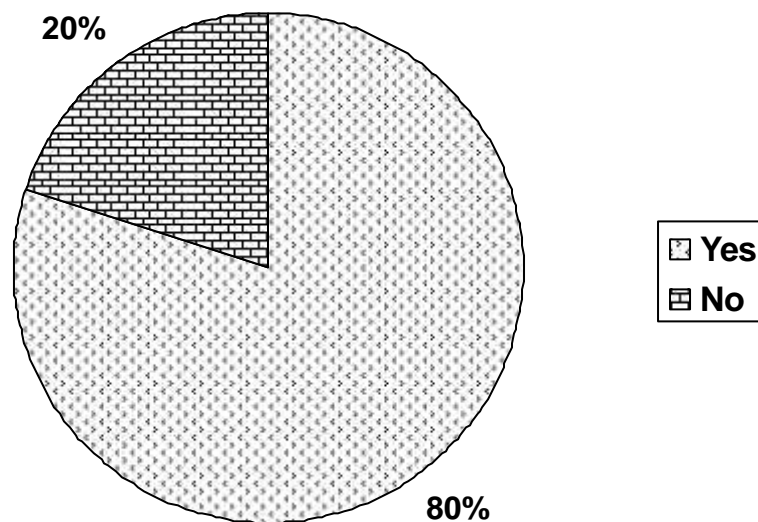
The data presented in Table No. 14 reveals that the teachers' mentality, the culture existing within the institution and the school authority as well are responsible for the nonexistence of the favourable environment required for collaborative learning within the institution.

3.3.3 Encouragement from the Institution for Collaborative Learning

Teachers require constant encouragement from the institution to get involved in different collaborative learning activities regularly. To find out whether the teachers are encouraged by the institution for collaborative learning, the question, "Does your institution encourage the teachers in sharing ideas and learning from each others? If yes, in what ways?" was asked to them. The information obtained on teachers' response to whether they receive such encouragement is presented in Figure No.2.

Figure No. 2

Availability of Encouragement from the Institution for Collaborative Learning



The majority of the teachers (80%) responded that their institutions encourage them for collaborative learning whereas 20% of them responded that such encouragement is not provided to them.

The teachers mentioned that they are encouraged for the collaboration with their co-workers by their institutions in different ways. The responses provided by the teachers are summarized and presented in Table No.15.

Table No. 15
Encouragement from the Institution for Collaborative Learning

S.N.	Responses	Number of Teachers	Percentage
1	Management of time and organization of different workshops, trainings and seminars inviting the subject experts in the school	4	10
2	Appreciation of teachers' gathering and exchanging of ideas on professional issues	2	5
3	Support and assistance to the teachers in disseminating new ideas and information regarding their profession	1	2.5
4	Opportunity to visit the renowned schools in the valley and learn from them	1	2.5
5	Organization of frequent staff meetings and encouragement to all the teachers for equal participation	16	40
6	Encouragement for the seniors to help the juniors and stimulation for the juniors to consult the seniors	11	27.5
7	Guidance by the HOD to the concerned subject teachers	3	7.5
8	Opportunity to observe each other's classroom performance	6	15
9	Attendance of the school authority in the staffroom and participation in discussion and sharing of ideas	2	5

As shown in Table No. 15, 10% teachers mentioned that their institutions manage time and organize different workshops, trainings and seminars on teacher development inviting the experts. According to 5% of them, they are

appreciated when found gathering and discussing on professional issues by the school authority. One of the teachers said that the teachers in his institutions are supported by the institution in disseminating the new ideas obtained from the trainings. The other teacher said that they are provided with the opportunity to visit other renowned schools in the valley so that the teachers could learn from there.

Similarly, 40% teachers mentioned that their institutions organize the frequent meetings and encourage the teachers for their equal participation. Likewise, 27.5% of them mentioned that the senior teachers are encouraged to guide the juniors and the juniors are stimulated to consult the seniors in their problems. According to 7.5% teachers, the concerned subject teachers are provided with the guidance by the HODs and according to 15% of them, they have opportunity to observe their colleagues' classroom performance and learn from there. As mentioned by 5% teachers, the school authority sometimes attends the staffroom and takes part in the discussion with the teachers. From the responses provided by the teachers, it is clear that the institutions encourage and stimulate the teachers for sharing and learning from each others in many different formal and informal ways.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of data, the major findings of the study are summarized and presented as follows:

1. Almost all (97.5%) secondary level English language teachers have positive attitude towards collaborative learning for their professional development.
2. Majority of the teachers are aware of the effectiveness of different small scale collaborative learning activities on teachers' professional development. Only a few teachers are unsure of it.
3. Teachers provided various opinions on how collaborative learning can enhance their professional development. Their opinions include: opportunity to share experience and information, exchange of problems to reach the solution through joint effort, development of self confidence, development of professional unity and mutuality, exposure to weaknesses and strengths of colleagues and opportunity to learn from it, and access to a wide range of learning sources and references.
4. Although almost all the teachers have positive attitude towards the practice of collaborative learning activities, all of them do not take part in those activities regularly. In most of the cases, their participation is occasional.
5. Most of the teachers are interested to share their professional problems with their colleagues. They mostly like to share the problems encountered inside the classroom. Those include: disruptive behaviours of the students, time

management, problems on creating motivation, handling abnormal students, adoption of different teaching methods and techniques, and the use of teaching aids.

6. Teachers hesitate to share their problems among their colleagues due to these two main reasons: a) fear that their weaknesses may get revealed and they may be considered disqualified by their colleagues and the school authority b) lack of culture of sharing and learning from each other within their institution.
7. Seventy percent teachers have a favourable environment for collaborative learning within their institutions. There exists a favourable environment within their institutions due to the presence of these different factors: frequent formal and informal staff meetings, frank and co-operative co-workers, opportunity to observe each other's classroom performance, guidance by the seniors to the juniors, opportunity to exchange the views freely in leisure hours, availability of enough time required for collaborative learning, and teachers' enthusiasm to learn from each other.
8. Thirty percent teachers lack the favourable environment for collaborative learning within their institutions. The teachers' mentality, the individualized culture existing in the institution and the school authority are responsible for the non existence of the favourable environment within the institutions.
9. Eighty percent teachers are encouraged by their institutions for collaborative learning whereas twenty percent teachers are deprived of such encouragement. The institutions encourage the teachers for collaborative learning in different formal and informal ways. Those ways include: management of time and organization of different profession developing programmes, appreciation of teachers gathering and exchanging their ideas, encouragement to all the teachers for equal participation in frequently organized staff meetings, encouragement for HODs and seniors to help the juniors and stimulation for the juniors to consult the seniors.

4.2 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study.

1. Teachers should be made aware of the importance of collaborative learning in course of their formal education, pre- service trainings and INSET programmes.
2. Just having positive attitude towards collaborative learning activities is not enough for teachers' professional development; instead the teachers should voluntarily and enthusiastically get involved in those sorts of activities.
3. Qualities like positive attitude towards each other, trust upon each other, respect to each other, mutual understanding, frankness, curiosity to learn and co- cooperativeness should be possessed by the members of collaborative learning circle, as these are the essence to collaborative learning among the teachers.
4. As two heads are better than one, individualized environment of school should be discouraged and culture of sharing should be developed. The teachers should neither hesitate to offer any wise suggestions to the colleagues nor to share their professional problems among each other.
5. Teachers involved in the same institution should not get divided into different groups according to the difference in their political ideology; instead they should take all the teachers as the members of the same learning community and get united for their professional development.
6. Teachers should not be overloaded with their duties during the school hours. They should be equipped with enough time, tools and opportunities to plan and participate in different collaborative learning activities.

7. Staff meetings should be organized frequently in the institutions to discuss on different professional issues and problems. All the teachers should be encouraged for their equal participation in such meetings.
8. Teachers should be provided with the supportive and favourable environment required for learning and practicing collaboratively. It includes enough encouragement, constant supervision and appropriate appreciation from the school authority.
9. Teacher training programme organizers and teacher educators like NELTA, NCED, BC and MOE should include and focus on collaborative learning as one of the most effective means for teachers' professional development in their training package.
10. Since very few researches have been carried out in teacher development in the Department of English Education, students should be encouraged to carry out the further researches in this field.
11. Universities like TU, KU, PU and POU should design the course on Teachers' Professional Development including different strategies on how teachers can develop personally and professionally.

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APPENDICES

APPENDIX-I

List of the Selected Schools

Schools from Kathmandu Valley

1. Gyanodaya Secondary School, Kalanki, Kathmandu
2. Janaprabhat High School, Kalimati, Kathmandu
3. Chandi Bhairab Secondary School, Chisapani, Kathmandu
4. Saraswati Higher Secondary School, Theco, Lalitpur
5. Chandeswori Secondary School, pyutar, Lalitpur
6. Mangal Higher Secondary School, Kirtipur, Kathmandu
7. Balsudhar Secondary School, Bansbari, Kathmandu
8. Adarsha Kanya Niketan High School, Patan, Lalitpur
9. Padma Prakash Secondary School, Dhapakhel, Lalitpur
10. Bal Binod Secondary Secondary School, Lagankhel, Lalitpur
11. Buddha Jyoti Academy, Dally, Kathmandu
12. Bhassara Secondary School, Lagankhel, Lalitpur
13. Pragya Higher Secondary Boarding School, Thamel, Kathmandu
14. Radiant Public Boarding School, Sitapaila, Kathmandu
15. The Celebration Co- Education School, Jorparty, Kathmandu
16. Gurukul Higher Secondary School, Balaju, Kathmandu
17. Hill- Town International Higher Secondary School, Kirtipur,
Kathmandu
18. Panga Secondary Boarding School, Kirtipur, Kathmandu
19. Shangrila International School, Dhapakhel, Lalitpur
20. Graded English Medium School, Dhapakhel, Lalitpur

Schools from Pokhara Valley

1. Bindhyabasini Higher Secondary School, Archalbot, Pokhara
2. Nawa Prabhat Secondary School, Nayabazar, Pokhara
3. Amarsingh Model Higher Secondary School, Ramghat, Pokhara
4. Kalika Higher Secondary School, Ram Bazar, Pokhara
5. Shree Sanskrit Secondary school, Bhimkalipatan, Pokhara
6. Shree Ratna Rajya Laxmi Girls` High school, Nadipur, Pokhara
7. Janapriya Higher secondary School, Simal Chaur, Pokhara
8. Chhorepatan Higher Secondary School, Chhorepatan Pokhara
9. Rastriya Higher Secondary School, Tundikhel, Pokhara
10. Mahendra Higher Secondary School, Nayabazar, Pokhara
11. Shree Satya Sai Vidhyashram, Nadipur, Pokhara
12. Triveny Public Higher Secondary School, Lekhnath, Pokhara
13. Suryodaya English Boarding School, Deep Pokhara
14. Pascal Academy, Bagar, Pokhara
15. Gyankunja Secondary Boarding School, Airport, Pokhara
16. Mount Annapurna Higher Secondary School, Nadipur, Pokhara
17. Shanti Niketan English School, Parshyang, Pokhara
18. Ekata Secondary English School, Parshyang, Pokhara
19. New Model Higher Secondary School, Nagdhunga, Pokhara
20. Kumudini Homes, Gairapatan, Pokhara

Appendix-II

Pre- survey Questionnaire

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled "Attitude of English Language Teachers towards Collaborative Learning for their Professional Development" under the guidance of Dr. Tirth Raj Khaniya, Professor, Department of English Education, T.U. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

The questions are based on the practices of the following small- scale collaborative learning activities:

1. Peer observation
2. Team teaching
3. Mentoring
4. In- house staff meetings
5. Informal sharing and interaction with the colleagues.

SET "A"

Put a tick (✓) on the box next to the alternative that best indicates your response.

1. Working collaboratively among the colleagues in the institution has a positive effect on the teachers' professional development.
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
2. There is a favourable environment for the teachers to learn collaboratively in my institution.
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
3. Teachers are provided with sufficient time to plan and learn collaboratively in my institution.
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
4. Peer observation is an effective means for teachers' professional development.
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
5. I observe my colleague's classroom performance.
 - a. Always
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never

6. My colleagues observe my classroom performance.
- a. Always
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
7. Team teaching is an effective means of teachers' professional development.
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
8. I collaborate with my colleagues for the purpose of team teaching.
- a. Always
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
9. For team teaching, I like to work with the colleagues.
- a. Senior to me
 - b. Junior to me
 - c. Of my level
 - d. Of any level
10. Mentoring has an effective role in teachers' professional development.
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
11. There is a formal system of mentoring in my institution.
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
12. Though there is not any formal system of mentoring in my institution, the novice teachers are encouraged to consult the experienced teachers in their problems.
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
13. I am helped by the senior experienced colleagues of my institution when I feel difficult to deal with the problems.
- a. Always
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never

14. I offer help to the novice teachers of my institution when they are seeking help in problems.

- a. Always b. Frequently c. Occasionally
- d. Rarely e. Never

15. Regularly held staff meetings in the school provide a forum for the teachers to discuss and decide on different issues on teachers' professional development.

- a. Strongly agree b. Agree c. Not sure d. Disagree
- e. Strongly disagree

16. In my institution, staff meetings are held.....

- a. Always b. Frequently c. Occasionally
- d. Rarely e. Never

17. In the staff meetings held in my institution, each and every members equally participate in decision making on any issues.

- a. Strongly agree b. Agree c. Not sure d. Disagree
- e. Strongly disagree

18. Staff meetings in my institution are organized only for decision making.

- a. Strongly agree b. Agree c. Not sure d. Disagree
- e. Strongly disagree

19. Staff meetings in my institutions are organized not only for decision making, but also to discuss and find solutions to different problematic issues.

- a. Strongly agree b. Agree c. Not sure d. Disagree
- e. Strongly disagree

20. Informal interaction and sharing of experiences among the colleagues are not less important than the formally organized programmes on teacher development, in solving the problems of the teachers.

- a. Strongly agree b. Agree c. Not sure d. Disagree
- e. Strongly disagree

21. Teachers interact and learn from each other in the leisure hours in my institution.

- a. Strongly agree b. Agree c. Not sure d. Disagree
- e. Strongly disagree

22. In course of informal interaction, I share my professional problems with the colleagues in my institution.

- a. Always b. Frequently c. Occasionally
- d. Rarely e. Never

23. In course of informal interaction, I offer some suggestions to the problems faced by my colleagues.

- a. Always b. Frequently c. Occasionally
- d. Rarely e. Never

SET "B"

Please provide the response in your own words for these questions:

1. Do you think collaborative learning can enhance teachers' professional development? If yes, in what ways?

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2. Do you find the teachers in your institution interested to share any problems among each other? If yes, what sort of problems do they prefer to share?

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3. Do you have a favourable environment in your institution in your attempt to learn collaboratively? Mention in detail.

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4. Does your institution encourage the teachers in sharing ideas and learning from each other? If yes, in what ways?

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Thank you for your participation.

Kunti Adhikari
Department of English Education, T.U.
Email: onlinekunti@yahoo.com

Appendix-III

Questionnaires Distributed to the Respondents

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled "Attitude of English Language Teachers towards Collaborative Learning for their Professional Development" under the guidance of Dr. Tirth Raj Khaniya, Professor, Department of English Education, T.U. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

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