PROFESSIONAL DEVELOPMENT THROUGH TEACHER COLLABORATION: A NARRATIVE INQUIRY

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English

Submitted by
ManojKumarGurau

Tribhuvan University
Faculty of Education
University Campus,
Department of English Education
Kirtipur, Kathmandu
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DECLARATION

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

Date:12/05/2019----------

Manoj Kumar Gurau

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Manoj KumarGurau**has completed his M.Ed. thesis entitled **"ProfessionalDevelopment through Teacher Collaboration: ANarrative Inquiry**" under my guidance and supervision. I recommend the thesis for acceptance.

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DEDICATION

Dedicated

To

My father (FuldevGurau), Mother (DilKumariGurau), Eldestbrother (DammarBahadurGurau), Uncle (HiramaniGurau and Yam BahadurGurau), and all the EnglishLanguage Teachers of T.U. to their selfless and everlasting love, patience and support to me.

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Manoj Kumar Gurau

ABSTRACT

This research was an attempt to find out the benefits of teacher collaboration in teacher professional development and to explore the current instructional practices of teachersobtained through the teacher collaboration for professional development. For this research study, I have adopted the narrative inquiry as the research design. The study was entirely based on primary sources of data. It also included secondary sources of data. The primary sources were the five participants, secondary level English teachers teaching at five different schools in Kirtipur.I prepared interview guideline questions using that I collected data through repetitive narrative study with five different participants.Thus, the collected data were analyzed thematically. The research data collected by individual teacher interview and myreflection on the data indicated that teaching is very challenging job. Teachers should be updated with new information. They must be active agents and dedicated towards their own profession. Teacher faced many problems like native language of the students, poor study background of the students, cultural background, and context hinder while teaching in the classroom. Further, the findings also showed that there are many benefits of teacher collaboration in the teacher professional development like teacher learning, personal independence, and students' learning enhancement, triangulation relationship between the teachers, guardians, head teacher, students and school management committee, personal learning network, teachers' teaching performance enhancement, and emotional and psychological support from the colleagues during collaboration. From the obtained data it was also found that all the participants agreed that encouragement, support and collaborative institution, colleagues and societal environment positively enhanced their personal and professional identity in the society. Similarly, from the analysis of their lived stories, it was found that teachers usually discussed about the local curriculum, primary teaching materials, secondary teaching materials like picture, chart paper, flash cards, pamphlet, booklets, and technical material like overhead projector to

implement in the classroom for effective teaching practices. They also discussed about teaching methods like student centered method, lesson planning, proper students sitting arrangement like u-shape and orderly rows, reviewing the students' formative assessment. The research data showed that teacher collaboration hadalso significant effect in the teachers' personal and professional growth, and students' learning enhancement.

The present study consists of five chapters. Chapter one is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, Significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with reviews of the related theoretical literature, review of the related empirical literature, implications of the review and conceptual framework in relation to benefits of teacher collaboration in the teacher professional developments and current instructional practices of the teachers for professional development. chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, ethical consideration. Chapter four presents the analysis of the data and interpretation of the result. Finally, chapter five includes the findings, conclusion and recommendation of the study. The study ended with my reflection which was included my experiences regarding writing this thesis.

TABLE OF CONTENTS

Page No.

Declaration *i*

Recommendation for Acceptance *ii*

Recommendation for Evaluation *iii*

Evaluation and Approval *iv*

Dedication *v*

Acknowledgements *vi*

Abstract *viii*

Table of Contents *x*

List of Symbols and Abbreviations *xiii*

CHAPTER ONE: INTRODUCTION **1**

1.1 Background of the Study 1

1.2 Statement of the Problem 4

1.3 Objectives of the Study 6

1.4 Research Questions 7

1.5 Significance of the Study 7

1.6 Delimitation of the Study 8

1.7 Operational Definitions of the Key Terms 8

CHAPTER TWO: REVIEW OF THEORETICAL LITERATURE AND EMPIRICAL LITERATURE **10**

2.1 Review of Theoretical Literature 10

2.1.1 Teaching as a Profession 10

2.1.2 Teacher Development 12

2.1.3 Strategies for Professional Development 15

2.1.4 Teacher Collaboration: A Strategy for Teachers' Professional Development 16

2.1.4.1 Concept of Teacher Collaboration 17

2.1.4.2 Benefits of Teacher Collaboration in Teachers' Professional Development 19
2.1.4.3 Teacher Collaboration versus Teacher Support Group (TSGs) 22
2.1.4.4 Complexities and Challenges with Teacher Collaboration 24
2.1.5 Teachers' Participation on Professional Teacher Study Group: Teacher Learning Strategies in Collaboration 25
2.2 Review of Related Empirical Literature 27
2.3 Implications of Review for the Study 29
2.4 Conceptual Framework 31

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY 32

3.1 Design of the Study 32
3.2 Population, Sample and Sampling Strategies of the study 33
3.2.1 Overview of Participant English Teachers 34
3.3 Research Tools 34
3.4 Sources of Data 34
3.4.1 Open Interview 35
3.4.2 Written Narrative 36
3.5 Data Collection Procedures 37
3.6 Data Analysis and Interpretation Procedures 37
3.7 Ethical Consideration 38

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS 40

4.1 Analysis of Data and Interpretation of the Results 40
4.1.1 Becoming English Language Teacher 41
4.1.2 Benefits of Teacher Collaboration in Teacher Profession Development 45
4.1.2.1 Teacher Learning 46

4.1.2.2 Beneficial for Novice Teachers 49
4.1.2.3 Personal Independence 52
4.1.2.4 Emotional and Psychological Support 55
4.1.2.5 Teachers' Teaching Performance 59
4.1.2.6 Triangulation Relationship 61
4.1.2.7 Professional Development 64
4.1.2.8 Personal Learning Network 67
4.1.2.9 Students Learning Achievement 69
4.1.3 Instructional Practices of Teachers for Professional Development 72
4.1.3.1 Topic based group 72
4.1.3.2 Virtual Group 82
4.1.3.3 School Based Group 84

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS 86

5.1 Findings 86
5.1.1 Becoming English Language Teacher 86
5.1.2 Benefits of Teacher Collaboration in Teacher Professional Development 87
5.1.3 Current Instructional Practices of teachers for Professional Development 88
5.2 Conclusions 89
5.3 Recommendations 91
5.3.1 Policy Related 91
5.3.2 Practice Related 92
5.3.3 Further Research Related 92

REFERENCES

APPENDICES

LIST OF SYMBOLS AND ABBREVIATIONS

M.Ed	Master of Education
Mr.	Mister
Mrs.	Mistress
No.	Number
P	Page
Prof.	Professor
Dr	Doctor
T.U.	Tribhuvan University
TPD	Teacher Professional Development
H.S.S	Higher Secondary School
Regd No.	Registration Number
TSGs	Teacher Support Groups
PLN	Personal Learning Network
ICT	Information and communications technology
NELTA	Nepal English Language Teachers Association

CHAPTER ONE
INTRODUCTION

This introductory chapter consistsof background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Teacher professional development cannot be separated from the terms like 'profession', 'professional' and 'professionalism'. Generally, Profession is an occupation which based on specialized intellectual study and training. Professional activity involves systematic knowledge and proficiency. A profession needs pre-service and in-service training. It requires a broad range of freedom autonomy. Profession differs from other two in the sense that it is not the job or occupation which is simply engaged in profit because it also carries a sense of public service and personal dedication. In teaching, personal lives and characteristics of teachers are intrinsically intertwined with their profession. Chalise and Bharati (2017, p. 69) assert, “Teachers’ professional development is mainly concerned with the growth and development of teachers and their professional roles so that they can perform at their best. In other words, the process of making teachers competent at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development”. Especially in teachers’ professional development, identity and authenticity are often seen as the basic concepts that have implications for ways of introducing educational change.Profession refers to as occupation vocation or career where specialized knowledge of a subject, field, or science is applied. Wallace (2010) presents the following qualities of a profession.

- A basic of scientific knowledge;
- A period of rigorous study which is formally assessed;
- A sense of public service;

- High standards of professional conduct;
- The ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

Profession is a kind of occupation which can only be practiced after long and rigorous academic study. People think that professionals are people who have acquired specialized training or qualification in a particular profession but the term today is broader in meaning and implications. In contrast, Professionalism means preparing oneself to do a job competent through learning. This learning may take the form of pre-service or in-service course, reflection on experience. Professional life is determined through the reading, observation, discussion with colleagues, writing research. To develop professionalism, the professional must be principled and knowledgeable in addition to being skillful. It includes principles, knowledge and skills collectively required to be a component professional. Professionals deserve to live comfortably, but they do not enter the ranks of a profession in order to obtain wealth or power. There are several personals like teachers, doctors, engineers and so on; they try to be a professional to accomplish their particular job. So teachers are regarded as a professional.

Teacher development is the dynamic process of positive change in the educational behavior of the teachers' occupation in the field of teaching. It is different from the teacher training in the sense that training is time bounded but development is a continuous process. Head and Taylor (1997, p. 1) argue, "Teacher development is theprocess of becoming 'the best kind of teacher that I personally can be". Teachers are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and the preconceptions that they have about teaching and learning. " Teacher development is a way of learning which is complimentary to training, and which is motivated by the teachers' own questioning as what they are and what they do, rather than by any external agenda" (Head and Taylor, 1997, p.7). Teacher development is a regular process as well as self-reflective process in

which teachers can change them and there is always gradedimprovement. Villegas- Reimer (2003) remarks, “Professional development of teachers is a lifelong process which begins with the initial preparation that teachers receive (whether at an institute of teacher education or actually on the job) and continuous until retirement” (p. 8).Successful professional development opportunities for teachers have a significant positive effect on students’ performance learning.Similarly as Villegas-Reimers(2003, p. 29) states, “Professional development of teachers is a key factor in ensuring that reforms at any level are effective, and Successful professional development opportunities for teachers have a significant positive effect on students’ performance learning”. Teachers’ professional development is perceived as a cover term, which refers to the development of a person in his or her professional role. “There is an increasing demand worldwide for such competent teachers but there may not be sufficient professional teachers and they need to be professionalized and the current need is to develop teachers’ professional expertise which can be enhanced through teacher’s professional development” (Negi, 2016, p.47). Only one way of professional development is not sufficient, so teachers’ intuition should be analyzed their needs and the particular context before deciding the strategies for teacher professional development. Here our concern is pre-service as well as in-service teachers’ professional development.

Teacher Collaboration helps in engaging in the problem solving around daily dilemmas that occur in teaching and then applying the new ideas and suggestions. Teachers need to involve themselves in a number of learning activities like collaborative learning, self-reflective practices and experiential learning. According to Nameghi and Sheikhamadi (2016), teacher also needs to cooperate with each other to develop themselves professionally. While traditionally they waited for the educator to bombard them with externally imposed methods and techniques through crash teacher training courses, teacher now collaborate and learn from each other’s experience. Teacher Collaboration is

a synonymous of teacher study group. It is a situation in which two or more people learn or attempt to learn something together. According to Head and Taylor (1997), group of teachers has 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. In this respect, collaborative is the core process in teacher learning process for their professional development. Pounder (1999) argues that collaboration plays an important role in helping teachers focus on instruction. When collaboration is absent and teachers work in isolation, little professional growth occurs.

Teacher collaboration can even be demonstrated when teachers are discussing lesson strategies or student's needs during planning time.Taking into account that effective teachercollaboration consists of discussions about curriculum, instruction, and professionaldevelopment. It is a safe and non- judgmental place for teachers to meet new teachers, engage in professional development to share ideas about teaching and to discuss related to their practice and to learn new skills, strategies and copying mechanisms to use in the classroom. It responds to the professional needs and interest of teachers by offering a range of personal consultation service, customized training and professional development opportunities, and help with individual and joint research activities.

1.2 Statement of the Problem

In teaching, personal lives and characteristics of teachers are intrinsically intertwined with their profession. Generally, Professional development is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment. It plays a key role in maintaining trained, informed, and motivated employees; regardless of job classification. Teachers have their own profession but few teachers who are professionalism.It is a continuous process. It needs specialized knowledge. It requires prolonged academic training as well as qualification.

Without good skills, methods and techniques, we cannot enhance the professional development. But because of lack of professional experience and expertise, the quality of education is also not satisfactory. What is the problem with professional development? The biggest problem is the way we frame it with the language that we use and the thoughtless interpretation and implementation that we apply. Actually we do not automatically become professional. As professionals, we are obligated to develop the language that leads to understanding the complexities of curricular issues and processes. This will allow us to take perfectly good ideas and processes and thoughtfully interpret and implementation them as needed.

In the context of Nepal, there are many English language teachers who are teaching at different universities, school, colleges, and educational consultancy. But they always follow traditional method, approaches as well as techniques while teaching in the class. The students' examination result is also not satisfactory. They know how to teach in the classroom and what practices need to implement in the classroom but they feel bored and do not show any interest towards English language teaching. What can we say either such teachers are professional or not? They generally emphasized the lack of practices in traditional courses. Although the teachers do not know how to collaborate with the teachers, colleagues, head teacher, and other staff member in the school and the benefits of collaborative work in teacher professional development. In this situation, how teacher collaboration help those teachers who are newly appointed and in-service teachersin the school. Generally, teaching profession by nature demands hard work, investment of most time in planning lesson, assessment and making decision about curriculum and instruction. Teachers also need to face different critical situations like handling behavior of the students, physical constraints of the classroom, school rules and regulation and other professional demands. Due to these causes, there is a great chance that teachers often feel isolated from there more experienced colleagues as well as lack of qualified mentor in the school. In this situation, teacher collaboration is a powerful instrument to prevent the teachers from the professional isolation

and provide strong emotional as well as psychological support. It can be safe and supporting environment where dilemmas of teaching practices can be discussed and analyzed in the collaborative group. It provides an alternative form of professional mentorship. So, I researched which is different than others' research work. I mainly included the English language teachers and their teaching experience for professional development by participating in collaborative group. In this research, I explored the currentinstructional practices of teachers obtained through teacher collaboration for professional development and identified the benefits of teacher collaboration in teachers professional development. I motivated towards this study because of two reasons. The first reason wasmycuriosity to know how teacher collaboration helps the teachers for enhancing the professional development and benefits of teacher collaboration in teacher professional development. The second reason is that it is alsoone of the least researched areas within the education field. Even, there is no any proper research which has been carried out in Department of English Education. Most of researchers just focused on Teacher Professional development area but they missed to include a particular strategy. Researchers also only focused on the definition of teacher collaboration, relationship between teacher collaboration and students' achievement but they did not focus on instructional practices of teachers and benefits of teacher collaboration in teacher professional development. So I have explored such a gap between previous research and further research work.

1.3 Objectives of the Study

Following were the major objectives of my study:

- To explore the currentinstructional practices of teachers obtained through teacher collaboration for professional development
- To find out the benefits of teacher collaboration in teachersprofessional development
- To suggest some pedagogical implications

1.4 Research Questions

A research question focuses the study, determines the methodologies and guides all stages of inquiry, analysis and reporting. The study was conducted to investigate the answer of the following questions.

i) How doesEnglish language teacher practice the knowledge and skills gained through the teacher collaboration while teaching in the classroom?

ii) What are the benefits of teacher collaboration in the professional development of English language teachers?

1.5 Significance of the Study

There are various tools for teacher learning as well as professional development but teacher collaboration is a new concept and it is one of the most important tools for professional development. The teachers can involve and engage in different collaborative learning activities. Through the collaboration, teachers get chance to know their colleagues better and begin to function as a community of professional rather than as individual working in isolation from each other. This study aims at exploring the current instructional practices and find out the benefits of teacher collaboration in teachers professional development.

This study focused on to what degree the teachers can involve and engage in different collaborative learning activities. The results of the research are expected to be beneficial for English language teachers, learners, ELT practitioners, policy makers and English language education. It will be also beneficial for novice teachers as well as in-service secondary level teachers and those persons who are using different strategies and techniques for their professional development. This study will be also beneficial for the private tutors who are tutoring in different private tuition centers. All the persons who are directly and indirectly involved in the teaching and learning process will be

benefited from this study. Thus, this study will be a great help to come to a conclusion.

1.6 Delimitation of the Study

This study will have some limitations which are as follows:

- This study was limited to the English language teachers of secondary level of Kathmandu valley.
- The population was all the English language teachers of secondary level of Kirtipur.
- The samples of the study wereFive Secondary Level English language Teachers from five different secondary schools who were teaching in Grade eleven in Kirtipur.
- The data was collected within twentydays.
- The data collected through semi-structured Interview guidelines and probing questions
- The sampling procedure of the study was convenient non-random sampling procedure.

1.7 Operational Definitions of the Key Terms

- **Teacher development**: The noticeable reformative change in teachers' professional and personal life. It is ongoing process.
- **Professional development**: Professional development as a process of enhancing teaching's professional career and status by expanding the knowledge, skills, and experiences.
- **Teacher collaboration**: A group of teachers who discuss together and share their teaching experiences, skills, techniques as well as problems and its solution. It encourages greater interaction between teachers, peer-based learning through mentoring, and sharing skills, experience, and solutions to common problems.

- **Benefit**: In my research, benefit means effects or impact of teacher collaboration in teacher professional development.
- **Narrative Inquiry**: Narrative inquiry is a research design for collecting data through the life experiences of the people. Teachers' narratives are the stories of English language teachers own experiences that they encounter during their personal and professional lives in teaching field.

CHAPTER TWO
REVIEW OFTHEORETICAL LITERATURE AND EMPIRICAL LITERATURE

2.1 Review of Theoretical Literature

Under this review of theoretical literature, I have incorporated like as: teaching as a profession, teacher development, teacher collaboration: An important strategy for teachers' professional development, concept of teacher collaboration, benefits of teacher collaboration in teacher professional development, relationship between collaboration and teacher efficacy, teacher collaboration versus teacher support group, and teachers participation on professional teacher study group: Teacher learning strategies in collaboration.

2.1.1 Teaching as a Profession

Making someone feels different showing them how to do and suggestions as well as ideas to cope with the problems all are implanted in teaching.Villegas-Reimer (2003) states:

> Fortunately, the tendency over the last and few years had been to accept teaching as a profession and consequently, and the transformation from the teacher training to teacher professional development" (p. 36).

Teacher always makes labor in his/her life. They work hard for getting knowledge and provide good knowledge and skills to the students. They are artistic who make attractive pictures with simple mean. They never feel tired to guide the human life and they are the teachers who are rigorously teaching. So teaching is a very honorable job. Tribhuvan University along with some other private universities has been producing the experts in the field of ELT. Skilled manpower is today's need. English language teachers use many different kinds of approaches to teaching depending upon their assumptions and having

experience about how students learn and on the kind of the methodology that they believe best supports this learning process.

Teaching is the dynamic triangular interplay among teachers, learners and the subject matter. It is a process that improves the student's seeking level more easily and it might be overcome any, situation as an easy way. It is an interactive and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so. Day (2004) states, "Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understanding 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"(p.10).Effective teaching depends on the efficiency of the teachers.

Teaching is both an art and science. Good teachers listen and watch, and use both professional and personal skills to respond to what they see and hear. According to Saud (2011), teaching is really a challenging job and every person can't be good teachers as we think and a teacher's personality always comes through in the lesson. I think that a good teacher should present a professional face to students which they find both interesting and effective. The way they present themselves to their students matters, it reflects through their personality. Teachers must have the quality of adaptability. The teachers quality also depend how they react to different events in the classroom. They have to consider a number of different roles in the class depending on the context and situation. Within the classroom, teacher's role may change from context to context. The teacher's role may be controller, prompter, assessor, resource, tutor, and organizer and so on. In this context, Kumaravadivelu (2003) has mentioned three different roles of teacher as passive technicians, teachers as reflective practitioners, and teacher as transformative intellectuals. These roles are rooted in different school of psychology.

A good teacher needs to be able to switch between the various roles. Good teachers are able to absorb the unexpected and to use it to their and the students' advantage. This is especially important when the learning outcomes we plan for look as if they may not succeed because of that are happening.According to Harmer (2007), the teacher always acts as a controller by standing in front of the class, dictating everything that happens and being their own learning. A controller may work for grammar explanations and other information presentation. Teachers have to adopt prompter, assessor, resource as well as tutor role in the classroom that help the students learning. Education system of countries can only be implemented and effectively run when the teachers are developed as the professionals. The importance of teaching profession is to produce other different professionals.

According to Wallace (2010), those engaged in profession also processed to have a knowledge that could be of great public use. It is based on scientific discovery. Thus, the profession is a kind of occupation which can only be practiced after long and rigorous academic study, which should be well rewarded because of the difficulty in attaining it and the public good it brings. Professionalism also can help to complete their job effectively and responsively. It stresses that teacher must play the role of dedicated professionals to their job, teachers as professionals need continuous growth and development.

2.1.2 Teacher Development

Teacher development is a continuous and dynamic process. It refers to keeping themselves alert and engaging in teaching new skills, knowledge, information and techniques in order to deal with new experiences, challenges, opportunities in their profession as well as becoming better at what they are doing. Underhill (as cited in Head and Taylor, 1997) says:

> Development means keeping students on the same side of leaving 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 from a turn, then so is my reaching and then so are my students and learning from a rut, slow and inspiring (p. 7).

It draws on the teacher's own inner resource for change. Teacher development is centered on personal awareness of the possibility of the change and what influences change process. Generally, teacher development refers to progressive change or advancement towards positive direction. It is gradual improvement of a situation to some better state.

Teacher development is a continuous and never ending process in which teacher changes themselves. They learn new skills, knowledge, information and techniques by adopting new experience in their profession.According to Joshi (2012), teacher development includes both formal and informal means of helping teachers to master new skills, widen their knowledge, and develop an innovative insight into their pedagogy, their practice and their understanding of their own needs, since a teacher's professional development is an aspect of his or her personal development as a whole. Teachers as professionals have to continuously strive for new knowledge. Fullan (1995) mentioned that teachers' professional development is the sum total of formal and informal learning pursued and experienced by the teacher in a compelling and dynamic. A professionally competent teacher is an outcome of different processes and factors. For example, a teacher's knowledge and practice have to be integrated for effective teaching. Besides this, a teacher also needs to have a drive for developing himself/herself professionally.

Teacher development is the way of learning which is complementary to training, and which is motivated by teachers' own questioning as what they are and what they do, rather than by any external training agenda. According to Craig (1998), teacher development is a process, not an event. It involves change over time and is achieved in stages. The stages are related to teachers'

experience gained in instructional and management practice over their career. It is internal process which should be driven by teachers' internal thought. He/she should be motivated from his/her owns questions towards their performance. Teacher development is not just to do with language teaching it is also about language development, counseling the skills, assertiveness training, confidence building etc.

Teacher development is perceived as an umbrella term which includes varieties of activities carried out by the teachers either individually or in a group. Glatthorn (as cited in Villegas-Reimers, 2003) states:

> The concept of teacher development is broader than career development, which is defined as a growth that occurs as the teacher moves through the professional career development and broader than staff development, which is the provision of organized in service programs designed to foster growth of group of teachers; it is only one of systematic interventions that can be used for teacher development (p. 11).

Most of the teachers are aware and engaged in various activities like attending the teacher training programs 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 for professional development. Khatri (2012, p. 9) states, "Professional development is 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". There are so many strategies for professional development but among them regular teaching is also the one. Professional development can also be possible through life experience of the teachers.

2.1.3 Strategies for Professional Development

There are so many procedures, methods, ways and strategies for professional development. The main strategies for professional development are teachers own effort, struggle. Even there is no such magnificent road to the teacher's professional development however the several skills can be taken into consideration for one's professional growth. Teachers personally themselves are an important aspect to bring change in them. Different principles and theories are used by the teachers to develop their own profession in different context.

The teacher can construct their own knowledge and understanding of what takes place in their profession. Richards and Farrell (2010) present the following strategies that can be used to enhance the professional development in language teaching. They are like workshops, self-monitoring, and Teacher support group, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, action research, and team teaching.

These are the learning formats often used in professional development and that can be addressed to institutional improvement, individual development as well as pedagogical development. This is necessary to collect information about the teaching behavior and practices objectively and systematically and to use information as a basis for making decision about where there is anything that should be changed.

A strategy approach to professional development starts with need analysis. Need analysis refers to both the institution's need and perceived needs of the teachers. It is said that successful teachers are those who continue to develop throughout their professional life. The completion of a pre service courses and initial qualification are only the beginning. Teachers themselves are an

important aspect of their work as teaching. Spark andLoucks-Horsley (1989) states:

> Need analysis should include the needs of both the individual and the institution as a whole. At the individual level, areas for training and development for different teachers in a program can be identified strategies recommended to assist them achieve their goals. However, in determining the needs of an institution it should be realized the research on professional development emphasized the importance of horizontal decision making in determining goals (p. 93).

So that professional development has to be resourced and supported at a level that gives it a reasonable chance of achieving the purpose.

Learning strategies refer to the learning that is result of educators sharing what they have learned from their teaching experience, reflecting on specific works experience and knowledge to uncover new understanding colleagues share best practices they have discussed while trying out new programs or planning a project. So that it is important tool for professional development.

2.1.4 Teacher Collaboration: A Strategy for Teachers' Professional Development

Teachers adopt different procedures, methods, approaches for enhancing their own professional development and teaching career but among them teacher collaboration is a new concept in teaching field as one of the most important tool for teachers' personal and professional life. Generally, teacher collaboration refers to the collegial discussion. Teachers can develop their own profession through the teacher collaboration of their colleagues as well as teacher staff who are teaching at the same institution continuously. Not only effective collaboration improves teacher performance, but it also will improve student performance. Teacher collaboration consists of two or more teachers

who meet regularly, every week, to talk about and make sense of their teaching. The teacher collaboration holds all of this activity, forming an intensely safe space in which teachers can acknowledge and explore the bottom-line truth about teaching.

Regarding for this topic, I have divided into following sub-headings likeconcept of teacher collaboration, benefits of teacher collaboration in teachers' professional development, teacher collaboration versus teacher support group**,** and complexities and challenges with teacher collaboration.

2.1.4.1 Concept of Teacher Collaboration

Teaching is really a challenging profession for the teacher. Teaching is a process of facilitating the learners to learn the knowledge, skills, and attitudes in a proper way.No one is perfect in everything. Without sound of knowledge of every aspect of language and content of the subject matter, teaching cannot be fruitful and effective. This is not only strategy for teaching. They must know the context, situation, cultural dimension, competency and proficiency of their subject matter and well known about the psychology of the students while teaching in the classroom. So, teaching is a challenging job as well as honorable profession. For teaching profession, it demands hard work, well investment of the time and money in planning lesson, assessment, and making decision about curriculum and instruction. For that, teachers also need to do struggle and they have to face different situations like handling behavior of the students, managing mixed abilities of the students, class size and other professional demands.

The term collaboration is not exclusive to the world of academia and education. Merriam- Webster's dictionary defines collaboration as "the act of working with another person or group in order to achieve or do something" (Merriam-Webster's online dictionary, n.d.). Generally, in beginning period of the teaching profession, most of the teachers really feel uncomfortable and fear while teaching in the classroom as well as outside of the class. They might

havelack of confidence, and knowledge about subject matter for teaching. But teacher collaboration is the best way to prevent such circumstances in proper way. Dickinson (2009, August) writes,"The definition of collaborative teaming involves a group of people working interdependently to achieve a common goal through analysis to impact professional practice in order to improve individual and or collective results".

Teacher collaboration is a group of teachers meeting together to discuss and share the ideas and resources in order to make their professional development.Goddard and Goddard (2007) contended that teachers are professionals and possess unique knowledge about their students and how they learn. When effective collaboration occurs, teachers' knowledge and experience are diffused and instruction is enhanced. Teachers with various levels of experience that collectively focus on improving student learning are most effective in increasing student achievement (Williams, 2010). So Purposeful collaboration and collaborative learning is a journey that increases confidence and abilities of all who are involved in teaching profession as well as other profession.Rich collaboration should also bring about new learning, a shift in teaching practice and improved outcomes for students learning achievement.

Teacher collaboration is also known as a voluntary activity because it is a form of collaborative learning. According to Richards and Farrell (2010), teacher collaboration is the synonymous of collaborative work; it can be defined as two or more teachers collaborating to either their individual or shared goals or both on the assumptions that working with a group is usually more effective than working on one's own.According to Mendez-Vilas (2006), teacher collaboration is two types: In formal collaboration, two or more teachers share a variety of experiences, pedagogies and instruction in an effort to improve individual student learning whereas in informal collaboration, teachers are involved in the spontaneous sharing of communication, resources, and tasks. If teacher collaboration is formed, it will become a good and safe place to

collaborate on curriculum development, material development, planning lesson, making classroom observation and reviewing the researches.

Teacher collaboration provides collaborative opportunities for critical inquiry and teachers are encouraged to ask questions, identify issues, and come to the conclusions about their own teaching practices. Nameghi and Sheikhahmadi (2016) claimed that not only does collaboration improve teachers' knowledge and experience, but also it significantly improves student learning and achievement. During their studies show that in schools where teachers collaborate on issues related to their teaching (e.g. curriculum, instruction practices, syllabus, teaching methods, etc.).Teacher collaboration also helps the teachers in engaging in problem solving around daily dilemmas that occur in their classroom activities and then applying the new ideas and suggestions. Teacher collaboration enables teachers with different levels of ideas sharing and work together to explore issues and resolve problems. Teacher can support each other professionally in teaching career and professional life.

Park (2014) argues that collaboration is as important as performing the roles that have been planned and/or divided before the actual teaching.As a teacher, an individual fulfill a number of roles for the students both intellectually and socially. In addition to learning about different teaching techniques support group can help you to deal with the responsibilities and pressures that come with the profession. So, support groups motivate and allow the teacher to reflect on their approach to teaching and take ideas back into the classroom. It has its own value for the teachers and for their professional, personal career development.

2.1.4.2 Benefits of Teacher Collaboration in Teachers' Professional Development

Teacher Collaboration is a group of teachers who meet together, sharing the problems that they experience in the classroom, carrying the ideas from one another and going back to implement, or correct what they think they are not

doing properly. In every field, collaboration is the best way to make rapport building between them. Fullan and Quinn (2016) mentioned that collaborative work is a key driver in shifting mindset and that there is no one way to build a culture of growth or to learn collaboratively, but that success requires a focused collaborative agenda that relates to the system's goals. Collaboration strengthensover time as relational trust grows and a deeper understanding of what it means to 'co-labor' and problem-solve together. In teaching field, collaboration is also needed for the teachers.

Teachers need each other support, help, guidance and encouragement for their professional development. William (2010) states, "A review of several related literatures suggests that teacher collaboration may, in fact, enhance learning for both teachers and students". When teachers have opportunities to collaborate professionally, they build upon their distinctiveexperiences, pedagogies, and content (Goddard & Goddard, 2007). Just textbook is not sufficient for personal and professional life. For that, teachers' collaboration is very essential for the teachers and for their professional life. Teacher collaboration can also be demonstrated when teachers are discussing lesson strategies or student's needs during planning time.

Many opportunities are available for teacher collaboration. For this reason teachers want to find a way of helping one another by sharing ideas. Support groups motivate and also allow the teachers to reflect on their approach to teaching and take ideas back into the classroom. The person, using the group solidarity to support others and to be supported then becomes empowered to act productively elsewhere (James, p. 94 as cited in Richards and Farrell, 2010). Teacher collaboration is a meeting of members who provide help and companionship to one another. Johnson (2003) has mentioned some benefits of teacher collaboration like moral support, morale, personal and professional sharing, teacher learning, and feeling of collegiality. Due to the nature of these collaborative groups, people feel more comfortable sharing their experiences and getting their feelings out in the open. With others who have experienced similar

situations, people generally feel less isolated when sharing their experiences.According to Richards and Farrell (2005, p.52), the following are the benefits that teachers get from the teacher support groups within collaborative work.

- Teachers can become more aware of the complex issues involved in language teaching by sharing what they have experienced with colleagues in a group.
- As a part of group a teacher might become more motivated to participate in other professional development projects outside the support group such as making presentations and seminars and conferences.
- Membership in a teacher support group can lead to more effective and innovative changes in teaching because of sharing and critiquing of various individual members' approaches and methods.
- Often the group will focus on issues related to learners and learning, resulting in obvious benefits to learners.
- For the most part, teachers work alone in their classrooms participation in a teacher support group can help to overcome this isolation and foster sharing attitudes among teachers.
- Teachers may find that they become more confident in themselves and their work as a result of belonging to a group.
- Teacher support groups are for teachers and are managed by teachers. They draw on the expertise and experiencing of participating teachers who want to share their experiences with their peers.

Thus, Teacher can get various ideas, knowledge, and experiences from the collaborative work. They can help the teachers by sharing their ideas, teaching experiences, issues, planning lesson, ongoing problems and the way of solution for the current problems in language teaching. It also helps the teacher by providing the extra knowledge and skills. Teachers can develop their profession, personal and professional life through the teacher collaborative group. They get variety of information and they try to implement that

information in the classroom. Students also know new thing with the help of teachers, and teaching and learning activities will be effective and sustainable.

2.1.4.3 Teacher Collaboration versus Teacher Support Group (TSGs)

Teaching is a procedural plan where teachers have to make a plan before entering in the class. They are responsible for creating planning the lesson, educational plans, delivering the lesson to the students, fulfilling local and federal educational requirements, achieving school administrator goals, and their professional development. I salute them because there is reason in the sense that they do not just get one solution, they get diversity and they can select which work is best for their classroom activities. In this situation, collaborative work is beneficial for professional development. They can meet together to discuss any issue and problems which may arise in the course of their teaching.

Forming local TSGs that gettogether to present the teaching problems they sense, stating them, and finally solving them throughcollaborative reflection and discussion is an efficient alternative to the once popular teacher training courses,where teachers were at the consumer end of the initiatives(Nameghi&Sheikhahmadi, 2016).TSGs gather together to stimulate trustand honesty, and reducefeeling of isolation that is experienced by most teachers. The teachers bring their specific needs and explore their profession together to identify problemsand engage in ongoing professional development dialogue. Similarly as Nameghi and Sheikhahmadi (2016) state, many schools have offered variousgroups for professional development. However, they are often run by administrators, supervisors or othersoutsidethe group. In other words, we can say that teacher study groups referto meetings held by teachers for teachers rather than imposed on teachers by people external to the teaching circle.

There are so many types of teacher study groups and they usually involve in collaborative activities. These are possible, depending on the goals and membership of the group. The teacher study groups can be formed in various ways. Birchaket all. (1998); Kirk and Walter, (1981), (as cited in Richards and Farrell, 2010) present the following types of teacher support group as collaborative group.

a. Topic-based groups

A group is formed to discuss a specific topic of interest, such as teaching intermediate ESL writing, teaching young learners, carrying out action research, or the group might be response of current issues or concern in education such as the standard movements.

b. School- based group

School- based groups are composed of different kinds of educators from within a school, such as teachers, teaching assistants, librarians, multimedia lab technicians, and supervisors, and focus on concerns in which they all have a common interest.

c. Writing group

A group can focus on preparing articles for teachers' magazines and professional publications. Generally, this group focuses on writing and preparing articles for the journals related to teacher and teaching learning process.

d. Reading groups

Reading groups can be set up to read and discuss professional books and articles and to gain insight that can be applied in the group members' own classrooms.

e. Research groups

Research groups consist of teachers who are researching topic of mutual interest. The group decides on an issue to investigate, collects data on the issue, and meets regularly to share and discuss findings. These are group membership, group size, group organization, group goals, group time, group meeting place and troubleshooting.

f. Virtual groups

Virtual groups consist of a group of language teachers who communicate and interact on the internet, such as TESL-L, a discussion group for English as a second language of foreign language teachers.

2.1.4.4 Complexities and Challenges with Teacher Collaboration

Collaboration plays an important role in helping teachers focus on instruction. When collaboration is absent and teachers work in isolation, little professional growth occurs (Pounder, 1999). The biggest challenge to teacher collaboration is time Scheduling and time allotted for formal collaboration is restricted.The schools' leaders have also the responsibility to work cooperatively with teachers to maximize collective expertise. School leadershipsare responsiblefor initiating and implementing effective collaborative model in the school. "Collaborative model may include the curriculum knowledge, planning, time allocation, level of trust and philosophical agreement. The main problems within teacher collaboration are like two weak students teachers paired together, insufficient planning the time, lack of co-teaching modeling, transition from lecture method, lack of classroom space and resources, and not implementable in public schools"(Corneli*et al*., 2015).

Likewise, there are also inherent challenges with collaboration. Take for instance the various personalities, perspectives, and beliefs that teachers bring to the table. These diverse elements can create a diverse opinion within the school if not managed effectively. Even it is essential for individuals to maintain their autonomy during collaboration. The fear of losing autonomy can be a barrier to rich collaboration, emphasizing the need to encourage an

understanding and commitment to the common good of the group focused on enhanced student learning.

2.1.5 Teachers' Participation on Professional Teacher Study Group: Teacher Learning Strategies in Collaboration

Collaborative work is the best way for enhancing the professional development of teachers towards positive change in the professional and personal life. Teachers' learning is possible through the collaborative group of the teacher. Every teacher needs help while entering in teaching profession as well as after entering. Without support and collaboration of the teacher staff in the school or any institution, they cannot adjust. In the beginning period of the teaching profession, they might not have confident over the content for teaching. In this situation, teacher collaboration can be the best way to improve the teacher confidence and competent to become proficiency in their own subject matter and area of the interest.

Collaborative Learning and professional development

Early career teachers also need support to be innovative practitioners, particularly with such a complex one as collaborative learning. The teacher's role is crucial in order to scaffoldthe students' participation in the primary classroom in order to improve their learning and it is teachers' pedagogical practices that help to develop these collaborative work habits. In teaching journey, all teachers need assistance and support during that journey from their colleagues, friends, supervisor or experts to enhance their own profession and professional development. This is one of the best tools of professional development. Collaborative task facilitates the teacher development and it also helps to generate knowledge and collegiality. Richards and Farrell (2005) opine:

> Although most teacher development can occur through teachers' own personal initiative, collaboration with others both enhances individual

> learning and serves the collective goals of institution. Most successful organizations depend on people working effectively together in term, but special effort often has to be made to develop team work in school because teaching is generally seen as an individual activity. The goals of collegial form of professional development are encouraged greater interaction between teachers' peer-based learning through mentoring, sharing skills, experience and solution to common problems (p. 12).

Especially, this research was based on the English language teachers experience on professional development through the teacher collaboration. So we should write about the English language teachers and their role in collaborative work. English language teachers involve in many professional development activities for an ongoing professional development and build up their own professional strategies individually or collaboratively. English language teachers are in the process of getting trained and becoming professional teachers. This is a positive sign. However, they are still not fully conscious of the issue that Training programs are conducted from different organization over a different period of time. Teachers are reluctant to apply the skills, ideas, techniques etc learnt in training sessions in their real classroom situations. But newly appointed teachers hardly get teacher induction programs like mentoring, observation, support etc. Some teachers are highly benefitted by teacher collaboration. In many campuses, university colleges, senior and skilled and experienced teachers support novice teachers as well.

Thus, collaborative teacher development is the vital and continuous process in the professional development repertoire. It is an important tool to facilitate ones' professional development used in the wide range of language context as well. "Collaborative learning involves different activities whether in large scale collaborative activities like teacher networks, trainings, school clusters, workshops, seminars, conferences or small scale collaborative learning

activities like peer observation, peer teaching, team teaching, mentoring, informal interaction, study groups, action research" (Pandey, Adhikari, &Sapkota, 2072, p. 365). In collaborative activities, they can share their success, failure, achievement and experiences concerned with their profession. Collaboration is the major process in teacher learning and for English language teacher; collaborative learning is one of the convenient and excellent ways for their personal, profession and professional life, and career development.

2.2 Review of Related Empirical Literature

A number of research works have been carried out in the field of English language teachers' professional development. But, least studies which exclusively deals with the current instructional practices of teachers obtained through teacher collaboration for professional development and to identify the benefits of teacher collaboration in teacher professional development. There is no doubt that for doing research but we need to review the previous studies and research work in the respective field. No one is perfect in everything in this world, and there is no any ultimate truth. Everything can be changeable. Previous research studies might have some limitations, lack of contents and resources. Some of the related researches have been carried out in the Department of English Education, T.U, Kirtipur. They are as follows:

Khatri (2012) had carried out the research which aimed to find out the awareness of the secondary level English teachers towards the self-directed learning for their professional development, and to find out which of the strategies under self- directed learning were practiced by the secondary level teachers of English. The finding of the research was based on the data collected from the secondary level English language teachers teaching in private and public schools in Kathmandu valley through questionnaire. He found that most of the teachers were aware of self-directed learning for teachers' professional development. Fifty percent of the teachers practiced different strategies of self-directed learning such as self-monitoring, action

research, journal writing, analyzing critical incidents and teaching portfolios. And most of the teachers took self-monitoring as effective strategy of self-directed learning for teachers' professional development.

Khati (2012) has carried out study which aimed to find out the secondary level teachers' beliefs on professional development. In this respect, a sample of 30 English language teachers teaching at secondary and higher secondary level in different schools of Tanahun was selected. Data was collected through the questionnaire. He found that teachers' beliefs play significant role in their professional development, teaching excellence and pedagogical problems. They undertake various training, workshops as to improve their professional skills.

Likewise, Shahi (2015) conducted research aimed to find out the teachers' perception towards keeping teaching journal for their professional development and practices prevalent in the academic institutions. He used non-random judgmental sampling procedure and collected data from forty secondary level English language teachers teaching in private and public schools in the Kathmandu valley through the questionnaire. He found that the teachers were aware of keeping teaching journal for their professional development and they had positive perception towards keeping teaching journal. Most of teachers strongly agreed that the formal system of keeping journal should be started in the institutions for teacher professional development.

Bhusal (2015) conducted a research which aimed to explore the perceptions of female teachers' professional development in relation to supporting and hindering factors. She raised the issues regarding gender. She followed qualitative and interpretative approach especially narrative and interview in data collection process. The participants were from secondary level English teacher taught in Lalitpur district. She found that women were very positive towards teaching profession. However, they want more supporting environment from their family and school for their identity construction. There are the

challenges as time management, competency, training, salary that they face until now.

Rokaya (2018) has carried out a research which aimed to explore and analyze the identity construction of female English language teachers and to explore the female English language teachers' professional development in relation to the supporting and hindering factors. The primary source of data was four female English language teachers teaching at four different public schools at Pokhara valley. She had used purposive non-random sampling procedure. Tools for data collection were face to face open ended interview, narrative journal and activities observation. She found that almost all the participant teachers believed that encouraging and discouraging family/ institution and societal environment either positively or negatively influenced their teacher identity. Teaching is challenging profession because they had multiple identities beside their professional identities. Female teacher faced challenges, dilemmas and tension due to the gender most.

Similarly, Belbase (2018) has conducted a research which aimed to find out the perspectives of teachers on training in professional development in terms of importance, application and role in professional development. He followed survey research design. The sample of study included 30 secondary level English teachers of thirty different schools of Kathmandu valley. He had used purposive non-random sampling procedure. Questionnaire was used as the tools to obtain the data. From the study, he found that teachers found themselves as highly motivated to apply new methods and techniques in teaching after the TPD training. Training played vital role in their professional development and changed attitudes towards teaching profession.

2.3 Implications of Review for the Study

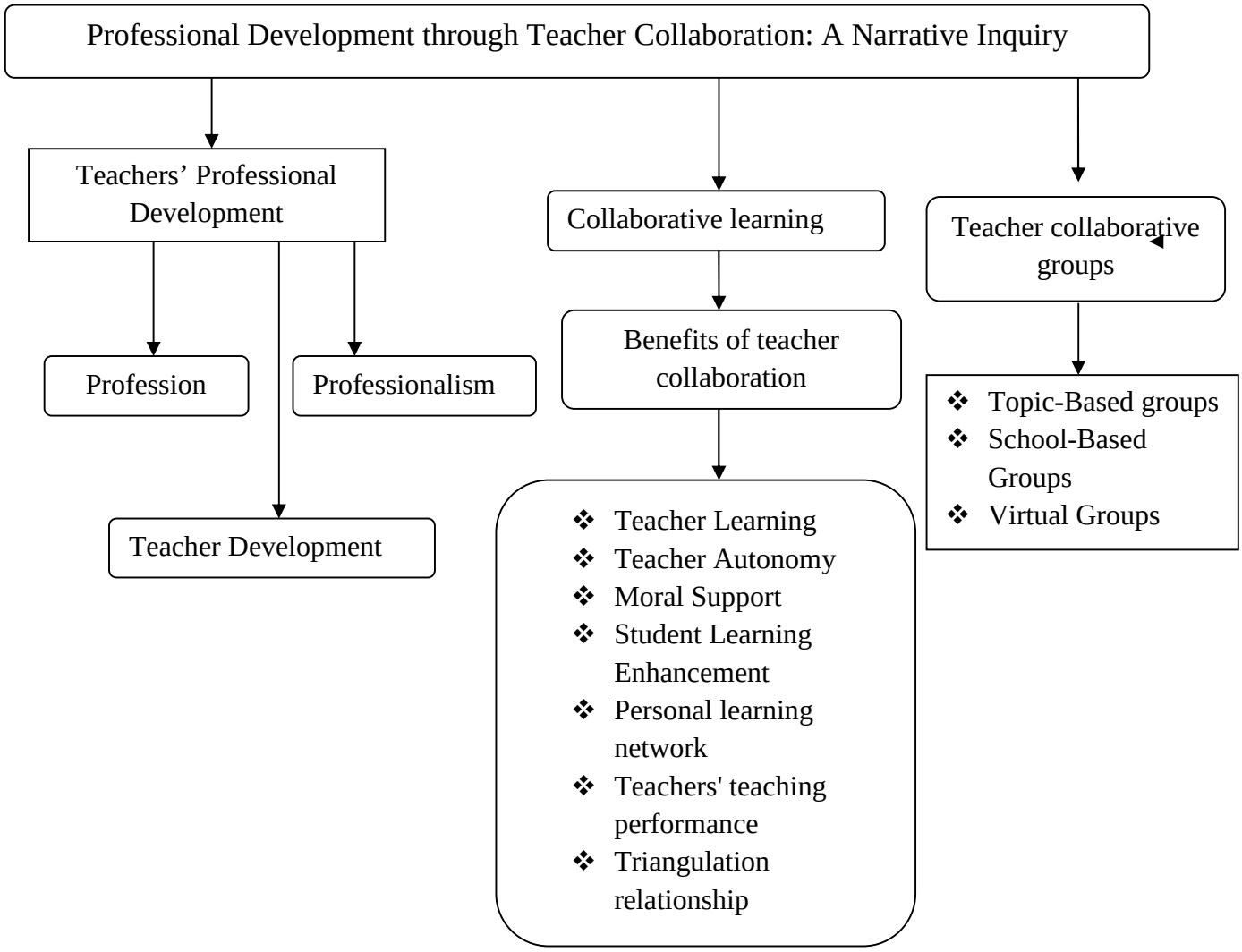
I have got lots of ideas of objectives, research questions, methodological procedures and other things too in order to complete my research in this form.

Above reviewed literature (theoretical and empirical) is similar and helpful for the study. This review of the study obtained information from varieties of the books, theses, and journal articles and so on. These entire sources help me to build the ideas related to research problems, challenges, and new methodology and contextualize the finding and provide an opportunity for critical analysis. I have consulted the books of Neil and Morgan (2003), Williams (2010), and other books too in order to develop my theoretical insight of my study as well.

I have reviewedKhatri (2012) “Self- directed learning for teachers’ professional development” and Khati (2012) had conducted a research entitled “Teachers’ beliefs on professional development”.Bhusal (2015) conducted research entitled “Female English teachers’ professional development”. Likewise, Shahi (2015) conducted research entitled ‘keeping Teaching Journal for Professional Development: Teachers’ perception and practices’. Similarly, Rokaya (2018) “Identity construction in female English language teachers’ professional development: a narrative inquiry” and Belbase (2018) has conducted a research entitled “Professional development through teacher training. These six different studies reviewed were conducted regarding the professional development area. These studies are similar each other and my study is different from them in the sense that there is no any proper research which conduct in professional development through the teacher collaboration in the Department of English education. Above review helped me in writing the theoretical literature about the teacher professional development. It also helped me to broaden the horizon of my knowledge of research problem. It can enable us to contextualize our findings in relation to the existing body of our knowledge. It provided me with theoretical background for my study which helped me to develop my theoretical ideas and broaden related to teacher collaboration, teacher professional development, and so on.

2.4 Conceptual Framework

My research study was based on the following conceptual framework:



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

I adopted the following methodology to carry out the research:

3.1 Design of the Study

A research is a rigorous and systematic study. Research design refers to the overall strategy that the researcher chooses to integrate the various components of the study toaddress the research problem. To achieve the objectives of the study, I adopted Narrative inquiry research design in order to complete the study.

Narrative inquiry is a systematic and scientific approach to research in which the researchers gather the information for the purpose of research through storytelling. The study of narrative is the study of the ways human experience the world. It is research design that uses personal experience of people for understanding the casual process. According toSapkota (2017), narrative inquiry explores life experience. It often focuses on the experiences of one or few participants rather than those of a larger group.

Narrative inquiry is the powerful research design to understand how individual teacher make meaning of their teaching environment, socio-cultural context. The experience they encountered during their student life and being an ELT practitioner and engaging in teaching communities are vital to develop their professional life.Rokaya (2018, p. 31) states, “Narrative inquiry is not the end product rather it is the ongoing process of narrating; people create and recreate their identities. It is through the story; teachers reflect their experiences and make a sense of their professional and personal lives”. So, I adopted the narrative as my research design, using convenient non- random sampling strategy to fulfill the study. Field notes, interviews, journals, letters,

autobiographies, and orally told stories are all methods of narrative inquiry. But among them, I adopted in-depth open interview for the data collection.

3.2 Population, Sample and Sampling Strategies of the study

All English language teachers of secondary level in the Kathmandu valley were the population of my study.Thesamples of this research were five secondary level English teachers who were teaching in Grade eleven at different schools around the Kirtipur. I chose the schools, and teachers through convenient non-random sampling procedure. It was very difficult for me to find out the participants who were willingly to take part in this study. Thus, I became worried about the expected participant for my research. Finally, I visited some schools around kirtipur and met teachers then I talked informally about my research objectives. Though they were ready to participate in my research had some difficulties due to busy for coming plus two examination and SEE examination. I only chose five participants who were interested in my research study disregarding their obstacles.

The collection of data therefore started from the selection of interested participants from different schools for my research study. When I took permission from them we exchanged our phone number each other. The following day, I provided them the consent letter including required information to them. After one day, they provided time for collecting required information for my study. I went to school. Mostly, I collected data through repetitive narrative interview by sharing personal as well as contextual experiences.

The following table provided the overview of the information of each participant teacher:

Table A

3.2.1 Overview of Participant English Teachers

S.N.	Name	Academic Qualification	Marital Status	Teaching School	Teaching Experience
1	T1	M.Ed	Married	A	19 years
2	T2	M.Ed	Married	B	10 Years
3	T3	M.Ed	Married	C	6 years plus
4	T4	M.Ed	Single	D	3 years
5	T5	M.Ed	Married	E	5 years

The data obtained from the table showed that all the participants teacharound Kirtipur at different secondary level schoolsbeing as an English teacher. They were also the product of both Nepali and English medium school.

Note: I have presented the brief profile overview of five participants' in APPENDIX "E".

3.3 Research Tools

I used semi-structured interview guidelines and probing questions, formal and informal conversation, and written narrative as the research tools for data collection for this study.

3.4 Sources of Data

I used both primary and secondary sources of data. The primary sources were used for collecting data and secondary sources were used to facilitate the study. The primary sources of data of this study werein-depth open interview with five participants and my reflection based on the data reflected their personal and professional lives, aimed at exploring the current instructional practices of teachers and benefits of teacher collaboration in teacherprofessional

development. I consulted books, theses, journal articles, and other materials which available in the internet related to the present research. I consulted Harmer (2007), Neil and Morgan (2003), Richards and Farrell (2005), and other as well. These secondary sources were not mentioned in this section. More specifically, I am presenting brief explanation of the primary sources in the following manner:

3.4.1 Open Interview

Interview is the common technique for collecting the relevant information about the issue. It is less structured and informal. I had conducted the open interview with the five English language teachers. Kvale (2007) states, "Interview is constructed in the interaction between the interviewer and the interviewee" (p. 1). To understand about the five English teachers' closely, I selected interview as the most suitable tool in this study. The interview was conducted after talking the permission. These interviews were taken in the schools in the morning time. The entry interview was related to the general information like their personal background, and struggle for teaching profession. I got huge amount of data through their non verbal communication, eye contact, and ways of facial expression which was the other significant means to understand them closely.

The interview was not in fixed time pattern. Therefore, I began to talk very informally considering their willingness and lasted for hours. I used my mobile phone for recording. During the interview, I noticed that the context also played the vital role in their lives. In the interview at school, participants were busy due to their limited time. But they gave me time for my research study.

In my research work, I focused the participants' own style of sharing the stories than guiding questions. However, I paid attention to the objectives and research questions of my study. In this section, I would like to present some of my interview guiding questions for my research participants. They are as follows:

a) What role does teacher collaboration play in teacher learning?
b) Does teacher collaboration build a sense of shared responsibility among or between the teachers? Why or why not?
c) In your opinion, does collaborative learning have any significant effect on English teachers' teaching performance?
d) How does teacher collaboration impact student achievement in a secondary level school?
e) How does teacher collaboration help for teacher self-efficacy and teacher autonomy?

These are the representative questions which I asked during my interview. I have mentioned the some questions of interview with my participant in the Appendix 'C'.

3.4.2 Written Narrative

All the participants had their own stories to share. But their written narratives not only show their life history but it also recreates the stories due to some lack of time. This written narrative reflects their lived experiences within their own personal and professional contexts. In the book entitled teachers' narrative inquiry as professional development, K. Johnson and P. Golonbek (2000) discussed the Dewey (1993) ideas where Dewey states the three core aspects of inquiry into experiences as open-minded, responsibilities and whole heartedness. They further mention:

> When teachers in inquire into their experience from their mind sets, they individually and collectively question their own assumption as they uncover who they are, whether they have come from, what they know and believe and why they teach and so on.

This is why I selected another research technique as well, written narrative to understand some extra information about the teacher collaboration and its benefits in teacher professional development.

3.5 Data Collection Procedures

For the collection of the data, at first, I visited the five different schools. I wrote the name of English teachers in my copy. I selected the five participants from each school for my study. I called them before take the interview. Then, I asked permission for interview to carry out the study and then explained the purpose of the study. Before taking the interview, I preparedof myself for what questions should I ask them. For collecting data,Imostly usedtwo methods namely in-depth open interview and narratives. The interview was taken through English language. I took the formal as well as informal conversations as well. After we fixed our time, we exchanged our phone number. They informed me to come in next day.

I started the interview by asking the personal background information. Gradually, I entered into their own personal and professional lives in follow up interviews. Even I shared my own story with them as well. When I was talking to them, I myself felt comfort with them because I mostly was familiar with them and I was not only talking their stories but exchanging my story to them. I shared just to make them feel comfortable. I was mostly conscious my role as a researcher in this study. Finally, interviews with participants were recorded in English language. After collecting the data, I transcribed the data in written form. Then, I started by coding their response. Then, I build up the theme through the in-depth interview.

3.6 Data Analysis and Interpretation Procedures

After the systematically collected data was analyzed, interpreted and presented qualitatively with the help of thematic analysis procedure. At first, I listened interviews more than five times and later transcribed interviews and typed in

my laptop. I transcribed the audio recording interview in written form. After all, I went through all the data to find out the general sense. Later, I went through each participant file separately and outlined the major themes. I typed up in separate page under their pseudo names.

In the next step, I put all the printed data together and coded data to explore to unique lived as well as contextual experiences of the participants. On the basis of coded data, I generated the following major themes and other sub- themes on the basis of research objectives, questions, repetitive interview, and narrative reflections.

i. Becoming English language teacher
ii. Benefits of teacher collaboration in teacher professional development
iii. Instructional practices of teachers for professional development

I mentioned these particular themes in chapter four and major findings in chapter five. Under these major themes, there are other sub-themes. These themes were generated after analyzing and interpreting the data on the basis of repetitive narrative interview. The analysis provided the further explanation for comparing their lived stories with each other.

3.7 Ethical Consideration

Ethical considerations refer to the values that a researcher has to follow during the research process. The researcher follows the different codes of conducts while doing the research work. For example: getting permissions from concerned people, maintain privacy of respondents and preservation of data and maintaining validity. Generally, I considered the following ethical consideration:

- Approval should be taken from the Department of English Education, T.U, and research guidance committee along with the aim, the methodology and expected outcomes.

- I took the informed consent from respondents; maintained confidentiality regarding the information of respondents.
- During my study I clarified the aim and purpose of my study.
- I did not use the data for the sake of other purpose without permission of the respondents except for my research.
- I did not make any manipulation in collected data. But I constructed my own meaning with their responses and propositions.
- I did not include the name of the participants and institution where they are tutoring.
- I did not do any harm to informants' whole collecting data, and I did not analyze data subjectively rather I paid attention on accuracy, honesty, trustfulness of data in my study.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data. Data was obtained from the effort of repetitive narrative study with five participants. The collected data was analyzed and interpreted descriptively as well as thematic analysis procedure.

4.1 Analysis of Data and Interpretation of the Results

I have used thematic approach to describe the stories told by each individual teacher and kind of problems they encountered during their professional life. Thus, the narratives were analyzed thematically. My research objectives were to find out the benefits of teacher collaboration in teacher professional development and to explore current instructional practices of teachers obtained from teacher collaboration for professional development. This chapter mainly deals with analysis and interpretation of the data obtained from primary sources. The collected data was analyzed, interpreted under the three main headings:

a) Becoming English language teacher
b) Benefits of teacher collaboration in teacher professional development
c) Instructional practices of teachers for professional development

These are the particular themes of my research study. There are other sub-themes under these themes. The main focus of my research study was how teacher collaboration is beneficial for secondary level English teachers and what the teachers discuss during the collaboration, and how they practice the knowledge and skills in the classroom. Each theme dealt as below:

4.1.1 Becoming English Language Teacher

This process of becoming an English language teacher is mainly concerned with internal and external factors like motivation, encouragement, emotion, professional expectation, passionate towards teaching profession and whole social surrounding where they are located. In this heading, I have included teachers' teaching problems, challenges they faced as a beginner.

According to Gur (2014), teacher as persons besides their professional identities have other sub identities including personal, parental, collegial and ideological, among others. In this respect, English teachers have professional identity in the society due to their own effort by becoming a teacher. After discussion with my all participants, I came to know that all teachers faced many problems in teaching field. They faced lots of problems in the beginning period but now they have professional identity in the society. It is very depending on the context and circumstance at any given context. During the interview, T1 shared her bitter experience as a beginner in the teaching profession life.

In T1's words,

> Actually I struggled for teaching profession. In this school, students come from different cultural background. They join here from very poor study background. They are influenced by their native language. So it is very difficult to instruct them.(T1)

As she shared her own problems in the school, it was not only problem of her rather the problem of all teachers. From her story, it can be said that cultural background, poor study background, native language of the students' also hinder while teaching in the classroom.

In a talk, another participant, T2 also shared his experience regarding the struggle for teaching profession.

In T2's words,

> When I started to teach, I could not be able to become familiar with the students in the classroom because of students diversity. They could not understand English language while I taught English subject in the classroom. After collaboration with my colleagues, I started to teach through Nepali and English language. They understood easily. So Teaching is one of the challenging as well as best professions in the world and the teachers, who are involved in teaching profession, should be honest and passionate towards their profession. (T2)

He further provided the additional explanation of choosing and staying in teaching because of his supportive father. So we can say that supportive environment is also necessary for the people. If we get support from our own family, we can enhance our profession in better way. As he shared own teaching experience, what I come to know that primary language of the students' hinder for the second language acquisition in the context of Nepal. So teachers mainly use Nepali and English language while teaching in the classroom.

Another participant, T3's had different view because she did not struggle for teaching profession.

In T3's words,

> I did not struggle. When I passed SLC, I had no particular aim of life. To be honest, I had a dream to become a staff nurse because people saw nursing as a good profession. But my father supported me for teaching

> profession. While I entered in the teaching field, I could teach properly in the class. And I have been teaching as long as I remembered. Actually after passed the SLC, I started teaching. It is a long journey for me. (T3)

Throughout her view, what we can understand that teachers must also be intelligent, active, and passionate towards their profession. If you are passionate towards your profession then you can do easily. So during the interview, she was very active and she replied through logical and critical way whatever I asked her.

On the other hand, another English teacher, T4 shared the bitter experience he encounteredbecause of untrained and unqualified teachers in the institution where he taught. He lost many opportunities and he could not be able to get enough knowledge, ideas from other teachers as well.

In T4's words**,**

> When I started my teaching career, especially I faced three different problems in the beginning phase. The first problem is lack of trained teacher. At that time I was a novice teacher. I wanted to learn new knowledge and ideas from my guru and teachers. There were no expert and experienced teachers. So I could not be able to get the ideas from my colleagues and seniors. The second problem is regarding the teaching materials and specially a text book. Third problem was especially in the classroom, the students have a great desire to get the note in the classroom. I did not provide the well note to the students. My desire was to give the ideas very clearly and giving them the lecture method in the classroom. But students used to seek for note. These are the problems which I faced during my teaching career. **(**T4)

If we analyze his teaching problem, we can say that traditional way of teaching is still going in the context of Nepal because students always seek for note from their teachers. So teacher faces these problems like not easily available of the text book, traditional way of teaching, and lack of trained teacher in the schools. If there are no qualified and trained teachers, how we can learn extra knowledge, ideas, and techniques from them.

There is one saying in English that two heads are better than one head. Without support and collaboration, we do not get extra ideas in the teaching field as well. In this situation, teacher collaboration can be the best way to prevent such circumstances. This is not only strategy but it is one of the most important and effective way for professional development.

Another participant, T5 also supported to T4's opine.
In T5's words,

> I struggled for teaching profession. When I started my teaching career, my father was not satisfied with me. He did not encourage me. But I used to love teaching profession. It hindered in my teaching field. I could not teach well in the class. Students' examination result was also not satisfactory. But when I participated in teacher training programs, my teaching performance became effective. I also collaborated with the teachers in the school. Students got good marks in the board exam. That's why teaching is a very complex job and before entering in the classroom the teachers must make a well plan. I suggest all teachers to be advanced in teaching field. (T5)

By analyzing his view, I came to know that teacher support, teacher collaboration; training programs help for the teachers' effective teaching performance. Teacher may face such problems in the absence of teacher

collaboration and support. Everyone needs support and suggestions from their family, seniors, gurus and Gurumas, and experts. I have my own teaching an experience. When I was teaching at Mahendra Model H.S.S for practice teaching, I felt isolation in the sense that I could not be able to get the support from my teachers. I went in the class and started to teach. But students did not understand neither English nor Nepali language. I had not made a good plan as well. All students were from Awadhi and Muslim community. They requested me for teaching through Hindi language. In the beginning, I could not teach properly. When my subject teacher helped me then I taught through Hindi language in the classroom.

By analyzing their stories, it can be said that all the participants agreed that teaching is a really complex job. I found some similarities between five participants. They agreed that in the beginning period teachers face many problems while teaching in the classroom like native language of the students, teaching environment, school environment, and society where they are teaching. They also claimed that two heads are better than one head. They also expected for regular collaborative learning among or between the teachers in the school. Regular teacher collaboration helps the teachers to become successful in the teaching field. They mostly collaborate if the problems occur otherwise they meet once a week, once a month. In this regard, for teaching profession, just content knowledge cannot be sufficient and fruitful. So teachers must come outside from the textbook and they should be advanced themselves in their teaching field.

4.1.2 Benefits of Teacher Collaboration in Teacher Profession Development

Teaching is a journey that can shapeand reshape teachers' professional identity by involving in different interactive activities like teachers collaboration among or between the teachers in the institution. Collaboration play vital role for

effective teaching. Teaching context is also one of the affecting factors in the teaching profession. We cannot count how teacher collaboration is helpful for teachers' professional development. There are many benefits of teacher collaborative learning. But after doing the narrative inquiry with my five participants, I found extra benefits of teacher collaboration. I have presented nine benefits of teacher collaboration which I obtained through the repetitive narrative study as themes. Their narratives mainly reflected following themes under this section.

4.1.2.1 Teacher Learning

Teaching is one of the best professions in the society. The teacher, who is involved in teaching field, encounters lots of problems during teaching. But he/she gets new knowledge and ideas through the problems as well. Teachers do not only teach in the classroom even they participate in different teacher education programs like teacher training programs. There are lots of strategies for professional development of the teachers like workshop, seminar, peer teaching, peer observation, action research, conferences, journal writing, and through the teaching but among them teacher collaboration is one of the best, and effective strategy for teacher learning and professional development.

During the interview, I identified that all teachers usually share their ideas, knowledge, teaching experiences among or between colleagues and the teachers in the school. They do not only share the ideas but they also share the problems like teaching problems, students management problems, noisy environment for teaching, lack of teaching materials, student diversity, lack of resources, unsatisfactory of the students result in the examination, management committee in the schools etc. So teachers share the teaching problems and they also discuss to find out the solutions of the problems. After getting the solution of the problems and ideas, they discuss to implement in the classroom. Through this way, they get extra knowledge and ideas from the colleagues. They learn something new ideas in the teams.

All participants had different view about teacher learning through the teacher collaboration. One of my participants,

In T1's words,

> During the collaboration teacher learn new ideas but they also know the actual teaching problems, situation of the school, and teachers' teaching performance. All teachers face lots of challenges during the teaching. Without problem there is no solution and if there is no solution, problem is not encountered. So collaboration makes the teachers more aware from various perspectives. (T1)

By analyzing her view, what I came to know that teacher learn many things during the collaboration like how to enhance the students learning, how to solve the classroom problems, and how to make rapport between the teachers, management committee and other staff members. In this regard, teacher collaboration is beneficial for the teachers.

Another participant, T2 also supported to the view of T1.

In T2's words,

> Yes of course, it may help because teachers have different hidden talents that is the chance to share the feeling and that give the opportunities to get feedback. Teacher gets not only knowledge but they involve in real discussion and they know how to interact with the colleagues, seniors, and experts. This is a good time to express the feeling and problems which we encountered during teaching. (T2)

Another participant, T3 did not say much more about the teacher learning rather she just said about some advantages of teacher collaboration in teacher

learning.Learning takes place in the context and it involves proper interaction between the participants in that context.

Similarly, one of the participants, T4 also mentioned that teacher is the role model of the society. No one is perfect in everything. During the interview, he shared that motivation and encouragement also leads towards his/her destination. Everyone needs support, encouragement and motivation. Without support we cannot go ahead in our destinations.

In T4's words,

> Teacher collaboration plays very great role in teachers' personal and professional life. There is a very famous saying that two heads are betterthan one head. So if we collaborate with the colleagues, we can get many ideas. Especially, in the teaching learning activities, teachers face many problems and difficulty. So if we share those problems we might get the solutions of those problem\s. Sharing and caring should go side by side.Then only teaching becomes effective. (T4)

Through his view, what I came to know that teacher learns by sharing the problems, ideas, and teaching experiences with the colleagues. Teachers develop their profession through collaborative learning with their colleagues, staff members and senior as well as expert.

Another respondent, T5 also supported to the view of T1's.

In T5's words,

> Teacher learning is possible only through the teachers' own effort. Teacher learns through the personal learning network. It means personal desire helps the teachers to learn new things. Teachers must build a

> personal learning network with the colleagues, staff members, incharge, and head teacher. If there is good network among or between them, it can be beneficial for teacher learning. (T5)

I got the same kind of response of T5 like other participants. I came to know that teacher learning also includes the learning between colleagues, staff members, and head teacher in the school. Personal learning network helps the teachers to upgrade their learning level in teaching profession. It is also way of effective teacher learning.

Thus, Teacher learning involves interaction with students, peer teachers, admin- staff, guardians, and all stakeholders.Teachers can learn new ideas, knowledge during the collaboration. When they implement in the classroom, they are more benefitted. The professional level of teacher might be enhanced and teacher learning become effective as well.

4.1.2.2 Beneficial for Novice Teachers

Novice teachers are those teachers who newly appointed in any schools or colleges for teaching profession. They are called novice teachers. The teachers, who are involved in teaching field, start their teaching career being a novice teacher in the beginning period. They usually face lots of problems in teaching career. But teacher collaboration helps those teachers in the real practical field. They are more benefitted from the collaborative learning.

Here novice teachers are not benefits of teacher collaboration rather novice teachers can get benefits from the teacher collaboration. During the interview, all participants mainly focused to the novice teachers. They said that teacher collaboration helps the novice teacher because in the starting phase, the teacher does not know how to teach, what to teach, when to teach, why to teach, where to teach but after collaboration teacher gets lots of ideas, knowledge,

techniques, and method to be taught in the classroom. In this respect, it is beneficial for the novice teacher.

One of the participants,

In T1's words,

> In beginning phase new teachers do not have idea like how to teach, what to teach, when to teach, where to teach. I also did not have knowledge like that. After collaboration, I got knowledge, ideas, and techniques. So teacher collaboration is very important for new teachers as well as experienced teachers. (T1)

By analyzing her view, what I came to know that during the collaboration teacher gets new ideas, knowledge, skills, method and techniques. Collaboration instructs the teacher like how to teach, what to teach, when to teach, where to teach etc. Collaboration is important for teachers.

Another participant, T2 also supported to the view of T1.

In T2's words,

> Teachers' collaboration is also very helpful for the novice teacher in the sense that they do not have an experience before in the classroom. During the collaboration he chances to know what sort of techniques he should use in the classroom like teaching materials, psychology of the students etc. Then, he can teach properly in the classroom. (T2)

He also agreed that teacher collaboration is useful for novice teachers. He further claimed that teacher collaboration helps the novice teacher to know the

psychology of the students. It builds the rapport between the teachers and students in the classroom.

Another participant, T4 also supported to the view of T2.

He said,

> Through the teacher collaboration novice teacher are more benefitted. If they implement the advice and suggestion of the expert and colleagues in the classroom, they can enhance their profession level. Learners also feel comfortable to learn in the classroom. They can easily understand the subject matter. It is very beneficial for both the students and teachers. (T4)

By analyzing his view, what I came to know that novice teacher's professional level may enhance through the collaborative learning with the colleagues, senior and experts. It also increases the confident level of the novice teacher while teaching in the classroom.

Other participants had similar view about the novice teacher. According to T3and T5, if the teachers are not qualified and competent, how students can understand the subject matter. There must be collaboration in the schools. Collaboration must focus to the novice teachers. If they chance to know the reality of the students' background, classroom problems, school environment then teaching and learning becomes more effective and sustainable. Every teacher is novice teacher in the beginning phase.

By analyzing all the participants' view, I came to know that teachers and students are benefitted if there is collaboration among or between teachers in the school. Some teachers do not know how to teach in the classroom but after participating in the discussion teams, they get new ideas and suggestions.

When they use in the classroom, teaching learning activities become sustainable. In this regard, the participants agreed that novice teachers are more benefitted through the teacher collaboration. I did not find any different view about novice teacher. There were similarities between all participants and they mainly focused to the novice teacher.

4.1.2.3 Personal Independence

Teacher collaboration is one of the best strategies for professional development of English language teachers. It is essential for every teacher who is involved in teaching profession. Every person needs support and suggestions. Being a teacher we face lots of problems during teaching. We do not only face challenge but we also gain more ideas, reality of the context where we are teaching. Teacher can be up to date with new information and strategy. There are lots of strategies for enhancing profession. Among them, teacher collaboration is one of the strategies. But during the collaboration, teacher gets extra strategies and techniques for professional development. They can know how to enhance the profession through better way. They can be autonomous through the collaboration if they implement various techniques, methods, procedure while teaching in the classroom.

One of the respondents, T1 shared about teacher autonomy with me during the interview.

In T1's words,

> Of course teacher collaboration helps for teacher autonomy. If I do not share my teaching experiences, teaching problems, classroom situation with colleagues and seniors, I do not get the solution. So learning is never ending process. I must learn. Learning is one of the ways of life. If I learn more, confident levels become high. That's why I share the ideas

> with them not only about teaching activities also related with practical knowledge. (T1)

Through her view, I came to know that sharing and caring must go side by side with our colleagues in the institution where we are teaching. We cannot say that learning is completed. During teaching career we must collaborate with the colleagues, seniors, experts to be a professional teacher. In this way, Teacher collaboration is the best and effective way for professional development.

Another participant, T2 did not say more about teacher autonomy. But he also supported the view of T1. He just said that teacher collaboration plays as a role model. Teacher becomes autonomous through the collaborative learning with the colleagues and teachers in school. So through his view, I analyzed that collaborative learning is the best way of learning new ideas. It helps the teachers' personal as well as professional life.

In the same way, another participant, T3 has also similar point of view about the personal independency.

In T3's words,

> Teacher collaboration means sharing lots of things, sharing teaching experiences, sharing knowledge, sharing more knowledge means gaining more knowledge and we have more knowledge then we have power. We become more confident in the classroom, we can teach through proficiently and confidently in the classroom. If we do better, of course, our confident level will enhance. Even teachers should be autonomous too. (T3)

Through her views, I came to know that knowledge is more powerful weapon through that we can change the world. It means if we are more confident in our subject matter, we can teach confidently without any hesitation in the classroom. Not only in the classroom but we can teach all the teaching places. In this respect, teacher must be confident in our area of interest. And through the teacher collaboration, teachers become autonomous. They chance to know the reality about everything like classroom situation, school environment, strategies for teaching, resources available or not in the school, and achievement of the students and teachers so on.

On the other hand, another participant, T4 had different view about the teacher autonomy through collaborative learning.

In T4's words,

> Teacher collaboration does not help for independency. The teacher should not depend totally on the teachers. But teachers should depend upon the expert teacher. So it cannot help for teacher autonomy. (T4)

But I could not understand whether he wanted to focus on self- effort or do not want to be an autonomous teacher. I think he wanted to focus on the teachers' own effort to be a personal independency towards teaching and learning.

Another participant, T5 had different view.

In T5's words,

> Teacher collaboration is most important way for the teacher autonomy. Teacher should be autonomous. You know as I said earlier that teacher has his/her own personal learning network. If the teachers are independent, there is newness in their teaching performance. During the

> collaboration, all teachers share their teaching experience and teaching problems. In teams, teachers also discuss for the solution of the problem. Through this way, we get ideas then we implement in the classroom. It makes us more confident while teaching in the classroom. (T5)

As he shared his experience, I identified that teachers ' personal learning network mainly helps the teachers to become an autonomous teacher in the teaching field. Mutual relationship between the teachers also creates the situation whether you can learn or cannot.

By analyzing their stories, it can be said that all the participants agreed that there should be good and mutual relationship between the teachers, experts, and seniors. It helps the teachers to be a personal independency teacher. So start yourselves for autonomous teacher. It means self-effort should be required.Teachers need to share the ideas with the colleagues then they share with you

4.1.2.4 Emotional and Psychological Support

Through the teacher collaboration, teachers do not only get the new ideas, knowledge but they also get emotional and psychological support from the colleagues. It depends upon the relationship between the teachers. If we are helpful and kind, everyone seems kind and helpful. They also help you in your difficult situation. Everyone needs support, motivation and encouragement to become a good teacher, and to achieve the goal of life. Without support people cannot go ahead. Somehow teacher tries to be a good teacher through their own effort, but they cannot achieve. So support is very necessary for teacher professional development.

One of the respondents,

In T1's words,

> We sometime have very heart touching conversation. We are very close to the students, and then they share with us. All the students do not share the entire thing with all the teachers. When we collaborate among between the teachers, we get chance to know the students psychological aspect as well. When we know their reality, we share and help those students in proper way. (T1)

From her illustration, we came to know that teacher collaboration is also beneficial for students to make them emotionally and psychologically strong. Collaborative learning is the sense of sharing and caring. It always helps for domain for the learners and the teachers as well.

On the other hand, another participant, T2 had different view.

In T2's words,

> Teacher collaboration helps teachers' emotional and psychological aspect because a teacher does not have more knowledge about the psychology and interest towards teaching. It also determines the level of strategies for teaching and their dedication. That's why it is very essential thing to have a psychologically knowledge or skill and to develop the every aspect of teachers like teachers teaching performance, mutual relationship between the teachers and students. It is very important for professional development. (T2)

By analyzing his view, what I came to know that teacher collaboration helps to become emotionally and psychologically strong. Teacher must have psychological knowledge of the students in the classroom for better teaching

performance. High teacher collaboration increases the level of strategies for teaching.

Another participant, T3 also supported to the view of T1 and T2 about the emotional and psychological aspect of the teachers through the teacher collaboration.

In T3's words,

> The main effect of collaboration is psychological aspect of the teachers. When we collaborate we can develop our confident level. When the problems occur, we can feel like we can solve the problems. So collaboration improves the self confident of the teacher. It also helps in teachers' teaching performance. But the effect is not only psychological. It has also effect in professional level when we deal with the students. We learn that we have not learnt before. Mostly those problems are solved by teacher collaboration. (T3)

By analyzing her view, what I came to know that teacher collaboration does not help for teachers emotional and psychological aspect it also helps to increase confident level of the teachers. The main effect of teacher collaboration is not only psychological aspect but it has also effect in the professional level of the teachers. Every problem can be solved through collaborative work.

On the other hand, T4 had different view.

In T4's words,

> Actually I don’t think teacher collaboration helps the teachers' emotional and psychological aspect. If the teachers do not collaborate with their

> seniors, expert, and trainers, they cannot learn new things, new ideas, and new information. If we collaborate only with our colleagues, it cannot be beneficial for us. If it is not beneficial, it does not help for emotional and psychological aspect of the teachers. (T4)

By analyzing his experience, what I came to know that teacher should also participate in different training programs like teacher training, teacher education programs. Just collaborating with the colleagues may not be effective. That's why teacher must take the advice and suggestion from the seniors, expert teachers and experiences teacher for better professional enhancement.

In the same way, T5 also supported to the view of T4.

He said,

> Teacher is a social agent. For example if you are alone in the society, you may feel loneliness. No one supports you at that time. We must make a good relation between them. That' why teacher should also make a good relation with all the teachers, experts, and seniors. I have involved in many training programs. If I have any teaching problems, I share with them. I get ideas immediately. So make your good relationship with your seniors and experts. It can be helpful. (T5)

From the view of all respondents, we came to know that, all the participants had got emotional and psychological support to grow professionally and personally in teaching field. They further pointed out that for their better personal and professional development, they always want supportive environment throughout teaching career.

4.1.2.5 Teachers' Teaching Performance

Teacher collaboration has also significant effect in the teachers' teaching performance. During the collaboration, they discuss about the teaching materials, teaching techniques, method and new strategies for better teaching in the classroom. During the interview, all participants believed that teacher collaboration has a good impact in teachers' teaching performance and professional development.

One of my participants, in T1's words,

> We collaborate among or between the teachers and colleagues. Then after having the ideas, we also share those things with the students. If there is no collaboration, how we can share our ideas, learn new ideas, knowledge through the colleagues. Everyone is not perfect in everything. Everyone needs support and guide to grow professionally. Without collaboration, we cannot know how to handle the students and how to treat the students. In this regard teacher collaboration is one of the main strategies for improving the teaching performance. (T1)

By analyzing her view, what I came to know that collaborative learning has also significant role in teachers' teaching performance. Teacher can handle the students in the classroom if there is a collaborative team in the school. It also increases the teachers' teaching performance.

On the other hand, other participants, T2 and T3 had similar view about teacher collaboration and teachers' teaching performance. They usually discussed about developing curriculum, teaching materials, coordinating curriculum/ instruction, developing instructional strategies, addressing classroom management, reviewing test results, reviewing formative assessment, reviewing

students' class work, and discussion students' specific needs. If the teachers are aware in these matters, I think English teachers' teaching performance may be enhanced. There is no doubt.

Another participant, In T4's words,

> Teacher collaboration has very significant role in the teaching performance; collaboration is the symbol of success. If the novice teachers want success in their teaching career, he/she should have collaborative learning with the colleagues in the school. For collaboration, the institution have also very important role. The principal have also very significant role. The school environment, college environment should be collegial. If the environment is collegial, there will be collaborative work. So it has very significant role in teachers' professional growth. (T4)

From his view, I came to know that teacher cannot get success just sharing the ideas with the colleagues but institution has also significant role for enhancing and promoting the teachers' teaching performance. So teacher should also collaborate with the head teachers, staff members, and management committee. Then they can get varied knowledge and information which might be beneficial for teachers and students while teaching and learning in the classroom.

Likewise, another participant, T5 also supported to the view of T4's regarding the teachers' teaching performance through teacher collaboration.

In T5's words,

> It is very important. As I already said that if you share teaching problems with your colleagues, teachers, head teacher and other staff

> members, you will know what strategies you are using in the class and whether it is effective or not. So we get the ideas like how to make the learners more capable in the study. We discuss about the different techniques, strategies, method and techniques during the collaboration. Definitely it helps. (T5)

Throughout the discussion with my all participant, I came to know that teacher collaboration has also significant effect in the teachers' teaching performance. It is very beneficial for teachers. Every teacher has hidden talent. That's why after collaborating with the colleagues they may feel confident. If they are able to show their talent in the classroom, of course, their teaching and learning may be effective. Collaboration also improves the confident level of the teachers. During the collaboration, teacher gets new techniques like how to handle the students in the classroom and for classroom management. Mostly, teaching problems are solved by teacher collaboration.

4.1.2.6 Triangulation Relationship

Teacher collaboration helps to build a triangulation relationship among or between teachers, students, management committee, and guardians. It is one of the ways of professional development for teachers. Collaboration does not only occur between teachers but it also occurs between students, management committee, parents as well. It helps them to become an introvert and expert teacher. Some teachers only focus on the content matter to be taught but after collaboration teacher can change their teaching strategies in the classroom. It helps the teachers to build a sense responsibility among or between teachers.

One of the participants, In T1's words,

> Teacher collaboration has significant effect to make the sense relation between the teachers and students in the classroom. In the classroom,

> students come from different cultural background, and they all are not same. Their learning capacity is also different. In this respect, teacher should also analyze those students' family background. They must visit their parents. Then only teaching and learning become more effective. (T1)

Through her view what I came to know that teacher must have the triangulation relationship with the people like teachers, staff members, students and their parents as well. It helps the teachers to become an active agent and it alsoenhances the teachers' teaching performance in the school.

Another participant, T2 had similar view,

In T2's words,

> We do not collaborate regularly but we collaborate when the situation come. It depends upon the situation. If we have a problem like remedial teaching then we discuss. Some students are very poor in study. Their examination result is also not satisfactory. We also call their parents in school. We collaborate with parents, head teacher and teachers. (T2)

As he shared his experience, what I came to know that they also collaborated with students' parents when their examination result is not satisfactory. It means when the problem occur they usually discuss. The second problem is remedial teaching in the classroom. All these things are related with the triangulation relation between the students, teachers, head teacher and other staff members.

Another participant, T3 had different view about the triangulation relationship during the teacher collaboration.

In T3's words,

> The most important thing is the school leaderships. How often teacher collaborate with the teachers, how students should be behaved and how school environment go, it depends in the school leadership. The teachers always try their best. But result comes only after participating with the leadership. That’s why relation might be strong if there is a good leadership in the school. (T3)

By analyzing her view, what I came to know that for better triangulation relationship, there must be a good leadership in the school. Actually good leadership sets up cooperative learning among or between the teachers. It may be effective.

Another participant, T4 had also different view.

He said,

> As I already said that teachers are responsible for initiating and establishing the effective collaborative relationship in the school. Head teacher has a secondary role. But primarily teachers should be more collaborative himself or herself. Then relation becomes stronger. (T4)

As he shared his experience, I analyzed that teachers are the role model in the society. Teachers have the main role for creating cooperative environment in the school.

Another participant, T5 did not say more about the triangulation relationship. He just supported to the view of T1. He used to visit the students' parents. He suggested the teachers to understand the students' background. If the teachers

visit their parents, they know the reality. It also builds the rapport between the teachers, students and parents. So by analyzing his view, I knew that triangulation relation means not only good relationship with the teachers and staff members but also with the guardians and students.

By analyzing their stories, it can be said that during the collaboration there might be meeting between the parents, management committee, school principal and other staff members in the schools. So teacher gets more ideas, knowledge, and information as well as different strategies to be taught and implemented in the school. Then teacher can enhance his/her profession in better way.

4.1.2.7 Professional Development

Professional development is the main the benefit of teacher collaboration for teachers. The teachers who engage in teaching profession they usually do struggles for teaching profession. During the interview the participant believes that teacher collaboration is one of the best ways to enhance the professional career of the teachers. And my research is also mainly focus in the professional development of the teacher throughout the teacher collaboration. I decided to conduct the research which is based on teachers' professional development. The entire participant focused the benefits of teacher collaboration like teacher learning, moral support, teachers' teaching performance, teacher autonomy, but they mainly focused on teacher professional development through the collaborative learning of teachers.

One of my participants, in T1's words,

> Professional development is enhanced not only through the collaboration with the teachers. It is also related with our daily activities. For my professional development, I read books, newspapers like Kirtipur Darpan, the Kantipur post, and articles, magazines, and journals

> like that. At first I must update myself then my profession will be enhanced and developed. (T1)

By analyzing her view, what I came to know that teachers usually read magazines, articles, blogs, newspaper, books, and journals for their professional development. But teacher collaboration is also one of the strategies for teachers' personal and professional enhancement.

In the same way, another participant, T2 had different view about professional development of the teacher.

In T2's words,

> To become a professional teacher is very challenging task. For teaching, teachers must be dedicated towards their job. They must love their own profession. It depends upon you how you are dedicated in our profession. We must give priority to the teacher. Then professional development is possible. (T2)

After analyzing his view, I think professional development is very necessary for teachers. It is necessary not only for teachers but all the people who are more dedicated towards their own profession. So people must be dedicated with their profession.

Another participant, In T3's words,

> There is soul connection between teacher collaborative learning and professional development. Teachers learn then he develops his profession. If he does not learn, how can he do the best? Every day new techniques are emerging like techniques of reading, writing. We only

> guide the students. Due to this cause, many training focuses not only the students but also to the teachers. (T3)

Through her illustration, I knew that professional development means preparing ourselves for enhancing our profession. It means gaining new ideas, knowledge, and skills through updating ourselves. It is continuous process. It is never ending process.

Another participant, T4 just supported to T2's opine.

In T4's words,

> I am a teacher of secondary level. I am very dedicated to my teaching profession. I usually collaborate with my colleagues, and senior teachers in the school. Through the collaborative learning, I am a good English teacher in this school. In this regard, teacher must be dedicated towards their job. I love teaching profession. (T4)

By analyzing his view, I came to know that teacher collaboration and passion helps the teacher to become a professional teacher in the school. Through the collaborative work, teachers can enhance their profession. So it is beneficial for teacher professional development.

Another participant, T5 also supported to the view of T3.

In T5's words,

> Professional development means to upgrade the knowledge, skills, methods, techniques of the teacher in the teaching field. We can't say we completed master degree rather each and every time learning is needed. We must know what changing is going on. We must know what

> strategies other countries are using for professional development.During teaching, we do not teach but we can facilitate them. We should know how to change the behavior of the students but also to the teachers. If we change new techniques, habits and our knowledge, of course, teaching learning is changed. When teacher learning is changed, then only we can develop our profession. So all those things, teacher collaboration is necessary professional development. (T5)

By analyzing all the participants' view, teacher collaboration has significant effect in professional development of the teachers. During the collaboration, teachers share their own experience in team. Sharing and caring is a part of collaborative learning. Teacherschance to know the students problem during the collaboration. They know different strategies, techniques and methods for teaching profession during the collaboration. Through that teachers can enhance their own profession and career in better way.

4.1.2.8 Personal Learning Network

Through the teacher collaboration, teacher can upgrade his/her personal learning network with other persons who are more expert, senior, qualified, experienced and creative. In this way teacher can get more ideas through the collaboration. It is one of the best, effective and easily available strategies for professional development. During the interview I identified extra benefits like personal learning network. Three participants did not say about the personal learning network but two participants talked. So I have mentioned here.

Personal learning network means better communication among between teachers, colleagues, and other members in the schools. Teacher must try to build personal network with the teachers. Then they can develop their own profession. There is one saying in English that two heads are better than one

head. This saying clears that we cannot go ahead without collaboration with others. Likewise in family without support, caring and love from our parents, relatives, we cannot go head in our life. In the teaching field, teacher needs support, caring from the seniors, colleagues, and head teacher as well.

One of the respondents, female participant,

In T1's words,

> Collaboration should occur between the schools then teachers can get support from other schools. They can be up to date with new strategies for teaching from other schools. Effective collaboration should be required. (T1)

Another participant, in T5 also supported to the view of T1.

In a T5's words,

> If we want to say the collaboration with the school teachers, your collaboration become life ended. NELTA is a big term of umbrella of organization. When I meet with my colleagues there, I usually share my problems and immediately I know what strategies could be appropriate for that matter. And we discuss face to face, we do collaboration through the virtual. Lots of strategies we must know. In this regard, personal network is very important for teachers' professional development. (T5)

I think both respondents are positive about learning through personal networking. They agreed that for better and effective collaboration, Personal Learning Networking is very important for teachers' professional development.

Other participants, T2, T3, and T4 just said the strategies which I asked them as a question. But T5 shared his new strategies for professional development.

By analyzing his view what I knew that just collaboration with in schools cannot be effective model for the teachers. Teachers must be active and they should have good communication skills with others as well. They must collaborate with others schools, and strategies which they follow in the schools. There must be mutual relationship between them then only they can enhance their profession and professionalism. Here professionalism means being an expert in the field where they are either teaching profession or other profession.

4.1.2.9 Students Learning Achievement

Existing teacher collaboration research do not only focus on collaboration practices in an effort to enhance the teacher professional development but it also focuses on to improve student learning enhancement. Effective Teacher collaboration has also good impact on the students learning achievement. Goddard and Goddard (2007) stated that teachers are professionals and possess unique knowledge about their students and how they learn. When effective collaboration occurs, teachers' knowledge and experience are diffused and instruction is enhanced. Teachers with various levels of experience that collectively focus on improving student learning are most effective in increasing student achievement (Williams, 2010).

During the interview, all participants agreed that teacher collaboration hasalso significant effective in students learning achievement and it must be more practical. Students are benefitted if there is practical teacher collaborative learning among or between the teachers in the school. It means during the collaboration, collaboration should be based on the real problems of the students they encounter in the classroom, psychology of the students, specific method and techniques for varied learners, real teaching experience of the teachers.

One of the respondents,In T1's words,

> As I already said that teacher collaboration has also significant effect in students learning achievement. During the collaboration, I discuss what strategies I should use in the class room. I get ideas from my colleagues. In this school, teachers mainly discuss about the role play, students centered techniques, power projector presentation to improve the learners standard. I also implement in the classroom. The students' result is also good in this school. Definitely it helps. (T1)

By analyzing her experience I came to know that students learning become more effective through the role play, students centered techniques and power projector. During the collaboration, teachers also discuss about students learning enhancement.

Another participant, T2 also supported to the view of T1.

In T2's words,

> I think it is very helpful because they are not much immature and they cannot learn equally in the classroom. They come to school from different cultural background. That's why teacher must do collaboration. They get some hints and guidelines. In the beginning period of teaching career, I could not teach properly in the classroom because of lack knowledge about subject matter, psychology of the students, and teaching method. But when I started to participate in teacher collaboration in the school, all students become more creative and they learnt very fast. Even the teachers' strategies also change during the

> collaboration. So it can be beneficial for the students' learning enhancement. (T2)

By analyzing his thought we came to know that teacher collaboration also plays vital role in student learning achievement. As I already mentioned that teacher collaboration does not have only significant effect in the teacher professional development but also in students' learning achievement. When the teachers implement new strategy like role play, students centered method, and use of power projector, techniques, students become more creative and autonomous learners because they perform themselves while learning. Through that process students' learning will enhance.

In the same way, another participant, T3 also supported to the view of T1.

She said,

> During collaboration, I mainly discuss about the power projector to implement in the classroom. Students are very interested for learning through the over headpower projector. By usingpower projector, theyunderstand the contents and subject matter easily in the shorter time period. Through that students learning become effective. (T3)

Thorough her view I come to know that for students learning enhancement, teacher mainly discuss about projector to implement and about the technical teaching materials to implement in the classroom.

Another participant, T4 had different view.

In T4's words,

> Teacher collaboration is beneficial for the teachers as well as students. It plays crucial role to enhance in the students' language skills like listening, speaking, reading and writing skills. Of course, teacher collaboration has important role in students learning achievement. (T4)

By analyzing his view, what I came to know that teacher collaboration also plays significant role in the students' language skills. Teachers' new techniques, method support the students learning achievement. I did not get sufficient data from another participant T5. But he just said that teacher collaborative learning is also beneficial for the students learning enhancement.

By analyzing their stories, all the participants agreed that teacher collaboration is a gate to grow professionally as well as for students learning achievement. They were positive about teacher collaboration and student achievement. So teacher collaboration is not only the way but what we discuss during the collaboration between the teachers that is more important. Teachers also focused on the use of technical materials for students learning achievement.

4.1.3 Instructional Practices of Teachers for Professional Development

Under this heading, I have included the current instructional practices of the teachers they obtained through the collaboration among or between the teachers in the school. This chapter mainly included teacher collaboration in terms of topic based group, virtual group of teachers, and school based group.

4.1.3.1 Topic based group

A group of teachers discuss a specific topic of interest, such as teaching intermediate ESL writing, teaching young learners, carrying out action research, or group might be response of current issues or concern in education such as the standard movements (Richards and Farrell, 2010). This group was mainly focused for my research study. I tried to find out what topics teachers

mostly discuss during the collaboration among or between the teachers in the school. But during the interview with my all participants, I got much information from their response. I asked some questions with them but I found extra topics they usually discuss to implement in the classroom. I asked whether they discuss about curriculum, syllabus, teaching materials, student management, lesson planning, and teaching method or not. But during the repetitive interview I found that they also discussed about lots of things related to the schools environment. Under this theme, there are other sub-themes I obtained through the repetitive narrative interview with my all participants.

a. Teaching materials

Teaching without materials is like tea without sugar. If there is no teaching materials how teachers can teach in the classroom and of course teaching learning activities cannot be effective. Some teachers do not use materials in the classroom rather they just give lecture but students do not understand whatever teacher teaches the students. Saud (2010) stated, "Teaching materials are the devices used by a teacher to make teaching and learning effective. They are also known as teaching aids or visual aids. All the materials used inside the language class to explain the lesson better are the materials" (P. 437). In this respect just giving the lecturing in the classroom is not the goal of teaching but giving the quality education to the learners that is the goal of teaching. Four participants agreed that teaching materials are the powerful weapon for students learning enhancement and teachers' professional development.

One of the respondents, T1 shared her view about teaching materials.

In T1's words,

> I usually do not use primary materials like chalk, duster, and marker. These are daily materials. Actually I mostly use pictures, flash cards, chart papers, pamphlets, and technical material like overhead projector.

> This facility is also available in my school. So it is very helpful for teaching learning activities. (T1)

By analyzing her view, I came to know that teacher mainly uses the picture, flash cards, chart papers, pamphlets and over head projector while teaching in the classroom. It helps for better teaching performance.

Another participant, T2 also supported to the view of T1.

He said,

> I use daily materials as well as secondary materials like flash cards, charts. Chart is very helpful for sentence structure. It depends upon the situation but I also use power projector right now. It is very much beneficial. (T2)

Another participant, T3 had different view rather than other participants.

In T3's words,

> In Nepalese context, teachers do not use teaching materials. We are not using any kind of teaching materials in the classroom except textbook. (T3)

Through his statement what I came to know that teachers usually use daily materials rather other secondary teaching materials while teaching in the classroom.

But other participants, T4 and T5 also supported to the view of T1 and T2. One of the participants, in T4's words,

> I use chalk, duster but I also use chart paper, diagrams, booklets, pamphlets and technical material like power projector in the classroom. If teacher uses power projector, students are interested for learning. They can understand with better way in the shorter time period. (T4)

Through her story, I came to know that teachers mostly prefer projector in the classroom because students understand the subject matter easily if the teacher uses technical materials in the classroom.

By analyzing the views of all participants I came to know that all participants agreed that teaching materials play vital role in teaching and learning activities. I found some similarities between the participants T1, T2, T4 and T5. T3 had different view about teaching materials. The most common thing is what I found that teachers mainly focus power projector in the classroom. They also discuss about the teaching materials during the collaboration in the school. In this respect, if the teacher uses technical materials, teachers' profession might be enhanced because there is an effective student learning through power projector.

b.Teaching methods

Teaching is a very challenging job. Especially, teachers must be aware what strategies they follow while teaching in the classroom. Strategy also includes the teaching methods. According to Saud (2010), method is a systematic presentation of language. The age of the students, his cultural background, and his previous experiences with the target language modify the method employed. So the experience of the teacher and his/her level of mastery over subject are significant.

During the interview, all participants mainly focused to the students centered method to implement in the classroom while teaching.

One of the participants,

In T2's words,

> Students centered method is the best and effective method in the context of Nepal. We need to use student centered method because of our modern system. We are trying our best. Teacher is just like a facilitator. We something learn from the students but our main objectives of the teaching are to give the knowledge according to students' thrust. It is best way of learning. (T2)

By analyzing participants view, I came to know that all participants mainly focused to the students centered method while teaching in the classroom. I think it is also one of the best methods in the context of Nepal as well. We must give priority to the students then we are. Students centered method includes like role play, story presentation, interaction between students and teachers so on. Student centered method has very significant effect in student learning achievement and professional growth of the teacher.

c. Students'sitting management

It is very important part of the classroom management. All participants believed thatteachers get new ideas, techniques like how to manage the students in the classroom on the basis of students specific needs, students height, sitting arrangement.

One of the participants, T1 had different view about student management in the classroom. She argued that teacher should have professional knowledge of students' arrangement in the classroom.

In T1's words,

> If there are more students in a single class, I sometime divide the students in groups. I usually use U-SHAPE for the sitting arrangement of the students in the classroom. If the classroom is moveable in the class, teaching learning becomes moreeffective. (T1)

By analyzing her view, I came to know that students' arrangement is also a part of classroom management. It is important for student learning and professional development of the teachers. There is good students' arrangement in the private schools rather than public schools. So we should be aware.

But other four participants like T2, T3, T4 and T5's had similar view regarding the students' management in the classroom.Among them, one of the participants, In T4's words,

> Actually teachers are the worker in the school. We do not have any role to manage the students in the classroom. It depends upon the school management committee and school administrators. Teachers are the worker not a manager. But I mainly prefer orderly rows. It is traditional method. Teacher can move here and there. (T4)

By analyzing his views, what I came to know that teacher mainly focuses to the orderly rows because of traditional method of student arrangement. They just do if they get permission from the school head teacher. And teachers usually follow traditional method rather modern method in the classroom. It is also difficult to implement modern method in the classroom because of students' cultural background, society and physical environment of the school.

By analyzing their stories, it can be said that teacher usually follow two types of sitting arrangement in the classroom. The first one is U-Shape and the second method is Orderly rows.

d.Discussion of the curriculum and syllabus

During the teacher collaboration teacher also discuss about the curriculum and syllabus. So I asked them whether they discuss or not and if they discuss what type of curriculum and syllabus they discuss to implement in the classroom. But I identified that teachers also used to discuss about the curriculum and syllabus when it changes.

One of the participants, T1 shared her experience regarding the curriculum and syllabus designing.

In T1's words,

> The curriculum is prepared in Kathmandu but they do not know what situation is at Kanchanpur, Dolakha, Accham and others places. Government should be aware while preparing the curriculum to be taught. They must focus on local curriculum. Local curriculum includes like subject matter in native language, community need based curriculum, involvement of community people so on. (T1)

Through her view what I came to know that local curriculum might be useful for teaching and learning purpose. Readymade curriculum cannot fulfill the learners' interest and desire. If there is local curriculum, it can fulfill the basic needs of the students. And it also increases the professional level of teachers. In this respect, local curriculum should be given priority rather readymade curriculum

Other two participants, T2 and T3 also supported to T1's opine. But another two participants, T4 and T5 had similar view. Their view was different than other three participants.

One of the participants,

In T5's words,

> We discuss about the changing curriculum. You know curriculum change means change of syllabus, change of teaching materials, change of teaching method, change of lesson plan and change of school schedule. That’s why curriculum must be ready made. One hundred twenty three languages are spoken in Nepal. It is very difficult to include all the people's need and desire while preparing curriculum and syllabus. So curriculum must be ready made rather than local curriculum. (T5)

By analyzing my research participants view what I came to know that when the curriculum is changed they are given the orientation class from the school administrators and after having that seminar, orientation class, they openly share their feelings. They talk about the changing curriculum and syllabus. But I found similarities and different view between the teachers. Three participants mainly focused to the local curriculum and two participants focused the readymade curriculum to be taught in the school.

e. Discussion about language skill of the students

Language skills include skill of listening, speaking, reading and writing. During the interview I asked some questions related to the language skills of the students. But I got extra information about language skill from one of my research participant during the interview.

One of the participant,T2 argued that teacher usually discuss how to enhance the language skills of the students during the collaboration. He further argued

that teacher collaboration has good significant effect in the students' skills performance.

In T2's words,

> I suggest my colleagues and teachersto teach the students like how to write proper letter writing, composition type of writing, and short and long answer of the questions. If there is collaboration, the teachers change their strategies. The teachers ask the students to read the text. Similarly, speaking is a kind of performance. After collaboration we come to know that how to make the students more competent speaker. Students may learn how to participate in speaking test. All the students do not have same capacity to listen properly. Some students are very talent and catchier.But there are also poor students. After collaboration we know how to make the student well listener. So teacher collaboration play significant role. During collaboration we mainly discuss like this. (T2)

Through his illustration what I came to know that teacher collaboration has also specific role in the students' language skills. Actually my research has not focused to the students' achievement rather it mainly focuses on the teacher professional development through teacher collaboration. But there is good impact in student learning through collaborative learning among or between the teachers. I found that teachers also discuss about the language skill for improving the students' performance.

f.Reviewing formative assessment

Assessment is the way of gathering the information about learner performance for analysis (Saud, 2010). The primary purpose of assessment is to improve teaching and learning activities, but it can also be used for sorting and classifying students. It is also used to improve the teachers' teaching performance and by the students to improve the students learning. It helps the teachers to identify the strengths and weaknesses of the students during the teaching. For this, Formative assessment is also known as diagnostic test. It means the teachers take the examination and students are given feedback how their study is going on and whether teacher could teach properly or not. In this respect, formative assessment is essential for effective teaching and learning achievement. It helps the teacher to be reflective learner of their own work. So it is very important for professional development.

During the interview, four participants like T1, T3, T4 and T5 just said that they discussed about curriculum, syllabus, teaching materials, methods, students management and lesson planning but one of the participant, T2 said that he used to discuss about formative assessment with the colleagues in the schools and with head teacher too.

In T2's words,

> I usually discuss about formative assessment during collaboration with my colleagues and head teacher. My colleagues also discuss about student assessment with me and head teacher. As I already said that formative assessment helps the teacher to reflect their own teaching performance. It determines whether their teaching is effective or not in the classroom. That's why through formative assessment, students get feedback and they know their weaknesses and strengths in the classroom

> performance. Formative assessment is a gate way for summative assessment and board exam. (T2)

By analyzing his story, I came to know that there are many benefits of formativeassessment. Teachers reflect their own teaching performance. Students might know their classroom performance. Teacher also provides feedback to the students. These are the benefits I found from my respondent. I found that teachers also discuss about the formative assessment during the collaboration among or between the colleagues and head teacher in the school.

4.1.3.2 Virtual Group

Virtual group means group of teachers who communicate through the online, internet about different topic as a collaborative learning. Through the communication, teachers can get new ideas, knowledge and information on the internet. It is one of the best and very fast ways of communication. People are at home and they might get information about happening around them and outside of the country. During research, I also asked some related questions with my all participants. I just tried to find out whether they collaborated through the online or not. But I found lots of things during the interview. Three participants agreed except two participantsin the sense that they mainly focused the Email, Internet, Facebook, Chat, Messenger, Skype, Viberand Video call as best communication tools for collaborative learning.

One of my research participants, in T1's words,

> We collaborate through the online. Media is a very powerful. We are using the online 24 hours. If we have any problems, then we ask each other. This is the era of ICT. So we use ICT as a way of collaborative learning. It is very helpful for teacher learning, personal and professional growth.(T1)

Other participants, T2 and T5 also supported to the view of T1. They said that without internet people cannot upgrade their professional identity in the society. They further argued that teacher can upgrade his/her professional identity through online, facebook, viber, email and internet. These are the tools of internet for communication. In this respect, by analyzing their views I came to know that they collaborate with their colleagues through the online and internet because it is the best and fast way of communication.

But another T3had different view about online communication.

In T3's words,

> Not much. Personally I look for unlimited things from the internet. I don’t believe all things are true in the internet or in the social site for professional development. Maybe I have not explored. (T3)

By analyzing her view, I came to know that she doesn't believe all things available in the internet. I think she does not collaborate with the colleagues through the internet.

Another participant, T4 also supported to the view of T3.

In T4's words,

> I did not have online or internet access at home and I did not communicate through the online or internet about any topic. Yes, I sometime talk with my friends. Actually it is waste of time and there is no all the true information. (T4)

Through their view, I came to know that they do not collaborate with the colleagues through the internet. Teacher collaboration is also possible through the internet. I think it is easy to communicate as well. If there is no internet

access, of course it might be difficult for the people to communicate. But we should manage because this is the era of internet. It is very beneficial if we share our ideas, knowledge among or between the teachers.

By analyzing their stories, it can be said that internet is very important for professional development. We can easily collaborate through the online and internet. But I found some similarities and different view between the participants. Three participants agreed that internet is beneficial for professional career growth. Two participants were not satisfied with the internet or online communication. They agreed that there is no benefit of internet in professional growth. But I think we must be familiar with the ICT. We know that without internet is like a cup of tea without sugar. I think every teacher must be familiar with the internet. We can be up to date with the new information.

4.1.3.3 School Based Group

Group of teachers collaborate among or between the colleagues, staff members, librarian, head teachers, and management committee in the surrounding of school. Teacher collaboration is very essential for teacher professional development. Especially in the school if the teacher do not collaborate with the teachers, he/ she cannot teach in the class. Even their speaking skill may not enhance properly. There are many reasons behind it but collaboration is one of the best and effective ways for professional development. The entire participant agreed that teacher collaboration has significant effect in teacher learning and professional development of the teachers and they also collaborate with all the members in the school if the problems occur.

One of the participants, T1 had different view about school based group of the teachers.

In T1's words,

> We do not only collaborate with the teachers in the school. Wealso discuss with another school. We share our ideas and teaching strategies with them and they also share with us. It makes our relationship more strong. It is good time to share the ideas, feelings and experience with the teachers and another school' staff members. School based group include teachers, librarian, incharge, head teachers and other staff members. (T1)

Through her illustration what I came to know that they also collaborate with other schools' teachers, staff members and head teacher for professional development. She mainly focused to the strong relationship between the teachers through the teacher collaboration. It also helps the teachers to upgrade their teaching status. That’s why there must be good relationship between teachers, colleagues and schools.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter concludes my study which I have drawn from chapter I to chapter IV. It is all about the brief description of my research study. More especially, the final chapter discusses the main findings of the study presented in chapter four. It deals with major findings of the study, conclusion and recommendation to the policy maker, teacher educator, and ELT practioners. Similarly, I have concluded with my reflections which include the challenges, conflict, dilemmas encounter while preparing the overall thesis.

5.1 Findings

Trying to exploring the English teachers' professional development through teacher collaboration, I found the lived experiences they shared with me were highly accounted. Stories, a form of discourse and a way of social interaction among or between five participants provided me huge amount of insights for understanding of the English teachers' experience on teacher collaboration closely. In this section, I have thus presented the findings on the basis of repetitive narrative interview. Moreover, I have tried to present the main themes of research finding separately that stemmed from the data analysis, research objectives and research questions.

5.1.1 Becoming English Language Teacher

The stories of participants, English teachers commented that to become a professional teacher, collaboration among or between the teachers in the schools, colleagues, family environment in the schools, different training programs, and support from them were very important. Their stories revealed that in the beginning phase of teaching profession, especially novice teachers feel difficulties to teach in the classroom. So teacher collaboration is the best

and effective way to prevent these circumstances in the teaching field. Based on the research result, I have mentioned the following major points:

i. The narrative of English teachers revealed that they found teaching is really a challenging job because they face lots of problems during teaching like students family background, their native language, Nepali medium based schools, poor study background of the students, teaching resources, materials whether available or not. These are the problems they faced.
ii. It was also found that people usually do not like teaching profession in the context of Nepal. They love other profession like doctor, nurse, engineering and so on.
iii. It was found that some personalities like parents, teachers, school administrators, school leadership acted as the figurative role model for implementing the effective teacher collaboration model in the school.

5.1.2 Benefits of Teacher Collaboration in Teacher Professional Development

i. It was found that all the participants, English teachers illustrated that there are lots of benefits of teacher collaboration for professional development. Especially teacher collaboration is very beneficial for novice teachers who are newly appointed in the schools for teaching profession.
ii. It was found that through the collaboration teacher gets lots of information, ideas, techniques and method. They learn new things through the collaborative learning among or between the teachers in the school.
iii. Teachers' teaching performance becomes more effective and sustainable while teaching in the classroom.
iv. It was also found that teacher collaboration has significant effect in the students learning achievement.

v. Through the teacher collaboration, teachers get moral and psychological support from their colleagues, teachers, staff members, head teacher, seniors and experts.

vi. It was also found that most of the participant reflected that collaborating through the online and internet enhances the teachers' learning, personal and professional growth in better way.

vii. It was found that the main benefit of teacher collaboration was to enhance professional growth of the teacher.

viii. It was found that other benefits like teacher learning, students learning enhancement, emotional and psychological support, reflective practice, teacher teaching performance, cooperation between the teachers, triangulation relationship, personal independency, and beneficial for novice teachers. They are more benefitted from the teacher collaboration.

5.1.3 Current Instructional Practices of teachers for ProfessionalDevelopment

i. The lived stories of English teachers on professional development through teacher collaboration reflected that they usually discuss about the teaching materials, teaching methods, reviewing formative assessments, changing curriculum and syllabus, student management and reviewing test results in the schools among or between the colleagues, head teachers, staff members, librarian, management committee, and with other teachers near their schools.

ii. All the participants, English teachers considered that teachers should not discuss only with the colleagues but also with the experts, seniors. If they discuss with them they get more ideas and knowledge.

iii. It was found that students centered method is the best method in the context of Nepal.

iv. It was found that teachers used daily materials like chalk, duster, and marker in the classroom. They also used secondary materials like chart

papers for sentence structure, picture for clarification, diagrams, booklets, pamphlets and teachers also discussed about the technical materials like overhead projector to implement in the classroom.

v. It was found that teachers used two types of sitting arrangement in the classroom like U-shape and Orderly rows.

vi. It was found that teachers mostly preferred two types of curriculum in the school like local curriculum as well as readymade curriculum.

vii. All the participants agreed that teacher must use power projector while teaching in the classroom because students learning is high in power projector. It also increases the teachers' teaching professionallevel.

5.2 Conclusions

Now I have reached at the end of thesis writing however I have encountered with several ideas which guided me to give its present shape. In this section, I would like to discuss all the considerable things for preparing this thesis.

Asa researcher, I do not find much difficulty to carry out the research related to English teachers' professional development through teacher collaboration by using narrative research design because this research project is partly inspired by my own personal experience as being a secondary level teacher before two years ago. It is not ease to carry out the research using narrative inquiry research design.

Although the intent of selecting the five participants' teacher was not complete for exploring what the teachers discuss during the collaboration, how it is beneficial for professional development that reflected on the stories they exchanged with researcher. Thus, from their lived story, I gain the insight on teacher collaboration and its benefits on teacher learning and professional development. It enabled me to come to know the world and our place in this complex social web.

The participants' narrative revealed that to become a professional teacher, they highly emphasized the role of collaboration among or between the teachers, colleagues and financial support from family and the institution. Their stories revealed that the encouragement and collaboration between the teachers, colleagues and head teachers directly influence their personal and professional career development. In this study, all participants mentioned that regular collaboration and support of the colleagues and teachers, staff members, cooperative school environment and teachers' self- efficacy support their personal and professional growth.

Another idea it was related to the research design and methodological procedures implied while carried out this research work. In order to understand the secondary level English teachers' life experienced on professional development through the teacher collaboration closely, I selected narrative research design which focuses on human experiences and holistic quality. According to Connelly and Clandinin (1990), narrative inquiry is a way of characterizing the phenomena of human experience. More than this, it provided the lens through which the participants' and researcher examine himself and his position in the society they belong to.

The role of researcher is different from other such studies because of the relationship between researcher and participants. When I decided to conduct this research on this issue, I confused whether I could build the better rapport with them or not. So, being more flexible is essential for collecting the required that for research work. In this respect, I considered with their style than my own. I also follow the ethics of narrative inquiry. I was very conscious about my role in this thesis writing. As I moved very carefully among the familiarity of my participants, I had to view them from a researchers' lens. It helped me to make better image and certain depth of insight into the teaching experiences of the participants.

Another concern of my study was about the representation of meaning in terms of what was expressed in English. They were teachers of secondary level but

their way of speaking English was different rather than other teachers. It means I asked some related questions with them but they answered differently. I confused how to maintain the core meaning and ideas of five secondary level English teachers. I only focused on themes rather than precise meaning of single words. I felt that transcribing and coding were more challenging and complex issue for me.

It can be concluded that the shared stories of all participants play vital role to identify the more benefits of teacher collaboration for enhancing teacher professional development and what they usually discuss during the collaboration. That's the main point. Thus, story enabled me to explore the current instructional practices of teachers obtained through teacher collaboration and to identify the benefits of teacher collaboration for teacher professional development. It also helped me to identify the challenges of the novice teachers they faced while entering in the teaching profession.

5.3 Recommendations

On the basis of finding and conclusion, some recommendations have been made to be applicable in:

5.3.1 Policy Related

My study encompasses following points to be applicable to the policy maker:

a. Government of Nepal should build a collaborative model in the school.
b. There were very limited programs and policies to address teacher collaboration in the school. So for the improvement of teacher collaboration learning, the government should bring the new perspective and new approach to address the collaborative work among or between the teachers, colleagues in the school

5.3.2 Practice Related

The following points to be applicable to the school practices:

a. School management committee must be responsible for improving collaborative model in the school.
b. School Head teacher should provide collegial environment for initiating and implementing effective collaborative learning in the school.
c. Teacher must collaborate with the school principal, staff members, librarian, and other teachers near their schools.
d. All teachers should implement the knowledge and skills obtained from teacher collaboration in classroom.

5.3.3 Further Research Related

No work is final and no research is complete in itself. This study also could not cover all the areas of research. There might have some limitations as well. While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for the further study:

i. This study was limited to five Secondary level English teachers who are teaching English at different schools around the Kirtipur. It would be more interesting to see how novice teachers are benefitted through the teacher collaboration. I could not include the novice teacher and their challenge in teaching field.
ii. Similarly, another possible direction to further research is related to private tutors' professional development through the teacher collaboration. It can be more interesting if we investigate their life stories/ experiences by applying the similar method. I could not find any research based on private tutors' professional development through teacher collaboration. So it might be interesting for further research.
iii. The next areas for conducting research is related to the methodological aspects to get the better insight of the phenomena, the narrative journals, face to face interview are not enough. It would be better to use

the classroom observation, meeting with the all the members in the schools like head teacher, in-charge, librarian, focus group discussion with the teachers, activities observation, daily diaries, reflective writing as complementary ones. It may help to explore in-depth information and it also helps to identify the teachers' personal and professional level whether they are capable, qualified or not for teaching profession.

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APPENDIX- A

CONSENT FORM

Dear Informant,

I would like to invite you to take part as one of the respondents in my research entitled, Professional Development through Teacher Collaboration: A Narrative Inquiry under the supervision of Dr. Anjana Bhattarai, Professor, Department of English Education, T.U, Kirtipur, and Kathmandu. The purpose of my study is to explore the current instructional practices of teachers obtained through teacher collaboration for professional development, and to identify the benefits of teacher collaboration in teachers' professional development. The expected duration of your participation will be at least one hour. The research tool will be the open in-depth interview and your reflection writing as secondary ones. Your participation will not only help me in my work but it would definitely enrich my data and result. Please inform me of your decision and hopefully your consent by responding.

Thank you,

Researcher

Manoj K. Gurau

M.ED 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- There will not be certain risk& discomfort associated with this research.
- The information you provide for the purpose of this research is confidential for both interview and your reflection writing.
- Interview will be recorded.
- I hope you will not leave yourself from process at any stage.

Signature ……..

Name ……....

Date ……

APPENDIX- B

General Interview Guidelines

The interview questionnaire has been prepared to collect the data or information for the research work entitled, Professional Development through Teacher Collaboration: A narrative inquiry, under the supervision of Dr.AnjanaBhattarai, Professor, Department of English education, T.U, Kirtipur, and Kathmandu, Nepal. I hope that the informants will co-operate by providing invaluable information to accomplish my research.

Questions:

- Personal background: activities, struggle for teaching profession
- Concept of profession, professionalism, and teacher development
- Professional role and responsibilities of teachers
- Introduction of teacher collaboration
- Benefits of teacher collaboration in teacher professional development
- Relationship between Collaboration and teacher efficacy
- School leadership and teacher collaboration
- Challenges with teacher collaboration
- Teachers Reflection on teacher collaboration
- Impact of teacher collaboration on teacher learning
- Instructional practices and students learning enhancement
- Effective teacher collaborative group and professional development
- Different forms for teacher collaboration
- Implications of teacher collaboration in teaching profession

APPENDIX- C

Some General Interview guideline questions

- Personal background: activities, struggle for teaching
- What role does teacher collaboration play in teacher learning?
- Does teacher collaboration build a sense of shared responsibility for teachers? Why or why not?
- What kinds of problem do teacher face while implementing the instructional practices in the classroom?
- In your opinion, does collaborative learning have any significant effect on English teachers' teaching performance?
- How does teacher collaboration impact student achievement in a secondary level school?
- How does teacher collaboration help for teacher self-efficacy and teacher autonomy?
- And if the curriculum is changed, do you collaborate with the teachers? If not why?
- What kind of curriculum do teacher discuss to implement in the classroom during collaboration?
- Which teaching method do you mostly use in the classroom?
- Which teaching method do teacher discuss to implement in the classroom for effective teaching learning activities?
- Which teaching method do teacher use in the classroom after obtained through teacher collaboration?
- In your opinion, which teaching method is more supportive or least supportive for effective teaching profession?
- During the teacher collaboration, how often do teachers co-operate each other?
- What effect does collaboration have on student achievement in English learning?

- How does teacher collaboration help for teachers' emotional and psychological aspect while working closely with colleagues in teams?
- How often do you collaborate through the online or internet with your colleagues?
- In your opinion, how reading group of teachers is helpful for teachers' professional development?
- How school based group is helpful for teacher learning and professional development?
- Do you think school leaderships are responsible for initiating and implementing for the effective collaborative model in the schools?
- Do you involve in any writing group for collaborative learning?
- How does collaborative learning help for enhancing your writing skill?
- In your opinion, does collaborative learning have any significant effect in students' writing skill?
- What teaching materials do you regularly use while teaching in the classroom?
- What teaching materials do teachers discuss to implement in the classroom while collaborating?
- How does teacher collaboration help for preparing teaching materials?
- What challenges do teachers face while teaching without any materials?
- Do you think teacher collaboration is useful for professional development?

APPENDIX- D

This interview has been conducted to collect the viable insight for the research work entitled “professional development through teacher collaboration: A narrative inquiry” under the guidance and supervision of Dr. Anjana Bhattarai, Professor, Department of English Education, T.U., Kirtipur, Kathmandu, Nepal. I do hope the informants will corporate by providing invaluable information to accomplish my research.

Sample Interview Transcript

I: Welcome to interview Ma’mm. Before taking the interview, I would like to introduce myself. I am Manoj Kumar Gurau, student of master’s level (M.Ed) at Tribhuvan University. Nowadays, I am writing thesis so for the purpose of thesis; I came here to take the interview with you. My research topic is professional development through teacher collaboration. There are two objective of this research like to explore the current instructional practices of teacher obtained through the teacher collaboration for professional development and to identify the benefits of teacher collaboration in teachers’ professional development. Now would you like to introduce yourself ma'mm?

R: Thank you. I am PabitraMaharjan. I am an English teacher of secondary level class 11 and 12.at Janasewa Higher Secondary School. If you have any query, then you can ask with me?

I: At first, what kinds of struggles you did for teaching profession Ma'mm?

R: Actually, I did lots of struggles for teaching profession. In this school, students come from different cultural background. They join here from very poor study background. They are influenced by their native language. So it is very difficult to instruct them.

I: Most of the teacher says that teaching is very challenging job, what do you think Ma'mm?

R: It is very challenging job. We are not teaching now. We are just guiding and facilitating them. So we are not a teacher. We are just a facilitator now. We are only guiding them. So teaching is a challenging job because most of the

students come from Nepali background school. That’s why it is very challenging for us.

I: The teacher who is involved in teaching profession of course they involve in teacher collaboration activities. How often do you collaborate between among the teachers in the institution where you are tutoringMa'mm?

R: We very often collaborate with the teachers. When we do have the problems then we collaborate. We share the problems, ideas, and experiences with the teachers. Even after participating in the training programs, we also share with the colleagues. We share everything about the teaching activities and others also.

I: How often do you collaborate between among the teachers?
R: we collaborate twice a month.

I: Okay. What kind of problems you share with your colleagues during the collaboration Ma'mm?

R: About the teaching method, curriculum, and syllabus like that.

I: You just told me about the teaching method. Which teaching method is more supportive or least supportive while teaching you in the classroom?

R: We are doing some activities like role play. It is very effective for the students. They do the actual problems. They can understand very easily. We sometimes do have the visual classes, audio visual classes also as well as demonstration.

I: Okay ma'mm. How does teacher collaboration help for teacher autonomy?

R: Of course teacher collaboration helps for teacher autonomy. If I do not share my teaching experiences, teaching problems, classroom situation with colleagues and seniors, I do not get the solution. So learning is never ending process. I must learn. Learning is one of the ways of life. If I learn more, confident levels become high. That's why I share the ideas with them not only about teaching activities also related with practical knowledge.

I: How teacher collaboration is helpful for teacher learning?

R: During the collaboration teacher learn new ideas but they also know the actual teaching problems, situation of the school, and teachers' teaching performance. All teachers face lots of challenges during the teaching. Without problem there is no solution and if there is no solution, problem is not encountered. So collaboration makes the teachers more aware from various perspectives.

I: You told me about the curriculum. You discuss about the curriculum with your colleagues. If the curriculum is changed, do you collaborate with the teacher's Ma'mm? How often?

R: Well. When it is changed, we are given the orientation class through the school administrators. After having that seminar, orientation class, we openly share our experiences. We talk about the changing of the curriculum and syllabus also. Actually, the curriculum is prepared in Kathmandu but they do not know what situation is at Kanchanpur, Dolakha, Accham and others places. Government should be aware while preparing the curriculum to be taught. They must focus on local curriculum. Local curriculum includes like subject matter in native language, community need based curriculum, involvement of community people so on

I: During the collaboration, how often do teacher cooperate each other ma'mm?

R: During the collaboration, we co-operate each other. All subject teachers participate, and a collaborate each other. It is same. So we must do that.

I: Which teaching method do you mostly use in the classroom nowadays?

R: We use student centered method.

I: Do you think student centered method is a powerful weapon for enhancing the students learning performance ma'mm?
R: Yes of course. We must give the priority to them.

I: Don't you prefer teacher centered method ma'mm?

R: No. Firstly, we give priority to the students then only we are. They know more than the teachers. They know everything rather than teachers. In some cases, students have more knowledge than the teachers. When they feel difficulty, then we facilitate to them. That's why student centered method is effective rather than teacher center method.

I: You are here and if your friends are at Nepalgunj, DhangadhiKanchanpur, at that time how often do you collaborate through the online or internet ma'mm?

R: We collaborate with the online. Media is a very powerful. We are using. All the time we are using the online 24 hours. If we do have any problem, then we ask with them also.

I: In which topic do you mostly collaborate with them ma'mm?

R: About the curriculum, syllabus, which is going to be changed.

I: what kind of teaching materials do you mostly use while teaching in the classroom? What teaching materials do teachers discuss to implement in the classroom?

R:I usually do not use primary materials like chalk, duster, and marker. These are daily materials. Actually I mostly use pictures, flash cards, chart papers, pamphlets, and technical material like overhead projector. This facility is also available in my school. So it is very helpful for teaching learning activities.

I: I am willing to know about your personal views ma'mm. Why did you choose teaching profession?

R: I like teaching profession.

I: Why did not you choose other profession?

R: Teacher is one of the guiding of the model of the society. Everything is related with the teachers. The teacher produces the other phases other sectors. Teacher guides them, and then they become doctors, engineer and other. So that teacher plays the role model in the society. If some teachers are not good, they are giving the bad influence in the society. So teachers are the social inspiration. So I like teaching profession and because of our principal Nanda KumariMaharjan, she is one of the role model in the society. She is the source of inspiration to me.

I: How long have you been English language teaching?

R: More than 19 years.

I: Most of the people say teaching is not a good job. What do you think ma'mm?

R: Okay. Can you imagine, if there is no teacher who will guide the society, students. In every sector, we need teachers. Even to be a doctors, there is teacher who give them instruction to them how to do this. If there is no teacher, I can’t imagine how world will be.

I: Why did you choose this profession for what purpose?

R: Actually, I choose for reformation in the society which is guiding by our totally traditional ways. So that people still believes to the teachers. Teaching profession is one of the honest professions as well. We all are loyal and honest. So we have to show them the path.

I: In your opinion, how teacher collaboration is helpful for novice teachers?

R: In beginning phase new teachers do not have idea like how to teach, what to teach, when to teach, where to teach. I also did not have knowledge like that. After collaboration, I got knowledge, ideas, and techniques. So teacher collaboration is very important for new teachers as well as experienced teachers.

I: Well. What is the role of educators in the education sectors ma'mm?

R: Without the teacher we cannot imagine our life. Teacher is only one person who shows the right way. Teacher never shows the wrong ways to the students. Without the teachers we cannot go ahead in the life.

I: Do you talk about the student behavior, discipline?

R: We talk about the student behavior, Discipline. Student must be discipline, honest, loyal, and then only they can go ahead.

I: During the collaboration, which teaching method do teachers discuss to implement in the classroom ma'mm?

R: I sometime start through the moral lesson before going to the text. Only teaching the text is not the job of the teachers. We should not go directly just reading the text. So we start the moral lesson.

I: In your opinion, how teacher collaboration is helpful for English language teachers' teaching performance?

R: English is language. We must have the speech. We must have the speaking skills. Without speaking we cannot learn this any language. We must do practice. Without doing practice we cannot learn. First of all, we should give the chance, opportunity to the students so share their feelings, problem etc. Then they can learn.

I: Do you think school leaderships are responsible for initiating and implementing the effective teacher collaboration model in the schools mama?

R: Yes course. It is happening in these schools. Leaderships are the very important part.

I: Who are the leaders in this school?

R: Leaderships are head teachers, coordinators, in charge. They have to set the systems. Without the system, we cannot go ahead. The teacher who just do job, teach without participating in teacher collaboration, cannot be success.

I: what are the relationship between teacher collaboration and student learning achievement?

R: As I already said that teacher collaboration has also significant effect in students learning achievement. During the collaboration, I discuss what strategies I should use in the class room. I get ideas from my colleagues. In this school, teachers mainly discuss about the role play, students centered techniques, power projector presentation to improve the learners standard. I also implement in the classroom. The students' result is also good in this school. Definitely it helps.

I: How often do you collaborate between among the head teacher, coordinator in charge ma'mm?

R: I collaborate daily. We all collaborate.

I: How do you develop the common goals during the collaboration?

R: During the collaboration, we share our problems experiences and it is the learning of the student's personal matter. So we have to understand the students' feeling. Then we can instruct them properly. Then we can develop the common goals. We can solve the problems. If there is problem, there is solution. And if there is solution, there is problem. If there is collaboration, there is solution. Single person cannot do anything.

I: What is the relationship between teacher collaboration and professional development?

R: There is correlation ship between teacher collaboration and professional development. Only after having collaboration, we know reality problem and we try to solve that problem. So it is very essential.

I: At last, what do you suggest you?

R: I want to say all the best and wish u good luck for your research.

Nice to meet you Manoj G.

R: Nice to meet you too Ma'mm.

(Note: I have presented only some parts of interviews)

APPENDIX- E

Brief Overview of the Research Participants

T1

She was born in Kirtipur, Kathmandu. Her husband used to work at school being as an accountant. She has two children. Nowadays she is teaching one of the secondary level schools around Kirtipur.

She used to think that teaching is a best profession in the world. She still loves teaching by heart. She is teaching for last 19 years. In our story sharing, she is proud to be an English language teacher in the school. Her way of speaking English is also good. She mentioned that after involving in English language teaching, she became more aware about English and the environment made her to become English language teacher. She believed without teacher there is no existence of world.

T2

He is also from Kirtipur. He is 30 years old, married secondary level English teacher in Kirtipur.

He has been teaching English more than 10 years. He engaged in teaching at the age of 21. He encountered many challenges to become a teacher. But his father used to motivate him to become a teacher. As he remembered, he was very much interested in English in his school days. At that time, she loved English subject.

She mentioned that his strong determination, experiences made him strong to become English language teacher. He believes that teaching experiences strengthened his knowledge, skills, and teaching profession. He would prefer to work ideally with co-operative teachers and dedicated towards our profession.

T3

She is 32 years married female English language teacher having one child. She is originally from Sindhupalchowkbut she started teaching after pass the SLC. She is working as a secondary level English Teacher at 'C' secondary school. Her husband is a lab technician at Sindhupalchowk. She received M.ED from Tribhuvan University.

She had good experiences. Her English was also fluent. She mentioned that she was very good at English. After SLC, she wanted to become a nurse but because o financial support, social and cultural factors she could not able to study PCL nursing but later Enrolled in education faculty with majoring English. The teaching experiences, her English language fluency were some of the influencing factor for choosing teaching profession.

T4

He is 29 years old. He is unmarried. He was born in Siraha but stayed in Kirtipur for last 6 years. He is the product of government school. He loves English from his school days. He participated in English speech competition, NELTA conference, training programs. He believes that training makes the teacher more confident over the subject matter. Teacher gets more ideas, knowledge, skills, and teaching techniques. He also believes that experiences lead the teacher to become an English language teacher.

T5

He was born in Dhading. After marriage, he has settled down in Kathmandu city. He is working as a secondary level English teacher at 'e' secondary school. He completed master's degree from Tribhuvan University, Kirtipur, and Kathmandu. She has good teaching experiences. She mentioned that teaching profession is a complex job. When he started his teaching career, his father was not satisfied with him. His father did not encourage him. But he used to love teaching profession. I could not teach well in the class. Students' examination result was also not satisfactory. But when he participated in teacher training

programs, his teaching performance became effective. He also collaborated with the teachers in the school. Students got good marks in the board exam. That's why teaching is a very complex job and before entering in the classroom the teachers must make a well plan. He suggested all teachers to be advanced in teaching field.