

Collaborative Learning Environment for English Language Learning

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Abstract

This research article is on 'Collaborative Learning Environment for English Language Learning in Private Schools in Kathmandu: A Case of Grade Five'. The study explores how private school teachers create collaborative learning environment for the English language learners. The study explores how and why the collaborative learning environment has been created to teach the English language learners in and out of the classroom. The study adopted qualitative research method and case study design to collect and analyze data from a single participant. In-depth interview and observation techniques were used to collect rich data. The participant was selected purposively. It is expected that the research outcome provides a significant ground for rethinking, reforming, planning, designing and implementing educational strategies in Nepal.

Keywords: Co-teaching Team teaching Collaboration Effective learning

Introduction

Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions (Srinivas, 2011).

To attract and hold students, education must continue to look for novel ways to meet up student learning needs as they develop. It is in this spirit that this study is intended to discover collaborative learning environment, and examine how they are affected by environment for English Language learning in private schools in Kathmandu. Garrison and Vaughan (2008) assert that it is beyond time that educational institutions recognize that they

can no longer continue with traditional educational practices that do not support the needs and expectations of a knowledge society.

Collaborative learning occurs when learners interact to construct common meaning and knowledge. It originates from the early 20th century socio-cultural and activity theories. The importance of learning through social interaction and collaboration has been confirmed repeatedly (Baral & Bhatta, 2011).

Objective of a Study

The objectives of a study are presented below:

To explore how private primary school teacher creates collaborative learning environment in the classroom.

To find out how his/her classroom environment supports English language learning for students.

To find out the teaching strategies in collaborative learning.

Research Questions

There can be open ended questions in any qualitative research which lead the interviews and observations. Some of the major lead questions are listed below.

How is the teacher teaching in class five in private school in Kathmandu creating collaborative learning environment for his/her students in the classroom?

What strategies does the teacher use to establish collaborative learning environment for the learners?

How does the teacher communicate with his/her students in and outside the school?

How does the collaborative learning environment support the learners to learn English language?

Review of Literature

A literature review is a written document that provides background information of the subject area and details previous research that is appropriate. A good literature review is far more than an account of who researched what and when. Through the literature, it is easy to find conflicting views between authors and it is significant to point out these differences and potentially give details why there are discrepancies between authors when you come to prepare your written literature review. Cooper (1988) asserts that... 'a literature review uses the database reports of primary or original research, and does not report new primary research itself. The most important information used in the literature may be verbal, but in the huge majority of cases reports are written documents. The types of study may be theoretical, empirical, analytic/critical, or methodological in nature. Second a literature review seeks to describe, summarize, evaluate, clarify and/or integrate the content of primary information.

The review of relevant literature is nearly always a standard chapter of a thesis. The review forms an important chapter in a thesis where its intention is to provide the background to and justification for the research undertaken (Bruce, 1994). Bruce, who

has published widely on the topic of the literature review, has recognized six elements of a literature review. These elements comprise a list; a search; a survey; a vehicle for learning; a research facilitator; and a report.

The standard of a literature review is to help you to make clear how the question to be investigated fits into the larger picture and why you have approached the topic the way you have. This section of an academic report allows the reader to be brought up to date regarding the state of research in the field and familiarizes him / her to any contrasting perspectives and viewpoints on the topic. A crucial element of all research degrees is the review of relevant literature. So far as the literature review course goes, the goal for students is to review in the allocated time and to make sure they can preserve currency in their field of study for the duration of their research (Bruce, 1994).

Collaborative Learning

Despite the term of collaborative learning (CL) has been used in a large variety of ways across different disciplines and fields, there is a lack of consent upon definition of the term (Jenni, & Mauriel, 2004). Whereas there is no consensus on what CL is, there are a number of basic features that will be known. Collaboration has become a twenty-first-century tendency. They need in society to feel, think and work together on issues of critical concern has enlarged (Austin, 2001 & Welch, 1998) changing the importance from individual efforts to group work, from independence to community. CL is an educational approach to teaching and learning that involves groups' works to solve a problem, complete a task, or create a product and discover a new thing. CL environment assists the learners to challenge both socially and emotionally in different perspectives. Therefore, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's framework. In a CL setting, learners get the opportunity to communicate with peers, group, present and support ideas, exchange various beliefs, share their knowledge, question other conceptual frameworks, and are actively

engaged and participated (Srinivas, 2011).

CL represents a significant change away from the typical teacher-centered or lecture-centered environment in classrooms. In collaborative classrooms, the lecturing/listening/note-taking process may not disappear completely, but it lives along with other processes that are based in students' discussion, group discussion and active work as well as active participation with the course material (O'Reilly, 2016). Teachers who use CL approaches be likely to think of themselves less as expert transmitters of knowledge to students, CL occurs when small groups of students help each other to learn. CL is sometimes misunderstood. It is not having students talk to each other, either face-to-face or in a computer conference, while they do their individual assignments. It is not having them do the task individually and then have those who finish first help to those who have not yet finished. And it is certainly not having one or a few students do all the work, while the others attach their names to the report (Klemm, 1994).

Student Teacher Relationship

Together with this basic understanding of the clear need and importance of relationships in mind, the next segment will focus more on the importance and impact of student-teacher relationships. A request for what constitutes effective teaching will certainly produce a long and diverse list of responses. The list may contain, but not be limited to a teacher's knowledge of subject, pedagogical competence, instructional effectiveness, and classroom management skills. Banner and Cannon (1997) explain the difficulty in defining exactly what it means to be an effective teacher, "We think we know great teaching when we come across it, yet we find it impractical to say accurately what has gone into making it great" (p. 3). The situation is further long-winded when bearing in mind whether teaching is an art or a science. A sufficient amount of research exists showing that content and caring are not exclusive possessions; effective teachers highlight both.

Teacher Collaboration

In teacher collaboration where teachers work together in a harmonized way to achieve general goals. Hargreaves and Fullan present a useful field of collaboration from, "Scanning and storytelling (exchange of ideas, anecdotes and gossip), to help and support to sharing (of materials and teaching strategies), to joint work where teachers teach, plan or inquire into teaching together" (2012, p.112). This 'joint work' has played a significant role for teachers and students with teaching focusing on work that has possible to improve student outcomes, well-being and self-regulation.

Co – Teaching

Co-teaching takes place when two or more than two teachers share responsibility for a group of students, usually within one workspace, through a shared approach which includes the grouping of resources and joint responsibility (Friend & Cook, 2010). One of the two teachers' is classically a general education teacher with the second teacher a registered special education teacher. By the 1990's emerging research evidenced benefits for special needs students in inclusive classrooms together with teachers reporting professional growth and an improved sense of collegiality (Villa, Thousand & Nevin, 2013). Co-teaching strategies need teachers to understand and agree to mutually developed goals, a shared belief in co-teaching, a belief in the importance of engaging in the roles of teacher and student, extend functions theory of leadership and a co-operative procedure (Friend & Cook, 2013). These strategies provide chance for teachers to sketch their co-teaching strategically to meet student needs rather than simply working in the same space and teaching separately.

Benefits of Co – Teaching

Co-teaching is significant for the children with disabilities, emotional risks, language delays and those who have English as a second language (Hang & Rabren, 2009). All of these benefits are derivative from the more adapted and differentiated

teaching afforded by the condition of a co- teacher, the ability to group students according to need, interest and combined problem solving. Besides, students advantage from multiple point of views on the curriculum via several teachers supplementary with teaching and supporting learning .They have also been recognized for students who do not have special needs and interest when in a co-teaching environment with improvements in student social connections and interaction(Villa, Thousand &Nevin, 2013). Children are also capable to study authentic collaboration modeled by their teachers, enhancing their own knowledge, skills, and having positive impact on their social, emotional and learning skills. Teachers recognize a range of benefits when co-teaching together with an increased sense of agency, effectiveness and well-being, enhanced skills and problem solving capability and a decline in feelings of separation (Villa, Thousand &Nevin, 2013). While teachers work in a co-teaching relationship there is a better possibility of using research well-versed practice (Molloy, 1998). Teachers are able to classify important benefits for themselves and students when teaching in an environment enabled by a co-teaching relationship.

Team Teaching

George and Alexander (1993) dispute team teaching has its origins in the American Middle school movement of 1963. The approach consisted of a structure of five to six teachers assigned to 75 150 students in a, ‘school within a school’; known as a ‘Team’. Team teaching also became popular in the 1960’s and 70’s within the progressive schooling movement and open plan classrooms. However, the team teaching experienced in the open plan movement and the team teaching in the Middle School Movement were quite different. Team teaching in Middle Schools does not need teachers to teach in the same physical space at the same time. It is more typical for teachers in this environment to have their own classroom and to ‘team’ with four or five other teachers being cooperatively responsible from an administrative perspective for a large group of children. Team teaching, as referred to in current

literature, most commonly reflects this middle school approach.

Team teaching in the open plan classroom was a purposeful paradigm shift away from the industrial model of the teacher directed authoritarian classroom (Alterator& Deed, 2013). In this context, team teaching represented two or more teachers, (more often in primary schools) planning, teaching and working together in the same space with the equivalent of two or more classrooms of children.

Benefits of Team Teaching

Students learning in a team teaching environment grow the help of multiple 65s on the curriculum and the opportunity to view the dynamics of a range of teachers (Buckley, 2000). Teachers are capable to maximize their own strengths and minimize weaknesses; learning from colleagues in a supportive and collaborative environment. The opportunity to plan co-operatively assists team teachers to enlarge a broader overview of the curriculum making connections for students and reducing the grain storage effect of subject disciplines (Buckley, 2000). Team teachers have opportunities to hold colleagues with problem solving, utilizing the knowledge, skills and experience as well as approach in the team and like co-teaching, are able to model collaborative skills for their students. The Centre for Educational Research and Innovation disagrees team teaching provides an appropriate structure for professional learning communities via collaborative analysis of pedagogy therefore, enabling teachers to recover practice on an ongoing basis. Team teaching presents a positive option to traditional classroom teaching and in particular to the grain storage curriculum effect apparent in more traditional schools.

Methodology

Research methodology is a scientific strategy to find the solution of problem (Kothari, 2004).It helps the researcher to evaluate the result and take rational decision, This study follows a qualitative research method and a case study design. Only one participant was selected purposively from

one private school, located in Kathmandu. In-depth interview and observation techniques were followed to collect data. Data were collected from the documents (Gautam, 2008). Methodology consists of three stage-setting statement of purpose, reviewing literature and deciding sample, and analysing and interpreting the information. Methodology is an essential theory that governs how the research should proceed (Cohen, Manion & Morrison, 2007).

Case study is a useful design to study the real-life context and examine the specific phenomenon in which one systematically looks at a specific case (Bogdan & Biklen, 2007). To explore perceptions and practices of collaborative learning environment, I designed this study as a case study to study the case in a natural setting. This study was particularly designed as a single embedded case study design which highlighted the case of collaborative learning environment at private school in Kathmandu.

Interview guides help researcher to focus an interview on the topics at hand without constraining him/her to a particular format. This freedom can help interviewer to tailor questions to the interview context/situation, and to the people he/she is interviewing (Bogdan & Biklen, 2007).

Since interviews alone cannot reliably present an accurate picture, I collected observation data. As Adler and Adler (1994) suggests, “for as long as people have been interested in studying the social and natural world around them, observation has served as the bedrock source of human knowledge” (p. 377). Like interviews, observation as a data collection technique can be structured or unstructured to varying degrees, with qualitative observations at the more unstructured end of the continuum (Punch, 2009). Qualitative observations tend to be open ended, and actions and events are recorded as they naturally unfold. In the present study, data was collected from observations of teacher practice in the classroom as well as participant observations in the CLC. Detailed descriptions of the participants’ practice, recorded through field notes, enabled me to have

a better understanding of the possible influence of participation in the CLC on their practice.

As a participant observer during the CLC meetings, my role differed from what it was as an observer in the teachers’ classrooms. In these group meetings, my role changed from a more detached observer of the situation, to both participant *in* and observer *of* the situation (Punch, 2009).

Documents are commonly considered as historical records. They can be primary sources of data that include ‘manuscripts, charters, laws, archives of official minutes or records, files, letters, memoranda, memoirs, biography, official publications, newspapers, zines, maps, diagrams, catalogues, films, paintings, inscription, recordings, transcriptions, log books and research reports (Cohen, Manion and Morrison, 2007; 194)’. Cohen, Manion and Morrison state that these sources can be the base of the research as the literature. In the research, the literature enables the researchers to carry out a traditional, locate their work in context and learn from previous endeavors. The study will explore sufficient literature for analysis and interpretation of collaborative learning environment. In this research, journal articles, previous researches, newspapers, reference books, online information, etc are the major sources of documentary evidence. This will support the researcher to critically investigate events, developments and experience of the past (Singh, 2006). Singh defines documentary research as historical research that deals with previous experience and aims to justify social problems by discovering event, fact and attitude.

Analysis and Interpretation

The data from a single participant is presented, analyzed and interpreted in the following ways:

Participant A: Mr. Sharma

Mr. Sharma is an English teacher in this school. He was a young and energetic English Teacher when I met him in the school. He had done Bachelor's degree in English from Tribhuvan University. He was a student of Master of Arts when I interviewed

him for my study. In the interviews with him, he expressed that teaching profession was the only option when he did not find other jobs. However, he commented that he gradually liked the profession. When we had this interview, he had been teaching English for Five years, as he explained:

I am far away from my hometown. I am here for my study. I did not get other job and teaching is one of the ways to sustain the life. I go to study in a college in the morning and to teach this school in the day time. I like teaching very much. It is my interested field too.

From his expression, I understood that whether or not he had keen interest in teaching profession. Because his initial entry into teaching seemed to be his obligation to do this job for his survival, his performance at work perhaps would not have been satisfactory. Nevertheless, his gradual development of interest in teaching indicates that he invented some teaching techniques that interested him to stay in this profession.

When I met him in his school and talked about my research project, he was interested in participating in the project. He was highly interested in my topic, approach and my particular methodology, as he was also a student of Master's degree. He expressed his interest of doing such a research in the field of teaching literature.

Initially before the interview, I explained about my topic and its objectives and asked for the consent. He agreed to participate in my study.

When I observed him in his school, he was an active teacher in his school. He was always dressed in a formal uniform in the school. He preferred to speak English in and outside the classroom with his students and colleagues. He said:

My specific subject is English. I teach Grammar, composition and literature, mainly literature. I am a student of Humanities. I always, prefer to speak English with my students.

When I asked him why he preferred to communicate in English, he explained that he wanted to create

English language environment in the school. However, he expressed his frustration that his colleagues criticized his effort to provide that atmosphere in the school:

I preferred to communicate in English to create English language environment but sometimes other teachers do not like it.

His expression reflects that he perhaps enjoyed teaching English and he wanted to create that environment for him and his students to develop their English communication skills. Nevertheless, the lack of support from his colleagues in the school seemed to be creating frustration in him. From his expression, I reflect that whether or not Private schools recognized for learning English and developing proficiency in English actually provide English language environment for the children. It also indicates that whether the private schools are intended to commercialize education in the name of English language.

It was the second time I met him in his school for my study after the first visit to present my Essay book to him. When I met him for the first time in his school, we introduced with each other and discussed about the book. But this time, the purpose of my visit was to involve Mr. Sharma in this study as a participant. Then, I explained about my study in detail and asked him to participate in my study. More specifically, I described strategies of my study, that is, how I was going to interview him and observe his classes.

Classroom Resource Management

When I entered the school I found that the school environment was very peaceful. The school had three buildings in separate places. There was a small ground in the middle of the school buildings. On the first day of my observation of Mr. Sharma's class, he showed me his classroom, decoration and students. The classroom was attractive, organized and clean. The classroom decoration indicated that the atmosphere perhaps was suitable and well-organized for teaching English in interactive ways. However, the organization of furniture and a

small group of students did not seem to be favorable for collaborative activities. For example, I found that there were eighteen students sitting on six benches in two columns. The seating arrangement was traditional. The desks, tables, and other classroom materials were not arranged properly as required for mobilizing the students to involve them in various learning groups. What I found was that the desks, tables and chairs were not flexible to move and arrange for group activities and collaborative works. From the observation, I reflected in my notes that the traditional design of the furniture is not only the issue to create interactivity in the English class but also I found that whether or not the teacher had sufficient knowledge and skills of collaborative teaching (Hargreaves & Fullan, 2012).

However, in the interview, Mr. Sharma expressed his dissatisfaction towards the school administration for not providing sufficient resources for teaching activities in the classroom. He said:

We do not have sufficient resource in the classroom but we manage all those things. The administrations even do not like to provide the materials as needed.

He emphasized that it was essential to organize necessary teaching materials in the classroom to generate English learning environment for the children:

It is not possible to have good learning environment without proper classroom management. Good classroom management involves equal participation of students and teachers can solve the classroom related problems (Srinivas, 2011).

He perceived that teachers would be able to create participatory learning atmosphere in well-managed classroom. His comment indicates that appropriate classroom environment provides the teachers as well as learners with opportunities of English learning. From his expression, I understood that availability of a lot of teaching materials for the teachers would help them create interactive learning environment for the children to learn English. However, I reflect that perhaps he needed to learn more about collaborative learning environment for English

teaching. Because he was unable to organize a small number of students and involve them in pair or group activities when teaching English but he expressed about the importance of classroom management, I reflect that perhaps he needed to be trained more to make English teaching effective.

Students' Behaviour

In my visits to Mr Sharma's school, I found the students playing in the ground and chatting in Nepali language with their friends. Mr. Sharma earlier explained that students in his school premises preferred to communicate in English. However, I observed that the students had conversation in Nepali language whenever they needed to talk to their friends. I reflected in my observation notes that I did not find any issue regarding behavior of the children but I found a difference between Mr. Sharma's claim of English speaking and what I found Nepali in students' common conversation in the school playground. From this, I understood that perhaps the environment represented the majority of private schools in the country which did not seem to be doing what they advertise out about teaching English in their classrooms.

Mr. Sharma in the interview focused on students' group activities in learning English in the classroom. He explained that he provided social environment for the learners to develop their English in the classroom:

Two heads are better than one head. I prefer the group and pair works in my classes. This strategy of him is closer to the idea of Pandey (2012) who asserts that everyone is equally allowed to share and reflect ideas for collaborative learning.

In my observation of his class, I found that the students followed Mr. Sharma's instruction instead of working in pair or groups. I also found that some of the students did not follow the instruction of the teacher and shouted with their friends inside the classroom. They did not complete the given task in time in the classroom. Mr. Sharma usually explained the teaching content in his classroom and some of the students listened to him carefully.

However, some of the students did their remained homework of other subjects during his presentation in the classroom.

From my observation, I reflect that Mr. Sharma became authoritative in his teaching instead of involving the students in various group discussions, presentations and interactions (Cook & Friend, 1995). The students doing incomplete homework of other subjects in Mr. Sharma's classroom indicated that he perhaps needed to have more knowledge and skills of behaviour management in his classroom.

However, Mr. Sharma in the interviews stated that the students followed the classroom discipline and kept themselves busy in their learning activities, as he said:

Teachers have to create a friendly environment-only giving punishment, neglecting the students are not good. We have to show good relation with our students.

In my observation, I found that some of the students had personal chat with their colleagues, shouted, quarreled, and frequently interrupted Mr. Sharma's presentation of lessons in the classroom. However, majority of the students discussed the learning content with each other and consulted their teacher whenever they needed support in their activities. Some of the students sat idle biting pen and looking through the windows outside the classroom (Mishra, 2009). From my observation, I reflect that Mr. Sharma was unable to recognize the learning behavior of student and partake the entire class.

Group Activities: Student Participation

In the interviews, Mr. Sharma talked about student participation in his classroom teaching. He stated that he involved the students in group discussion:

We do not have such a well-equipped classroom but we try to engage our student in different group discussion and activities. However, in my observation of Mr. Sharma's classes, I rarely found that he involved the children in group works in his classroom. Instead, he presented his lessons in traditional ways. For example, he presented rules

of English Grammar and asked the students to do the exercises. In one of the classes that I observed, Mr. Sharma started to teach tag questions. He gave certain rules of tag question and then he called some students in front of the class. He asked one individual student to say something and asked another student to add a tag question to the statement. Similarly, other students standing in front of the class followed that system. Then, he asked the whole class to do the exercises in their Grammar book. From this activity, I reflect that he wanted to create situational learning (Pandey, 2012). However, it was more drill activity Mr. Sharma followed to deliver the rules of tag question. He said:

I have received several trainings. I have learnt so many things from the trainings. Teachers have to play important role for encouraging the students and teachers have to create collaborative environment.

Although Mr. Sharma in the interviews expressed that he involved his students in group activities where they could have language practice and learn English from communication, I found that he preferred to employ inductive teaching strategies. In my observation of his classes, I found that when he called the students in front of the class, they hesitated to speak. He, therefore, focused individual student on saying something in front of him. He preferred to ask individual student what he wanted to know about his lesson in his classroom. From the observation of his classes, I reflect that, although he intended to involve the children in group activities to practice English language in the classroom, his active role to present lesson instead of pair or group work activities and his preference to speak with individual student in the class indicated that he had a little knowledge of collaborative learning activities. Collaborative learning is developed through co-teaching (Friend & Cook, 2010).

Mr. Sharma's Role in the Classroom

When I observed Mr. Sharma's classes, I found that he was very friendly with his students. He attracted the students towards his attention with his different activities such as cracking jokes, and singing a piece

of song before starting his lesson. He requested his students to crack a joke and sometimes to sing a song. He motivated and inspired the students while teaching. These techniques are similar to the techniques given by Larsen-Freeman (2002). I also found that he was polite and soft in his speaking. But he mostly became active himself rather than making learners active in learning activities. For instance, he involved his students in doing a lot of exercises but he did not become part of communicative groups which he never developed in his classes. He only focused on talent students in the classroom to speak in front of the class and asked other students to follow their activities. He did not give sufficient time for the students to speak although it was English language class. Instead, he delivered long lectures in most of his classes. I reflected in my observation journal that he perhaps lacked how to follow deductive teaching method by involving children in interactivities in English classroom. Instead, he usually followed inductive activities like presenting an example by a high performing student and asking others in the classroom to follow him or her to do rest of the exercises. The ideas that emerged from observation are close to Ghimire (2010).

However, in the classroom observation, I found some positive activities of Mr. Sharma. He facilitated his students in their learning in the classroom (Shrestha, 2010). For example, he moved desks so that all students could see each other and pay attention to do their exercises. He called his students ‘*babu*’ (dear), ‘*kanchha*’ (my boy) as polite and loving expression. His polite behaviour to the children reflected that he presented himself as a close friend of the children in the classroom. His friendly behaviour seemed to be motivating the students to do their lessons. In this regard, Pandey (2008) presents that motivation emerges from curiosity, effort and goal.

Nevertheless, I found that Mr. Sharma became authoritative in his classroom teaching. He controlled the students strictly in his classroom where he did not allow them to interact between them. When students talked with each other during

the lesson, he scolded and sometimes punished them. When the students did not complete the given task on time and made mistakes in their exercises, he punished the students. His behavior confirmed that he required more teaching training on how to involve the children in interactivities so that they could develop their English.

From the observation of Mr. Sharma’s classes, I reflect that although he became friendly in his classroom teaching, he played authoritative role in teaching activities. His teaching role reflected that he needed to have sufficient knowledge and skills of creating collaborative learning environment for the children to learn English effectively (Friend & Cook, 2010). His aggressive attitude and punishments to the children indicated that he lacked pedagogical knowledge and skills of behaviour management.

Issues Raised by this Case

From the interviews with Mr Sharma and my observations, I found two major issues such as administrative and collegial support for creating collaborative learning environment, and Mr Sharma’s limited pedagogical knowledge.

From Mr Sharma’s comments against administration and his colleagues above, I understood that perhaps he did not get sufficient help from his school administration as well as his colleagues for creating collaborative learning environment in his classroom and English speaking environment in the school. He mainly pointed out insufficient teaching materials and the lack of interest of administrators to equip the classroom with required teaching materials. He also argued that his colleagues would not like to follow his principle of speaking English in the school premises. It directly influences teaching English in the classroom and students’ English learning. From his expression, I reflect that the unsupportive behaviour of the teachers in the school seem to be a barrier in developing English teaching environment in the school. It also raised that whether or not the school had a culture of

working among teachers collaboratively to achieve educational goals. The lack of collaborative works among the teachers and limited support from the administration perhaps influenced Mr Sharma's initiatives of creating collaborative English learning environment in the classroom. However, his interest of teaching English indicates that he seems to generate collaborative teaching strategies in his English classroom. Molloy (1998) mentions that co-teaching is good for collaborative learning.

From my observation of Mr Sharma's classes, I reflect that perhaps he had limited pedagogical knowledge to manage classroom resources and organize students in collaborative activities to provide the learner's maximum exposure for learning English. For instance, the school administration recruited Mr Sharma from other than teacher education background who has done Bachelors of Arts in English. He was not likely to be a qualified teacher as he was from different background. However, he had been a teacher of English at the school. This raises a question that whether the government needs to strictly monitor all the private schools as state schools. This represented that perhaps majority of teachers in private schools were unqualified for teaching in schools.

Insight and Conclusion

The spacious classrooms with several teaching materials, computer lab and other infrastructure like wide playground and separate school buildings seemed to be supporting the teachers to conduct various curricular and extra-curricular activities for the children.

The weak administrative support and colleagues who did not provide sufficient help for him to create English speaking environment in the school perhaps directly influenced teaching English in the classroom and students' learning.

The second thing is that how the teachers with insufficient pedagogical knowledge manage

classroom resources and organize students in collaborative activities to provide the learner's maximum exposure for learning English. From the analysis, it can be concluded that Participant A, who is a Bachelor of Arts graduate other than teacher education qualification, gives interests in creating English learning environment. His intension indicated that he had enthusiasm of teaching English which would be positive for creating collaborative environment for English learning. However, he opted English not as a prime profession but he had no other job options when he came to be a teacher. This seems to be intrinsic factor that would impact on his teaching motivation.

The interviews and observations revealed that administrative support with teaching materials, teachers' pedagogical skills, and collegial collaborative support were major aspects to be considered to generate collaborative learning environment for children and English teaching for teachers in the school. Because only availability of enough teaching materials for the teachers would not help create interactive learning environment for the children to learn English without teacher's teaching skills.

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