

COLLABORATION OF LEARNERS IN DEVELOPING WRITING SKILLS IN
ENGLISH: A NARRATIVE INQUIRY

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AN ABSTRACT

of the dissertation of *Binod Prasad Chaudhary* for the degree of *Master of Philosophy in English Language Education* presented on *24 February 2026* entitled *Collaboration of Learners in Developing Writing Skills in English: A Narrative Inquiry*.

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Prof. Hem Raj Kafle, PhD.

Dissertation Supervisor

My research study aimed to explore English language teachers' understanding and practices regarding the use of collaborative language learning in teaching and learning writing skills in their English language classroom practices in public secondary schools through their life stories. I developed my research plan based on experiences and strategies to foster writing skills.

I adopted the interpretive research paradigm and Vygotsky's social constructivist theory (1978), which facilitates learners in enhancing their writing skills. Constructivist theory taught me that no child's cognitive development is exactly the same as that of children from varied social origins and backgrounds. I used narrative inquiry as a research method to generate meaning from the life stories of the teacher participants in teaching English. I purposely selected four English language teachers, one female and three males, from four public secondary schools for this research. I conducted in-depth interviews and field notes, and recorded the interviews to gather information about their teaching and learning experiences. After the interview sessions, I transcribed the participants' recorded responses into English. I coded and categorized the collected information to develop themes. Then I analyzed and interpreted the themes. Teachers' stories, vignettes, and experiences helped me generate knowledge and insights. To ensure the ethical conduct of this research, I addressed genuine issues related to quality standards and ethical considerations.

I interpreted participants' stories to understand the practices of collaborative language learning in teaching writing skills. Thus, the culture of collaboration in learning supports learners in the current language-teaching and learning era. The research showed that students from all backgrounds collaborate on the given task in a relaxed setting, receive feedback from one another, share their original ideas, and develop social skills to improve their writing. The participant teachers' stories of their teaching experiences revealed that they learned to run collaborative activities through training and to participate in workshops, seminars, and conferences. Through collaborative activities, teachers inspire students to develop their knowledge and creativity in writing.

This research study contributes to the discourse of collaborative practices in English language classrooms with special reference to teaching general English and writing skills in the Nepalese context. In addition, it helps explore current teaching and learning practices to enhance writing skills. Teamwork, pair work, group work, think-pair-share, and jigsaw activities facilitate and motivate students to develop creative perspectives on the assigned topic they are intended to write about.

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24 February 2026

शोधसार

अंग्रेजी भाषा शिक्षामा दर्शनशास्त्रको स्नातकोत्तर उपाधिका लागि बिनोद प्रसाद चौधरीको शोधप्रबन्धको शिर्षक “अंग्रेजी लेखन सीप विकासमा सिक्नेहरूको सहकार्य: एक कथात्मक अनुसन्धान” १२ फागुन २०८२ मा प्रस्तुत गरिएको थियो ।

.....
प्रा हेमराज काफ्ले, पिएचडी

शोध निर्देशक

मेरो अनुसन्धान अध्ययनको उद्देश्य सार्वजनिक माध्यमिक विद्यालयहरूमा अंग्रेजी भाषा शिक्षकहरूले अंग्रेजी लेखन सीप सिकाउने र सिक्ने क्रममा सहकार्यात्मक भाषा शिक्षण (Collaborative Language Learning) को प्रयोगबारे उनीहरूको बुझाइ र अभ्यासलाई उनीहरूको जीवन कथामार्फत अन्वेषण गर्नु थियो। लेखन सीप विकास गर्न अनुभव र रणनीतिहरूका आधारमा मैले मेरो अनुसन्धान योजना तयार गरेको थिएँ।

मैले व्याख्यात्मक अनुसन्धान प्रतिमान (Interpretive Research Paradigm) र भाइगोत्स्कीको सामाजिक निर्माणवादी सिद्धान्त (Vygotsky's Social Constructivist Theory) अपनाएको थिएँ, जसले विद्यार्थीहरूलाई लेखन सीप विकास गर्न सहयोग गर्दछ। निर्माणवादी सिद्धान्तले मलाई सिकायो कि विभिन्न सामाजिक परिवेश र पृष्ठभूमिबाट आएका बालबालिकाहरूको संज्ञानात्मक विकास एकै किसिमको हुँदैन। शिक्षक सहभागीहरूको जीवन कथाबाट अर्थ निर्माण गर्न मैले Narrative Inquiry अनुसन्धान विधि प्रयोग गरेको थिएँ। यस अनुसन्धानका लागि मैले उद्देश्यपूर्ण रूपमा चार जना अंग्रेजी भाषा शिक्षक (एक महिला र तीन पुरुष) लाई चार सार्वजनिक माध्यमिक विद्यालयबाट छनोट गरेको थिएँ।

जानकारी संकलनका लागि मैले गहिरो अन्तर्वार्ता, फिल्ड नोटहरू र अन्तर्वार्ता रेकर्डिङ प्रयोग गरेको थिएँ। अन्तर्वार्ता सम्पन्न भएपछि सहभागीहरूको रेकर्ड गरिएका प्रतिक्रियाहरूलाई अंग्रेजी भाषामा लिप्यन्तरण गरियो। त्यसपछि संकलित जानकारीलाई कोडिङ र वर्गीकरण गरी विषयवस्तुहरू विकास गरियो। त्यसपछिका चरणहरूमा ती विषयवस्तुहरूको विश्लेषण र व्याख्या गरियो। शिक्षकहरूको कथा, घटना विवरण (vignettes) र अनुभवहरूले ज्ञान र अन्तरदृष्टि विकास गर्न सहयोग पुऱ्याए। यस अनुसन्धानको नैतिकता सुनिश्चित गर्न गुणस्तर मापदण्ड र नैतिक पक्षसँग सम्बन्धित विषयहरूलाई ध्यानपूर्वक समेटिएको थियो। सहभागीहरूको कथालाई व्याख्या गरी लेखन सीप सिकाउने क्रममा सहकार्यात्मक भाषा शिक्षणका अभ्यासहरू बुझ्ने प्रयास गरिएको छ। यसरी सहकार्यात्मक सिकाइको संस्कृतिले वर्तमान भाषा शिक्षण-सिकाइको युगमा विद्यार्थीहरूलाई सहयोग पुऱ्याउँछ। अनुसन्धानले देखायो कि विभिन्न पृष्ठभूमिका विद्यार्थीहरूले सहज वातावरणमा दिइएको कार्यमा सहकार्य गर्छन्, एकअर्काबाट

प्रतिक्रिया प्राप्त गर्छन्, आफ्ना मौलिक विचारहरू साझा गर्छन् र सामाजिक सीप विकास गर्दै आफ्नो लेखन सुधार गर्छन्। सहभागी शिक्षकहरूको शिक्षण अनुभवका कथाले देखायो कि उनीहरूले तालिम, कार्यशाला, सेमिनार र सम्मेलनहरूमा सहभागी भएर सहकार्यात्मक गतिविधिहरू सञ्चालन गर्न सिकेका छन्। सहकार्यात्मक गतिविधिहरूमार्फत शिक्षकहरूले विद्यार्थीहरूलाई लेखनमा आफ्नो ज्ञान र सिर्जनशीलता विकास गर्न प्रेरित गर्छन्।

यो अनुसन्धानले विशेष गरी नेपाली सन्दर्भमा सामान्य अंग्रेजी र लेखन सीप शिक्षणमा सहकार्यात्मक अभ्यासको चर्चा विस्तार गर्न योगदान पुऱ्याउँछ। साथै यसले लेखन सीप विकास गर्न वर्तमान शिक्षण-सिकाइ अभ्यासहरूको खोजी गर्न सहयोग गर्दछ। जोडीकार्य (pair work), समूहकार्य, think-pair-share र jigsaw जस्ता गतिविधिहरूले विद्यार्थीहरूलाई दिइएको विषयमा सिर्जनात्मक दृष्टिकोण विकास गर्न प्रेरित र सहजीकरण गर्छन्।

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बिनोद प्रसाद चौधरी
उपाधि उमेदवार

१२ फागुन २०८२

This dissertation entitled *Collaboration of Learners in Developing Writing Skills in English: A Narrative Inquiry* was presented by *Binod Prasad Chaudhary* on *24 February 2026*

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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DEDICATION

This dissertation is dedicated to my late parents, who were illiterate, for their priceless love and care, who sacrificed their desires and interests for my schooling and bright future. I also dedicate it to my wife, daughter, and son, who encouraged me to carry out this research. Last but not least, my teachers and friends have also inspired me to continue my studies.

DECLARATION

I hereby declare that this dissertation entitled Collaboration of Learners in Developing Writing Skills in English: A Narrative Inquiry is the outcome of my work and it has not been submitted for candidature for any other degree at any other university.

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ABBREVIATIONS

B. Ed	Bachelor of Education
CLDWS	Collaboration of Learners in Developing Writing Skills
CLL	Collaborative Language Learning
ELE	English Language Education
ELT	English Language Teaching
HoD	Head of Department
ICT	Information and Communication Technology
KU	Kathmandu University
MoE	Ministry of Education
MPhil	Master of Philosophy
NELTA	Nepal English Language Teachers' Association
PhD	Doctor of Philosophy
SLC	School Leaving Certificate
TPD	Teacher Professional Development
TU	Tribhuvan University
ZPD	Zone of Proximal Development

CHAPTER I

INTRODUCTION

As an English teacher at a private school in Janakpurdham, I taught at the secondary level, where I faced significant challenges because students came from diverse social backgrounds and had varying levels of perceptual capacity. They were not all at the same level of intelligence either. Some students were very poor at English writing, so my intention was to explore the reasons for their weakness and how they could improve their performance. So, I wanted to solve the problems. I wanted to help all students perform well, whether boys or girls, by applying collaborative learning to develop English writing skill. Thus, I want to explore whether English teachers in public schools in Siraha district use the same method in their classrooms to improve students' writing skills. In the present context, English is considered the most widely spoken language in the world. It is widely used worldwide. The English language is now the common language in many countries around the world. People around the globe know English as if it were their mother tongue. On the contrary, some developing countries in Asia and Africa tend to teach English as a second or target language. The English language is therefore used to communicate within every national and international organization worldwide. The attraction to the English language is increasing rapidly, as it is a useful language for communication in the age of modernization. It is a fact that English is widely accepted as an international language.

Let's consider how scholars have defined collaborative learning and teaching English. Dillenbourg (1999, p. 1) stated collaborative learning as "a situation in which two or more people learn or attempt to learn something together," and specifically solving the problem jointly. The importance of collaboration among learners in developing English writing skills has long been recognized as a method that can help create an easy learning environment in the second-language classroom. Gross (1993) said, "Students learn best when they are actively involved in the process. Many studies have reported that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats." From the above definitions by various scholars, I came to the point that if we really want our students to learn

something really valuable, then we must choose collaborative teaching and learning to develop writing skills in English, because it depends on the participation of the learners directly in the activities in the classroom, where the teacher supports the students to learn English conveniently. If the classroom is more participatory and engaging, students can exchange information by working together in the workshop or on the assigned project.

This study examines English language teachers' understanding of collaboration with learners in developing writing skills in English (CLDWS) while teaching writing in the public schools of Nepal. The study narrates my lived stories as a student and as a teacher regarding the use of CLDWS in classroom practices in school. I also explain how these learning and teaching experiences helped me set the research agenda for CLDWS in teaching writing skills.

In this chapter, I introduce my research issue and share my experience of learning and teaching English, recounting my academic journey toward change. Then, I briefly explain the rationale of my study and the reasons for conducting it. Similarly, I present the problem statement, focusing on my stories of teaching-learning experiences, followed by the study's purpose. Then I present the intent of my research questions, which help me shape and limit the study's area. I briefly outline the study's delimitations and structure. I also present the research study's roadmap in the organization section of the dissertation. Finally, I present the chapter summary to conclude.

My Experience in Learning and Teaching English

I started teaching English to primary-level students in 1995 in Nepal, after completing a 10+2 education specialization in English at Galaxy English Boarding School in Janakpur. Later, I was promoted to teach English at the lower secondary level in the same school. During that time, I was also studying for a B.Ed. at the Janakpur campus on the night shift. After two years, I joined St. Xavier's High School in Janakpur, where I taught English and social studies to students in the lower secondary level. Teaching in private schools was tougher for me than teaching in a public school. It is in the sense that, in a public school, where students prefer to read English with translation into their mother tongue, teaching English means teaching in the direct method, whereas in a private school, it means teaching in the direct method. The teachers were not allowed to translate into any mother tongues

while teaching in the class. The sole intention of teaching English to the students was to develop their capabilities in language skills.

Now I have been teaching English at the secondary level in a public school since 2012. I have observed that teaching English to secondary school students is much more difficult than teaching it to students in private schools, because private school students are encouraged to learn English from a young age. But students in public schools are not very interested in learning English due to weak discipline in school and poor care from their parents at home. After analyzing all these facts, I decided to address the challenges of teaching English writing skills to students in public schools more effectively. I thought that if I divided the class into groups and asked students to complete the tasks collaboratively, they would learn to write paragraphs, essays, letters, and stories in English quickly and effectively. They would be able to exchange their ideas with their friends, and if they needed any help, their teachers would support them. So, I got this idea while teaching English at a private school.

I completed my basic education in my village, where my English teacher dictated the answers, and I had to copy and memorize them the next day. He often taught us using the GT method, in which he translated English texts into Nepali and dictated the answers to composition-type tasks. My school days have left me with some amazing life stories; my English teacher was strict, so asking him questions was a sign of defiance. Sharing is a sign of compassion; however, he neither engaged us in interaction nor allowed us to share our opinions and reflections.

At first, he gave us a topic and posted a ready-made paragraph on the board; he translated and explained it in Nepali. He asked us to copy and memorize it and come to school the next day. We memorized it without understanding. Those who could not memorize it got a bamboo stick from him. Thus, he taught us English by giving a one-way lecture and dictating the answer. There used to be pin-drop silence in the class when the English teacher started delivering the lecture. Rote learning had been a common practice, leading teachers to provide continuous, ready-made answers to impart knowledge to the students. Conventional teaching strategies require students to passively accept and understand information. Dewey criticized inactivity in learning, the emotionless accumulation of information, and boring methods that do not energetically engage students. He believed it was crucial to achieve information through direct interaction, observation, and action (Dewey, 1916).

After passing SLC in 1992, I joined 10+2 for higher education at Janakpurdham. It was my trip to go out of my village to pursue my education. When I joined the classes, I experienced the same classroom culture in which the English lecturers delivered lectures without involving us in pedagogical or educational activities. This way of instruction and learning continued till I completed my Bachelor's degree in 2001, and then I went to study for a Master's at Mahendra Ratna Campus, Tahachal, Kathmandu, where I found that teaching English by renowned professors was the same as in my school and campus levels. I never had the opportunity to share ideas in pairs or in group work in crowded classrooms, in the presence of lecturers and professors. However, we used to learn from each other by sharing ideas on difficult writing tasks and exercises when the teacher was informally absent, both inside and sometimes outside the classroom. I found learning with classmates more comfortable, pleasant, and interesting than memorizing teacher-laden answers. By working together, students can maximize both their own and one another's learning (Slavin, 2011). In such situations, students do better academically, demonstrate greater learning abilities, and have more favorable interactions with teachers and other group members (Johnson & Johnson, 2009; Slavin, 2011). Through interaction, we exchange knowledge and support one another to achieve better learning outcomes.

After completing a Bachelor's degree from TU, I began teaching as a career at Galaxy Secondary School and St. Xavier's High School in Janakpurdham, and then pursued my Master's degree at Mahendra Ratna Campus, Tahachal, Kathmandu. During my first years of teaching, I taught English lessons to my students, translating word meanings and grammatical rules into Nepali. I asked them to memorize the vocabulary and grammar rules. Hence, I used the traditional method of teaching; by traditional, I mean the use of lectures to explain things and dictate ready-made answers to writing tasks to students. At the beginning of my teaching profession, I could not escape the ghost of my former English teachers. Therefore, as a strict teacher, I also offered my students no freedom; rather, I frequently scolded and punished them to keep them in my grip. I taught my students the way I had been taught by my teachers at the school and university, using the usual techniques. I realized that I should not have been taught that way.

Slowly, I started interacting with and sharing my learning experience with my friends. The professional development training session enabled me to apply a

collaborative language-learning approach when teaching writing skills. I learned how to plan and deliver a lesson that was accessible to my students. On the whole, I learned the value of a good rapport in motivating the students. Then I realized the change in me as students achieve better in writing when they work collaboratively. Gradually, I developed an interest in understanding and practicing collaborative language learning activities. I also began implementing collaborative language-learning activities in my English classrooms.

When I was teaching my students to write a paragraph on 'advantages and disadvantages of a joint family,' I also provided them with a sample writing text. At first, I grouped them into pairs and asked them to think over the topic individually, discuss their thoughts with their partner and the class as a whole, and then list some benefits and drawbacks. I listed their points on the board and then divided them into four groups. In the interaction, I asked two groups to develop a paragraph on the advantages of living in a joint family and the other two groups to develop a paragraph on the disadvantages of living in a joint family, arranging the points systematically. When they developed a paragraph, I exchanged their writing and had them read it, proofread it, correct their mistakes, and give feedback to each other. My students were free of anxiety, felt comfortable, and loved the way working on the assigned task. Students love working together while reviewing and learning from each other's work in a collaborative process (Garcia, 2021). Then, I asked the group leaders to present the assignment to the class. I realized that the collaborative writing practice enhances students' writing skills with high participation.

I found the learners highly motivated to do the assigned task collaboratively. The students learn more, develop better critical thinking skills, interact more with one another, and learn to make an effort in groups. They are more accountable for their learning and achieve more than when they work alone. Additionally, students are more motivated when the teacher structures the class in collaborative groups and asks them to accomplish their assignments in a group environment (Nguyen et al., 2021). Thus, through my teaching, I experienced that collaborative learning can improve students' ability to work well together. This encouraged me to change my silent classroom into an interactive classroom. Then I realized I was doing my students an injustice at the beginning of my teaching.

My teaching and learning experiences inspired me to discover English teachers' thoughts and practices of teaching writing skills through collaborative

language learning. I remember my childhood and university days when my friends and I learned writing skills by sharing ideas collaboratively, without being formally introduced to the practical ideas of collaborative language learning in class.

Rationale of the Study

I realized that students' performance depends on how teachers involve them in activities to understand the meanings of basic words and the grammatical structures of English sentences. Adhikari (2010) stated that it is the role of a language teacher to provide information and knowledge to help learners learn a language. The teachers must make students read and write a paragraph or passage because students do not want to read or write in class. Therefore, teachers in public schools need to support students in collaborating with others to develop English writing skills. If the teachers help students learn basic words and their meanings through group work, it will, of course, support their development of writing skills. This research will determine the usefulness and effectiveness of learner collaboration in developing English writing skills, the study's ultimate goal.

I undertook this research journey because I was particularly interested in knowing more about collaborative language learning. To my knowledge, the literature and research on this issue are inadequate in the Nepalese context. Teaching writing through collaborative language learning offers a chance to develop writing abilities spontaneously and autonomously, where each group member provides feedback and helps reduce writing anxieties (Erdogan, 2017). The study sheds light on applying collaborative language learning in teaching writing and on boosting students' writing skills through collaborative practice (Kagan & High, 2002). Collaborative language learning can enhance students' learning by providing more opportunities for interactive activities.

Students have more opportunities to exchange ideas in person with friends and teachers. The teacher skillfully fosters natural interaction among students through collaborative learning activities. Therefore, quieter classrooms dominated by the teacher are fruitless for real learning. I believe the collaborative language-learning approach is effective for teaching students writing by engaging them in interaction. Johnson and Johnson (2009) also argued that collaborative learning promotes constructive teacher-student interaction, thereby facilitating the use of additional information when making decisions. Collaborative learning strategies play an important role in a conducive learning environment wherein learners actively engage

with peers to acquire knowledge and develop essential skills. According to constructivist learning theorists, students are responsible for creating their own knowledge through interaction with their environment (Almala, 2005).

Students have the opportunity to review other groups' work. During the assessment process, they can compare their peers' work with their own and identify collaborative working strengths and weaknesses. The teacher examines the pupils' work after peer assessment. Since each group's peers review each other's work, other groups can benefit the teacher three times when peer assessment and error-free findings are expected. This method promotes supportive learning as a crucial component of collaborative language learning. Ndoye (2017) stated that peer evaluation promotes teamwork by promoting better subject understanding through interaction with other peers.

The literature on collaborative learning shows that students motivate and support one another in their efforts to improve group performance. Collaborative learning involves classroom activities that pair and group learners. Each student is completely in charge of their learning process and its outcome. Each team member actively contributes to the group and experiences a shift in their own and their teammates' learning (Richards & Rodgers, 2016). Therefore, one rationale for this research study is to analyze teachers' understanding and current practices in collaborative language learning, primarily in teaching writing skills to students, in the context of Nepal. The findings of this research can help me improve my current and future professional career more effectively. Similarly, the study is valuable to English language teachers, helping them identify the application of collaborative language-learning practices and explore potential implications for improving their teaching of writing skills. It helps the teachers change the conventional teaching, i.e., grammar-translation and lecture methods, to collaborative language learning, focusing on collaborative activities. Strategies such as brainstorming, in which teachers engage students in generating new ideas about a problem, and group discussion improve students' writing skills. It may also provide better insights into teachers' methods and offer practical ideas to build a strong foundation for their professional development. It also offers collaborative language learning with adequate activities to enhance ELT professional writing skills. Moreover, it enhances writing quality through collaborative language learning in secondary schools. Though some teachers unknowingly practice this approach in their classrooms, no qualitative research

studies have yet been conducted and documented. Teaching writing skills through collaborative language learning is less often practiced and less well researched on how teachers understand and practice it. Therefore, I want to understand how English language teachers understand and apply the English language in Nepalese ELT classrooms.

Therefore, one of the research rationales is to analyze the English instructors' current practices and document them in the context of Nepal. Further, it explores whether English language teachers' understanding and practices of collaborative language learning significantly contribute to the learners' improvement in writing skills at the secondary level.

Problem Statement

Bista (2011) stated that Nepali speakers knew English as an overseas language, and that English was taught in Nepal as a school subject. Many years ago, English in Nepal was taught to give students overseas language competence to listen to the radio, understand dialogue in movies, and communicate. The English language is still being taught as a foreign language in Nepal. It is used to give instruction in many private schools and campuses in cities in Nepal, but it is not taught as it is in Western countries. In my opinion, English should be taught as it is in native countries. The English teachers need to give the basic knowledge of sentence structure and paragraph composition while teaching writing skills. The main problems for students in public schools are weak performance in English speaking and writing, and a lack of group work in class. Therefore, teachers need to find a way to teach students in public schools to improve performance. This research study examines learners' collaboration in developing English writing skills among students in a public school.

Based on my experience, teaching and learning practices in English are regularly controlled by teacher-led dictation and lecture-based instruction rather than student-centered teaching. In the Nepalese context, both in public schools and on campuses, English language teachers are considered the primary sources and centres of knowledge delivery, as well as unchallenged authorities. However, a less practical study has examined the use of collaborative learning practices and their impact on learners' interests and motivation.

My English teacher taught me essay writing, but just wrote the topic on the board without engaging me in discussion or interaction. He directly dictated the ready-made answer from his diary and explained it in Nepali. I felt bored as my

interests were hardly ever addressed by him. As a novice teacher, I adopted similar practices in the early phase of my teaching, without involving my students in discussion or allowing them to explore their creativity. Therefore, there would be complete silence in my English class. Involving learners in the learning process through discussion and interaction in such a scenario was difficult and beyond my imagination. In such a banking system of education, Freire (1972) claimed that effective communication between teachers and students was beyond their reach, in which the teacher deposits information in the students, assuming that he/she think what they need to acquire.

When the classroom environment is one of interaction and collaboration, learners become engaged in exploring the content for writing, as collaborative learning fosters a friendly atmosphere that promotes greater member interaction (Beck & Chizhik, 2008). Social constructivists strongly emphasize the crucial role of reciprocal interaction among participants in knowledge building. My study aligns with the cooperative learning approach, in which students collaborate and share knowledge to achieve a shared objective (Johnson & Johnson, 2009).

Social constructivism emphasizes the role of participant interaction in creating new knowledge. In addition, in an active learning environment, cultural and social interactions result in cognitive processes (Vygotsky, 1978). Students can fully develop their learning strategies and firsthand knowledge by building on their existing knowledge through frequent mutual interaction with friends during interactive learning tasks. Thus, a collaborative situation offers students greater opportunities to exchange essential resources, engage in efficient communication, and exercise reciprocal authority (Johnson & Johnson, 2008). Thus, the sociocultural theory also emphasizes the social environment, in which learners learn through social interaction, sharing ideas and resources.

Training, workshops, and seminars prepared me to transfer my teaching skills and to apply a collaborative language-learning approach to teaching writing in my classroom as a learner-centred teacher. The use of group work can enhance classroom interaction, boost students' confidence and feelings of competence, foster respect and love, and provide an opportunity to explore ideas for success (Wahyuningsih, 2018). Dividing the students into groups, I facilitated interaction by sharing information on the assigned writing task. They explored new ideas, felt comfortable, and loved the way I engaged them in the task. They could also explore their creativity and present

the assignment to the class. I realized that mixed-ability learners also benefit from each other. It enhanced their writing skills through their high participation, as cooperative language-learning practice motivated them to complete the assignment together. All the learners had a strong work ethic and a keen interest in their studies.

I believe that every individual is unique and has his/her potential learning styles. They can develop better writing skills when working collaboratively in group and pair activities. In a collaborative setting, students take responsibility for their learning through planning, monitoring, and assessment (Richards & Rodgers, 2013). The secondary-level English curriculum (Ministry of Education [MoE], 2016) also explicitly mentions students' CLL activities. It encourages them to use activities such as pair work, group work, and think-pair-share while teaching writing skills. There is direct involvement and participation of learners in such activities, so through face-to-face interactions, they can encourage and support one another's success. It encourages students to collaborate so that everyone in the group learns as much as possible, supports one another, shares resources, and celebrates success as a group (Johnson & Johnson, 2009). This justifies the claim that collaborative language-learning practices engage students in authentic learning through small-group interaction, providing opportunities to learn from peers who share information. However, engaging students in small-group interactions is challenging.

Collaborative learning also involves learners in group, pair, and project work in a tension-free environment to achieve the learners' common goal and enhance their writing skills. Such group activities provide teachers with an authoritative way to involve learners in learning, offering opportunities for collaborative learning (Situmorang, 2021). The teacher facilitates and supports them in exploring new ideas on carefully planned and organized assignments. Learners with diverse backgrounds, levels, and types of intelligence collaborate to accomplish a common goal, as supported by the study by Johnson and Johnson (1994), which asserted that each group member is responsible for the group's overall achievement and is given a reasonable number of tasks. In the current situation, it is essential to introduce and implement a learner-centred, collaborative language-learning approach to teaching writing skills in public schools, reducing rote learning and maximizing teacher-centred instruction. Collaborative language learning can be an unconventional approach to boost learners' writing skills in English classrooms (Kondal & Tilwani, 2021). A communicative, learner-centred approach to language learning involves

learners in collaborative, meaningful learning. As teachers are regarded as the major sources and centre of knowledge, teaching and learning are dominated by teacher-led, lecture-based rather than student-centred teaching.

As a teacher, I saw collaborative language learning as a way to boost students' writing abilities. My anecdotes of teaching and learning, along with the related literature, support the use and need of collaborative language learning in teaching writing skills because it yields positive learning outcomes. Despite its widespread use and effectiveness, teaching writing skills through collaborative language learning is much less explored, practiced, and understood in Nepal. Thus, to explore teachers' understanding and collaborative practices in language learning for teaching writing skills in secondary schools, we can ask: How far are English teachers aware of applying collaborative language learning when teaching writing skills? How do they teach writing skills? How does collaborative language learning help the learners develop writing skills?

Purpose of the Study

The main purpose of this research study is to explore English teachers' understanding and practices of collaborative language learning in their classroom instruction of writing skills in public schools.

Research Questions

To complete this research study, I formulated the following research questions:

1. How do the teachers teach writing skills in English in a Public School using collaborative activities?
2. What are the obstacles of teaching writing skills in English collaboratively in a public school?

Delimitations of the Study

I delimited this research to obtain the life stories and feelings of the teacher participants regarding their understanding and practices of writing skills through collaborative language learning. The study also aimed to evaluate teaching writing skills by applying pair and group work, think-pair-share, Jigsaw, and collaborative language-learning activities, as well as elements that English teachers practice in their classrooms. As I selected narrative inquiry as my research method, I ascertained my findings with in-depth interviews. My focus was on examining their past teaching and learning experiences.

Structure of the Study

I organize this research study into seven chapters. I provide the study's background and introduce my research issue in Chapter I, including my lived experience of learning and teaching English. I argue the rationale of the study and the problem statement. I briefly present the study's purpose, research questions, and delimitations. The second chapter presents a literature review in six sections. In section I, I conceptualize CLL (Collaborative Language Learning) as a teaching method, and in the second section, I discuss teaching writing through collaborative language learning in the Nepalese context. In the third section, I critically examine English language teachers' understanding and practices of collaborative language learning. Likewise, in the fourth section, I briefly discuss social constructivism as a major theory related to it. In the fifth section, I examine past research and identify the gap. Finally, I conceptualize the study and develop a framework to depict it. In the third chapter, I discuss the study's methodology, including philosophical considerations, the interpretive research paradigm, the research method, the data analysis process, the selection of the research site, and the selection of participants.

Similarly, I describe the participants' vignettes as a source of information for generating meaning. Then I discuss the data-generating approach, meaning-making process, quality standards, and ethical considerations. In Chapter IV, I present the four teacher participants' vignettes, which help me set the research process in motion. In Chapter V, I explore English teachers' understanding and experience of collaborative language-learning practices in teaching writing skills, including teaching English through CLDWS and shifting from a conventional teaching mode to collaborative learning. In Chapter VI, I explore the teacher participants' practices of collaborative language learning in English language classrooms. I also discuss teachers' and students' engagement in ELT classrooms, dividing students into CLDWS pairs and small groups, and classroom management in collaborative learning. Finally, in Chapter VII, I discuss the key insights and conclusions of the study, drawing on the new knowledge from the discussion. I reflect on my experience of learning and teaching writing skills in the entire research study.

Chapter Summary

In this chapter, I introduced my research issue and shared my experience of learning and teaching English, recounting my academic journey towards change. Then, I briefly clarified the rationale of my study and the reasons for conducting it.

Similarly, I discussed the problem statement, which focused on the teaching-learning experiences that encouraged me to conduct the research. I justified the study's purpose. Then I presented the intent of my research questions, which helped me shape and limit the study's scope. I briefly mentioned the delimitations and the study's structure. I also presented the study's roadmap in the organization section of the dissertation. Finally, I presented a summary of the chapter to conclude.

CHAPTER II

LITERATURE REVIEW

This chapter critically reviews the related literature on collaborative language learning. The literature review is presented in six sections: In Section One, I conceptualize collaborative language learning as a teaching method, and in Section Two, I discuss teaching writing through collaborative language learning. Then, in Section Three, I critically examine English teachers' understanding of collaborative language learning. In Section 4, I briefly discuss social constructivism as a major theory. Then, in Section five, I examine previous research in these areas; I also explain how this review helps me shape this research and identify the research gap to obtain the necessary information for the study. Finally, I conceptualize the study and prepare a framework to depict it.

Conceptualizing Collaborative Language Learning as a Teaching Method

It is evident that English Language Teaching (ELT) worldwide has changed, with a range of instructional delivery modalities. In Nepal, a conventional textbook-laden, teacher-centred, one-way lecture-based pedagogy, in which knowledge is transmitted directly to students, dominates English language teaching. The teachers frequently give students ready-made information, leaving them inactive. Teachers' ability is typically unquestionable. Thus, students must accept it (Mara & Luisa, 2016). In learner-centred learning, students' interests are used to create a personalized learning experience through a collaborative approach; there is plentiful direct interaction, and they learn to share and help each other. It also focuses on the learners' needs so they can contribute in the educational process. And they also learn from one another under the close guidance of the teacher, as they are in charge of learning. The teacher is not the primary source of information; rather, he or she serves as a facilitator of learning. Instead of being passive recipients of information, learners are energetic participants at the heart of the learning process (Altinyelken, 2011; Azizinezhad et al., 2013). The teacher's position completely shifts, and students must collaborate to learn the material. Teachers' ability is typically unquestionable; thus, students must accept it (Mara & Luisa, 2016). In this study, I aim to explore English teachers' collaborative learning practices in writing instruction. In my understanding,

collaborative practices in ELT involve teachers guiding small-group activities in the classroom to facilitate students' learning.

Collaborative language learning (CLL) is a learner-centered instructional approach in which students with varying levels of competence collaborate in small groups to achieve a common goal under the teacher's guidance. CLL increases student participation in discussions in the target language. Learners' involvement can be increased by maximizing their talking time in CLL. Through writing exercises, collaborative learning strategies help them develop their writing abilities (Yusuf et al., 2019). Since language teaching and learning are social processes, they do not occur in isolation. So, the collaborative learning approach engages learners in writing and provides a choice of competitive teamwork by promoting small-group work during class activities. A collaborative environment provides ideal conditions for teamwork and group goals, allowing students to capitalize on their own and each other's learning (Johnson et al., 2006). It engages students in academic and social skills, enabling them to collaborate in small groups to expand their learning and achieve common goals (Zhang, 2010). In a collaborative learning programme, students collaborate in small groups to support one another in mastering academic material. It fosters a favourable interaction between students and teachers, as well as student-to-student interactions, on an issue inside and outside the classroom.

Thus, in collaborative learning, both teachers and students learn in very sustainable and meaningful ways when they work together. In CLL, students are exposed to various learning situations, such as small-group work, cooperation, and collaboration, both inside and sometimes outside the classroom. Students discuss and transfer their knowledge to one another as they develop ideas for writing during the teaching-learning process. The study contributes to improving learners' writing skills.

In collaborative learning, the teachers should not give ready-made answers and explanations to the students, otherwise they cannot progress in writing. Collaborative learning uses collaborative accomplishments with pairs and small groups of pupils as often as possible in the classroom rather than simply putting them in groups and giving them something to do (Jacobs & Hall, 2010). Therefore, involving them in collaborative activities is essential to achieve their common goal.

Collaborative activities encourage students to take risks, helping them build relationships with one another and develop the boldness to become active members of their groups (Ferguson-Patrick, 2011). In addition, taking risks helps them to trust in

their abilities and enhances their educational performance. Thus, instead of fostering a competitive environment, collaborative learning fosters a collaborative atmosphere (Slavin, 1996), which maximizes learning opportunities and social skills that support better learning. Collaborative language learning develops learners' creativity, critical thinking, communication, and reflective skills, and maximizes collaborative activities involving pairs and small groups in the classroom (Richards & Rodgers, 2013). Therefore, CLL highlights students' critical thinking and creativity.

Collaborative language learning is therefore considered one of the communicative approaches in ELT in which students participate in learning activities in actual classroom settings. In my understanding, it is a learner-friendly approach in which they jointly share ideas and contribute to their effort by interacting with peers. In such a friendly atmosphere, rapport strengthens, and they learn faster. The atmosphere of collaboration and mutual cooperation motivates even introverted students to participate in lessons and promotes intrinsic motivation, which is fundamental to learning. Winning is the goal of interpersonal competition, whereas the goal of intergroup competition is group success (Johnson & Johnson, 1994). Thus, the group members work actively toward the group's success.

I also believe pair and group work offer opportunities for learners to learn naturally and autonomously, as they share ideas and information on a task and reach a solution. Students must believe that one cannot succeed unless everyone succeeds. They "sink or swim together" (Johnson & Johnson, 2003). They develop social or collaborative skills by working together efficiently, and, as a group, they have the chance to reflect on the effectiveness of their collaboration (Johnson & Johnson, 1999). This justifies that two heads learn better than one.

Collaborative Language Learning and Teaching Writing

Writing is one of the four important language skills that help students construct new knowledge. Investigating English language teachers' collaborative learning practices in writing is crucial for informing teachers and educators on how to enhance students' writing skills. Writing involves complex and diverse tasks, such as generating ideas, composing, revising, editing texts, and correcting mistakes (White & Arndt, 1996). In the process of writing together, students share information and are accountable for completing the task as a group. The teacher, as a facilitator, gives the group feedback; redirects them with queries; inspires them to solve their problems, extends the activity, stimulates thinking, manages conflict, observes students, and

supplies them with resources (Harel, 1992). The teacher assists students in solving problems with the necessary resources.

Learners learn in groups to enhance their learning, with great enthusiasm and motivation (Mehta & Kulshrestha, 2014). Thus, they get enough opportunities to use language through two-way communication in class. Teachers' job is to teach lifelong skills to learners so they can solve problems in collaboration with their co-learners.

Think-pair-share (TPS) is a very common CLL activity. Students think on a topic the teacher has provided, work in pairs to discuss their thoughts, and then present their views to the class to improve their achievement. The students get an opportunity to learn from one another and boost their confidence in their writing skills through the think-pair-share activity (Sari, 2018). It helps them improve their critical thinking and analysis skills, providing plenty of time for reflection and supporting pair and share in class.

Likewise, *Jigsaw* is another effective CLL method for teaching writing, in which students are divided into diverse home groups and assigned a specific task to study and explore, allowing members of each group to share their knowledge with other groups; the groups then reconfigure into new groups. *At a round table*, students take turns speaking and writing down their ideas on paper. The study indicated this activity supports students in improving their writing capacity in explanatory paragraphs (Wiranda, 2023). Likewise, in *group investigation*, learners plan and investigate interactions in teams. Finally, teammates present their findings (Johnson et al., 2013).

Writing skills have become a bone to crack for many teachers and students, as students' academic and social success depends on their proficiency in writing. To my understanding, in Nepali contexts, English teachers have taught writing skills at the school level for years. Still, it does not seem effective as the teachers dictate essays, stories, letter writing, report writing, and question-and-answer sessions to the students without engaging them in collaborative activities. As a result, they only learn writing-related tasks just to pass the examinations. CLL is a learner-centred communicative approach to language teaching. So, the approach to teaching language is most widely used and preferred globally (Wolfensberger & Canella, 2015). The main purpose of the study is to explore the collaborative learning practices of English language teachers in teaching writing skills. The study has addressed the research question

below: How do teachers teach English writing skills in a Public School using collaborative activities?

According to Archibald's (2010) research, students who share their work learn that their writing is appreciated, which enables them to enjoy the writing process. Based on my experience, many secondary students struggle with it because they do not practice collaboratively. The research shows that English language teachers understand it well in a foreign context. When students complete writing assignments interdependently, discuss their opinions with other group members, and feel empowered to take charge of their learning, the writing process becomes easier. Regarding this, Kagan and High (2002) explored that students' writing ability improves when collaborative learning is incorporated into the classroom.

The students can freely generate ideas and construct sentences without the teacher's direct assistance when peer interaction is introduced into the writing lesson. Collaborative language learning boosts students' motivation and creates positive attitudes toward writing assignments (Nunan, 1992). In this connection, Richards and Rodgers (2013) also state that collaborative language learning motivates learners to take responsibility for their learning by requiring active engagement. A study on the effectiveness of collaborative language learning in secondary education in Nepal found that it is more efficient than conventional instruction for improving English language proficiency (Sijali, 2017). As a teacher, I have also gained experience that a learner cannot write effectively individually; however, in a pair or group, he or she can do the same task very easily, sharing and generating new ideas collectively.

English Language Teachers' Understanding of Collaborative Language Learning

I reviewed related studies on collaborative language learning to examine English language teachers' understanding of collaborative learning in English language classes and whether they understand collaborative language learning in teaching English in general and writing skills in particular. English teachers understand that collaborative language learning fosters natural-like communication in the evolving language classroom. In the past, educators were considered the only sources of information and knowledge, and it was their job to impart the knowledge students needed; however, over time, teachers have begun to change the way they teach. Currently, they are seen as guides and initiators of learners, creating a favorable environment in which learners can engage with the language.

The teachers' job is to teach learners lifelong problem-solving skills in collaboration with their co-learners and the teachers. Collaborative learning has significant academic benefits, including increased involvement, intrinsic motivation, favorable stances regarding the subject, enhanced confidence, and social support.

In my experience, classrooms in most public schools in Nepal are designed with students sitting in two or three long rows, which may not be conducive to collaborative language learning. Moreover, they know that engaging students in collaborative language learning in large classes is difficult. If there are no well-trained teachers, they may be unable to practice it. Xuan (2015) examined teachers' and students' perceptions of collaborative learning in Chinese classrooms and explored their positive attitudes towards it. The study justifies that collaborative learning enhances learners' participation by providing more opportunities to build confidence and receive support from peers. In addition, it developed social skills and improved their English-speaking ability. Teachers receive feedback on each other's instruction and increase their teaching effectiveness by exchanging their ideas with colleagues and students. However, the research explored Chinese English teachers who did not understand how to use the think-pair-share and jigsaw activities in collaborative language learning.

Similarly, the study by Siddique and Singh (2016), entitled "Effectiveness of collaborative language learning in Enhancing Students' essay writing skills," conducted in Pakistan, indicated that the collaborative language learning approach is useful in improving students' writing skills. But the study reveals that large classes, discipline issues, and the pressure to complete the course on time were challenges to applying this approach. However, English language teachers understand the value of collaborative language learning in English classrooms for teaching writing skills.

Social Constructivism

I adopted social constructivism as a foundation for my research. Cognitive constructivists hold that learners develop their knowledge from prior experiences. Vygotsky (1978) considered that it's crucial to understand the roles that interaction, culture, and society play in how people learn languages. Thus, teachers in the constructivist school of thought are recognized as facilitators of students' active and meaningful learning, rather than simply transmitters of information. It emphasizes the roles of culture and social situation in shaping each person's body of knowledge (Brown, 2018). It focuses on individuals' acquisition of understanding through their

cultural background and environment (Roberts & Potrac, 2014). Individuals learn meaningfully when they engage in social activities.

Constructivism's central tenet is that students actively generate knowledge rather than having it transferred to them by teachers. Instead of being passive information consumers, learners are active knowledge creators (Jonassen, 1991). However, social constructivists contend that learning is stimulated by collaborative processes of information exchange, negotiation, and discussion. They claim that knowledge is the product of mutual construction within a sociocultural framework mediated by discourse (Wang, 2008). By interacting and sharing ideas and experiences, we not only solve the problems but also create new discourse.

Regarding this, social constructivist learning theory offers to relax the learning space as understanding is socially and culturally built through interaction (Vygotsky, 1978). Social constructivism claims that people learn from their everyday experiences. So, learners construct their understanding and knowledge of the real world in which they live and work by actively experiencing and creating various things and reflecting on them.

Different people create knowledge differently, as they have varied information and perspectives on the same thing. Individuals create their knowledge in multiple ways, and each learner's constructs are unique (Ellis, 1993). Learners' cultural backgrounds and experiences are essential in knowledge construction. Creswell (2007) asserted that constructivists focus on the processes of interaction among people and the contexts in which people live and work. I believe my research teaches writing through collaborative language learning; students consciously participate in pairs and groups in English classes to construct their knowledge of writing skills, as student autonomy is more aligned with constructivist principles.

Social constructivism incorporates cooperation and social interaction (Powell & Kalian, 2009). Therefore, collaborative learning emerges when learners work collectively to achieve the desired learning objectives. People construct their understanding of the world through experiences and reflection (Bereiter, 1994). Understanding arises through the interactions between individuals and objects, not from reality itself (Ellis, 1993). As a constructivist researcher, I believe that collaborative language learning positions students as active constructors of knowledge. The teacher facilitates and guides students in organizing themselves into

groups and holds them responsible for their learning. Learners construct their knowledge by using different individual abilities and skills in their groups.

In the learning process, learners can construct knowledge with their teacher or their more knowledgeable peers' scaffolding. Knowledge of students' Zone of Proximal Development (ZPD) is constructive for improving teaching and learning activities effectively and efficiently. ZPD represents the difference between an individual's current ability and knowledge and their potential level achievable with guidance from a tutor, peers, or peer-help (Vygotsky, 1978). The concept of ZPD refers to the difference between a learner's current level and the level that can be achieved with the help of peers or teachers. Through scaffolding, students can accomplish tasks that they cannot achieve alone. So, it is the process through which adults assist a child in solving problems and adapt the type and quantity of assistance to the child's performance level. Vygotsky's social interaction theory holds that group members learn more effectively when they receive peer assistance during any task (Li, 2009).

Vygotsky's theory is a guide for the successful implementation of collaborative learning in language classes. Through meaningful collaborative learning activities and active participation, learners construct knowledge by leveraging different individual abilities and skills within their groups (Akpan & Beard, 2016). Understanding arises through the reciprocal interaction between individuals and objects, but not from reality (Ellis, 1993). Learners' interaction with various people enhances learning. As a constructivist researcher, I believe that CLL considers students as the primary teaching group and as active knowledge creators. Social constructivist theory addresses CLL practices in teaching and learning writing skills, establishing classrooms as learning communities where each student has the chance to interact with others and exchange thoughts and experiences as they make meaning.

The idea of social constructivism helps teachers plan CLL-related writing skills lessons based on their students' interests, so that every learner has more opportunities to share with others through collaboration. As a result, learning occurs when they collaborate and cooperate with teachers and experienced classmates (Vygotsky, 1978). Social constructivism, in my perspective, refers to the process of creating knowledge through social interactions, between students and teachers in the classroom. However, it can only be done if everyone works together while engaging in meaningful class activities.

I reviewed the purpose, methodology, and findings of earlier and recent studies relevant to my study, conducted by scholars in CLL to improve their writing skills. I had reviewed the existing literature, which was to some extent relevant to my study. The following studies are closely related to the present study.

Sijali (2017) explored the effectiveness of cooperative language learning in enhancing learners' English language proficiency in secondary education in Nepal. The study aims to examine the effectiveness of collaborative learning (CL) in improving learners' English language proficiency. The researcher used proficiency tests, questionnaires, and interviews as research tools to obtain the data. The study's findings indicate that collaborative language learning is more effective than the conventional teaching approach in improving students' English proficiency. The study could not address the voice of English teachers regarding the effectiveness of CLL in teaching writing skills, though the context is somewhat similar. The studies of Sijali (2017) assisted me in constructing and strengthening ideas on CLL, developing a general theoretical framework, and designing the research questions and the conceptual framework of my study to some extent. But they do not specifically address the secondary-level English teachers' practices of CLL in their classroom writing instruction.

Similarly, I reviewed a research article by Erdogan (2017) titled "The effect of collaborative writing activities on the writing anxieties of prospective primary school teachers in Turkey." The primary purpose of this study was to examine how collaborative writing activities affected prospective primary school teachers' writing anxiety. A mixed-methods research design was used to collect, analyze, and interpret the data obtained in the research. He employed semi-structured interviews as research tools for data collection. The study indicated that collaborative writing activities helped learners feel confident and comfortable and reduced their writing anxiety. The study also helped me gain an understanding of the theoretical foundations in the field of cooperative learning. Nevertheless, it does not address the issues of secondary-level English teachers in teaching writing skills.

In Nepal, Saphari (2018) conducted research on collaborative learning practices in heterogeneous English language classes. The main objectives of the study were to identify collaborative learning practices in heterogeneous English classes and to assess the effectiveness of collaborative learning in heterogeneous English language classes. He applied an ethnographic research design. The study's sample

comprised five secondary-level English teachers in the Kailali district. The study found that collaborative learning is challenging in heterogeneous ELT classrooms but not impossible. Group work and pair work are two effective ways to implement collaborative learning. Due to time constraints, limited physical resources, and classroom management issues, implementing CLL proved challenging. Having the insights from those challenges, I also wanted to find them in my research. The study found that cooperative learning was quite effective in heterogeneous English language classes.

The review of the theoretical literature provided me with a theoretical background and broadened my knowledge in my research area. Similarly, the review of the empirical literature helped me develop the conceptual framework and clarify and focus the research problem. These works provided me with a sound theoretical background and broadened my knowledge and insights for how to conduct the current study practically. They also assisted me in developing the purpose, research questions, methodology, and context for the findings. Additionally, it helped me interpret the results and organize this study. Therefore, this study helped me substantiate my research issue.

Thus, the available literature reviewed reveals the value of collaborative language learning, which is mostly practiced and researched in a foreign context, primarily quantitatively. The findings of this study can contribute to my colleagues, teacher educators, and students in teaching and learning English in general and teaching writing skills in particular; therefore, I think this issue is worth carrying out.

Research Gap

I reviewed a few CLL research studies at home and abroad, and carefully and critically reviewed the available literature. Though it was recognized, used, and found effective in foreign contexts, it has not been widely applied in teaching writing skills in the Nepalese context. Less is known about how teachers practice CLL and implement it in teaching writing skills in the Nepalese ELT context.

Previous studies on CLL have examined similar topics in their respective contexts and educational practices, for instance, the efficacy of collaborative language learning and teachers' and learners' perceptions of collaborative language learning in teaching writing. I have incorporated the participants' experiences as a research instrument. To my knowledge, previous researchers have not raised this specific issue in their studies. Since my research focuses on teaching writing skills through CLL,

such studies are less common in the Nepalese context. There is a theoretical, contextual, and thematic gap in the same discipline in the Nepalese context, as the accessible research studies are silent on this issue. Therefore, I hope to fill the current research gap in teaching writing skills in English language classrooms by exploring English language teachers' understanding and practices of teaching writing through collaborative language learning.

Conceptual Framework of the Study

The conceptual framework provides a broad overview of the research, helping readers understand the study's overall concept. It is about the different components of my study that help me navigate the roadmap to construct a new body of knowledge. My research method is a narrative inquiry, in which I critically wear the lenses of Vygotsky's theory of language learning and collaborative language learning to understand knowledge. Teacher participants' narratives explored their past and current practices of teaching and learning English and writing skills in real English language classrooms. The stories also emphasized how they shifted from a teacher-centered approach to a collaborative approach. After transcribing narratives, their stories were generated from the data. Based on the research questions, I created the narratives thematically. Thereby, meaning-making was accomplished by teachers' understanding and collaborative learning practices in teaching writing skills.

Chapter Summary

In this chapter, I presented a review of the literature I consulted to conduct my research. I read several books, journals, and earlier studies that conceptualized collaborative language learning as a teaching method and discussed teaching writing through this approach. I discussed English teachers' understanding of collaborative language learning in writing instruction and briefly outlined the relevant theory. I employed the interpretive paradigm and narrative inquiry as research methods for my study. I followed social constructivism as a theory that holds that learners learn better through small-group interaction. Then, I examined previous research and identified a research gap to obtain the necessary information for the study. Finally, I conceptualized and prepared a framework for the study.

CHAPTER III

RESEARCH METHODOLOGY

I begin this chapter with a discussion of the philosophical considerations of the study. Under this, I describe my ontological stance with my epistemological understanding. I also consider the axiological stance to value my assumptions and my research participants' assumptions about teaching writing skills through CLL. I describe the interpretive research paradigm that guided me on my research journey. Then I discuss narrative inquiry as my research method to generate information. I explain the activities and procedures I follow to gather information and analyze the data, and I describe the selection of research participants.

Similarly, I also describe the participants' vignettes as information for generating meaning and the meaning-making process. I discuss the data interpretation and meaning-making process, as well as information collection strategies. In addition, the chapter incorporates quality standards and addresses some ethical issues to accomplish the study. Finally, I present a chapter summary.

Philosophical Considerations

I followed the qualitative research approach in the present study. Philosophical consideration signifies the researcher's understanding of the research study, which enables the researcher to develop it further. I discussed the philosophical concerns regarding ontological, epistemological, and axiological considerations. I believe realities in the world are dynamic and contextual. I presented my arguments on English teachers' teaching and learning experiences in writing skills through learners' collaborative development of writing skills in English, and examined how their knowledge is addressed as a result of these experiences. Individuals have different understandings and expectations about cooperative language learning. Under philosophical considerations, research participants' understandings and practices of CLDWS are considered.

Ontology

My ontological stance is grounded in my participants' understanding and practices of the reality of collaborative language learning, informed by their experiences. As a narrative inquiry researcher, I intended to examine how collaborative language learning in small groups benefits students' writing skills. As

knowledge is subjective, unique, and personal, I believe reality is constructed inter-subjectively (Cohen et al., 2008). These realities might be based on different classroom settings, the number of students, and the teaching-learning culture. Keeping this in mind, I envisioned experiencing how collaborative language-learning practices in the English classroom establish realities through pedagogical practices.

Meanings and understandings are developed socially and experientially, which helps me provide the philosophical connection with the research study. I explored the participants' efforts in my research, which required analyzing multiple realities (Creswell, 2007). This study claims and addresses the multiple realities. I interpreted and analyzed these realities of collaborative language learning using constructivist theory and the narrative inquiry method, as English language teachers have multiple realities and beliefs to understand collaborative language learning practices in teaching writing skills. I believe learners can develop stronger writing skills by working collaboratively in pairs and small groups to share ideas.

Epistemology

Epistemology is the study of how humans learn about the truth and knowledge of the world. This means teacher participants practice collaborative language learning with their students and produce knowledge through inter subjectivity. I generated knowledge through research on participants' experiences and mutual interaction. Narrative inquiry is based on the ground of subjective knowledge. Knowledge is subjective based on experience and insight into uniquely personal natures (Cohen et al., 2008). Knowledge-making is possible through subjective experiences, understanding, and insights.

Being close to my participants, I intended to know how they improve, practice, and develop teaching and learning writing skills through interaction. As a narrative inquirer, I believe participants express their holistic views and beliefs of teaching and learning, personal experiences, and cultural insights through storytelling. Therefore, I approached them to explore their learning and teaching experiences, as knowledge is constructed through cooperation and collaboration between the world and the individual. From my experience, I feel that my participants' beliefs, values, and context play a crucial role in constructing meaning as they engage with and work with their students.

Axiology

The axiology of my study is the value I maintain throughout it. I respect the values and beliefs of my research participants. I did not seek the ultimate truth; instead, I explored the meaning described from the participant's perspective (Merriam, 2009) regarding personal truth. I maintained the participants' values, experiences, and beliefs, listened to their views and arguments, and developed social and cross-cultural skills independently without imposing my values. People create, modify, and interpret the world they find themselves in (Cohen et al., 2008). Participants experienced both pain and pleasure in collaborative teaching and learning practices as students, novice teachers, and in-service teachers. I contemplate regular collaborative practices in small groups to improve learners' writing skills. Therefore, my axiology is to explore my participants' understanding and practices of teaching writing skills through collaborative language learning.

Interpretive Research Paradigm

As a qualitative researcher, I planned to adopt the interpretive research paradigm. I explored the experiences of English language teachers and inductively interpreted them to analyze and generate meaning. I also examined my participants' experiences and knowledge through their perspectives, adopting a subjective stance that views knowledge as created through the interaction between the individual and the world in which they live and work. Here, subjective stance means something based on participants' individual experiences, opinions, values, perspectives, beliefs, desires, and feelings, drawn from their observations and experiences, but not on facts. I gathered participants' perspectives and developed insights into collaborative language learning. Own subjectivity shapes how meaning is constructed, as judgment is shaped by personal opinions and feelings rather than external influences.

I used the interpretive paradigm for my study because it emphasizes the individual perspective and life experiences, focusing on how people feel and act in the world (Denzin & Lincoln, 2018). Therefore, in my study, different teachers share personal stories and experiences with multiple meanings about their teaching and learning. The interpretive approach enables participants to express their opinions, concerns, and practices, thereby providing researchers with detailed information (Thanh & Thanh, 2015). It helps me explore my participants' understanding, experiences, and practices of teaching writing skills through CLL in English language classrooms.

Interpreting multiple realities, exploring experiences, and understanding participants in collaborative language-learning activities in classrooms, I developed insights into the meaning of participants' actions in the English classroom through event-based interpretation. I also expected to understand the learners' diversity within the world of my research participants' experiences. I followed Merriam's (2009) idea that interpretivism entails an assumption that there is no single reality in any event, as meaning is a social phenomenon; therefore, the reality is socially constructed.

I believe in multiple realities of my participants, as different teachers have different beliefs, thoughts, and assumptions about collaborative language learning in teaching writing skills. To explore their real understanding, I engaged in interactions to generate a context-based understanding of the participants' thoughts, beliefs, and actions related to social actions, social context, and culture. The interpretive paradigm seeks to comprehend other cultures from the inside and learn to stand in their shoes, seeing the world through their eyes and experiencing their joy and suffering (Taylor & Medina, 2011). I felt their pains and pleasures of being an insider and wearing their shoes. Moreover, I studied participants' understanding and practices of collaborative language learning through multiple perspectives from an etic point of view and sought to deeply interpret their experiences. Then, I asked them to share their teaching and learning experiences and stories, which helped me gain knowledge and insights. I critically analyzed the data, capturing, constructing, and contextualizing the phenomena. Therefore, the interpretive paradigm helped me construct my knowledge, along with my participants', of teaching writing skills across different situations.

Narrative Inquiry as my Research Method

I adopted narrative inquiry as my research method because it connects with individuals' experiences through their life stories. Narrative research is the most effective for capturing the in-depth stories of a single person or a small group (Creswell, 2013). Narrative inquiry is relevant to this study, as it helps me understand the psychological worlds of the participants and the nature of language instruction and learning as social and academic activities (Barkhuizen et al., 2014). Thus, narrative inquiry is appropriate for addressing the complexities and nuances of human experience in teaching and learning. Narrative inquiry, as a method, employs storytelling to reveal nuance rather than just being storytelling (Wang & Geale, 2015). The narrative inquiry examines how people create their stories from their experiences and then construct meaning through analysis. Narrative inquiry is one of the few

accomplishments that have come to be seen as a fundamental feature of human life and a critical approach to human expression (Kim, 2016). It is used to examine the participants' lived experiences. The narrative study design is a method for understanding the complex meanings of society, culture, human behavior, and existence.

Moreover, it describes things as one experiences them. It is a notion of the phenomenal world where narrative constrains experience (Xu, 2009). I explored the essence of participants' real-life practices and their subjective interpretations of the world from an etic perspective. Based on the stories, I filtered and analyzed knowledge by interacting with them about the understanding and practices of teaching writing through CLL. I know people tell stories in their lives to clarify complex phenomena and to reflect on their practical teaching and learning experiences.

Teachers can share stories about their experiences as both students and instructors. The teachers' stories and practical expertise reflect who they are as people and what they know (Clandinin, 2006). Thus, I explored how teachers learn, teach, and grow professionally through their past experiences, both individually and socially. I explored the participant teachers' past and present collaborative learning practices through their stories of everyday experiences, as their experiences are fundamental to disseminating their in-depth knowledge and skills.

Likewise, teachers have personal stories about their teaching and learning experiences to tell others convincingly. In narrative inquiry, interviews are the primary tools for producing oral interpretations of language learning and teaching experiences (Barkhuizen et al., 2014). In addition, participants can more easily share their feelings and experiences of teaching and learning in the form of stories than in other ways. Stories and storytelling are fundamental for passing on knowledge to others (Miller & Pennycuff, 2008). My participants also shared their understanding, beliefs, experiences, opinions, feelings, and knowledge on collaborative language learning. It helped me know how they employed and practiced their teaching and learning by exploring real-life stories, as their experiences are everything to the researcher.

I employed storytelling to communicate experiences that deeply impacted individuals' lives (Webster & Mertova, 2007). My research examined English language teachers' understanding of CLL, their current practices in teaching writing skills in English language classrooms, personal life stories, and practical experiences.

For this, I found that narrative inquiry is an apt research method for understanding participants' experiences, which they interpret and reinterpret throughout their lives.

Selection of Research Participants

As I planned to pursue qualitative research, the participant pool was relatively small compared to that in other traditional research designs. For the present study, I selected four public schools in the Siraha district as a research site to have the required information, as I have personal experience in this area. I purposively selected one English teacher teaching English from each school because they demonstrated a strong understanding and practice of CLL and agreed to share their life stories of teaching and learning writing skills using CLL.

Moreover, they used CLL activities, such as group work and think-pair-share, to teach writing skills. I selected them to explore their experiences of teaching in a specific way. The qualitative researcher uses purposive sampling to connect with sources with extensive knowledge of specific problems (Cohen et al., 2007). The selection and use of research tools depend on the nature of the research questions and the research objectives. The research questions in my study required qualitative data, which were collected through in-depth interviews with participants willing to discuss their teaching and learning experiences in teaching writing skills through collaborative language learning, until saturation was reached. Here, by saturated information, I mean the required information is enough as it is repeated.

I recorded and collected their stories, obtaining consent during one-to-one interviews (Creswell, 2013). To maintain the trustworthiness and authenticity of the raw data and member checks were used (Cohen et al., 2018). Of the four participant teachers, one was a woman, and the others were men who had been practicing the collaborative approach to teaching writing skills in their classrooms. In narrative inquiry, small sample sizes are useful for analyzing data effectively (Creswell, 2014). To be more specific, I intended to understand the participants' subjective experiences and practices in teaching and learning writing skills through CLL, both inside and outside the classroom. They are meaningful to me because they helped me analyze their views and practices in teaching and learning writing skills collaboratively.

Information Collection Strategies

As a narrative researcher, I gathered data from the participants through in-depth interviews and field study notes.

In-depth Interview

In qualitative research, an in-depth interview is a powerful technique for collecting information. It is also an essential tool for gathering adequate, holistic data. This is normally unstructured and thus called a "life history interview" for which proper rapport building is necessary and trustworthy situations are crucial so that the interviewee can express his or her views confidently and openly. Unstructured interviews are open-ended, leading to detailed information focused on lived experiences. They are not pre-determined and prearranged in a defined format, as they are informal and flexible. In an unstructured interview, participants are not constrained to a predetermined set of responses (Jack et al., 2012). In narrative research, interviews serve specific purposes to explore and gather stories of participants' experiences.

As this research was based on narrative inquiry, I decided to provide ample space for participants to express their opinions and practices regarding teaching and learning writing using CLL. However, I interacted with the participants with the study's objective in mind. I conducted unstructured interviews across many options, as they enabled me to establish rapport with the participants and reveal the meaning of the experience. Based on this underlying assumption, I wanted to understand the phenomenon of interest from the individual perspectives of those involved. They help participants shape the interviews together. Participants' responses deteriorate when it is overly structured. Unstructured interviews are especially useful for in-depth research on a particular phenomenon within a specific cultural setting. They also work best when conducting research employing an interpretive paradigm. The participants construct reality socially in the setting of interest.

I conducted in-depth interviews with the participants and followed up with informal talks. I did so to uncover their rich and complex information about real everyday activities, feelings, and perceptions, with prior consent to raise new issues (Brewer & Miller, 2003). Since the participants were all native speakers of Nepali, I used Nepali to gain an in-depth understanding of the issues and to elicit accurate, in-depth, and spontaneous information from the participants for the study. I fixed the interview time and started setting up this study based on informal talks/interactions and their used practices. I collected their views, beliefs, and practices through five rounds of unstructured interviews. With their consent, I recorded the interviews on my mobile phone. I even had casual conversations with them repeatedly to elicit their

views on CLL. After the interviews, I listened to the audio recordings multiple times at home to ensure the accuracy and the meaning of the participants' responses when translating the interviews into English. After categorizing the data into themes, I conducted the final round of interviews, and the analysis was ongoing. The participants provided information to substantiate their earlier narratives. Finally, the data were analyzed using thematic content analysis.

Field Note

I used a diary to capture unplanned descriptive events and activities, different pieces of information, and my participants' personal experiences during the research journey through informal talks, to remember and record them. In descriptive notes, I captured a verbal image of the scene, actions, and dialogue. In reflective notes, I recorded my beliefs, ideas, queries, and concerns based on the interviews.

Meaning-Making Process

A crucial component of qualitative research is the meaning-making process, which serves as evidence. The fact is what enables us to identify and confirm the truth. After the in-depth interview, I recorded my participant teachers' experiences in teaching and learning writing skills. I analyzed their views, experiences, beliefs, and understanding of teaching writing through a collaborative language learning approach. During the analysis, I listened to their recorded audio texts as needed and transcribed them from Nepali to English. It is thus the process of converting an audio clip into textual data. Then I went through the analysis procedures of narrative inquiry. In this regard, qualitative data analysis entails organizing, accounting for, and interpreting the information. It also involves making meaning of the data in light of participants' understanding of the situation and categorizing patterns, themes, categories, and consistencies (Cohen et al., 2007). I incorporated participants' voices to narrate their stories and to thoroughly organize the themes. I followed the following steps to organize the information: coding, categorizing, theme generation, and meaning-making.

In analyzing the data, I listened to the recorded interviews, transcribed them, read the transcripts several times to explore the data, and developed themes by grouping those responses relevant to the research questions. After developing themes, I interpreted the data and substantiated the claims with relevant literature.

I coded and categorized the texts into the different themes during the coding process. I grouped the participants' responses by the same pattern and similar

meanings. Based on the participants' understanding and practice of teaching writing through collaborative language learning in their classrooms, I listened to the recorded voice multiple times to capture their real experiences, understandings, and practices, to reconstruct and interpret the information.

After collecting detailed information through in-depth interviews with the participants, I translated the recorded data from Nepali into English then I structured the data thematically (Barkhuizen et al., 2014). And I modified the transcription of the participants' life experiences. At the same time, I also considered their non-verbal cues, such as emotions and body language, to interpret their narratives without distorting their meaning. I collected information through interviews and field notes. They were interpreted systematically to generate meaning. I carefully and repeatedly read the collected information, transcribed it, read the transcription, and then interpreted it.

I interpreted the participants' narratives as linking with constructivist theory. While doing this, I linked the reviewed literature and previous knowledge with the new knowledge. The meaning was explored from their narratives to the best of my understanding. Similarly, the data were interpreted in line with the theory established in the second chapter.

Teachers' Vignettes/ Profiles as Information-Generating Approach

I employed teachers' vignettes as an information-generating approach in my research study. Vignettes are the life experiences and real-life stories of teachers who teach English writing skills. The participant teachers' narratives focus on the rapport between personal experiences and contextual social life (Elliott, 2005). I know participant teachers' experiences as learners and teachers could connect the events of teaching-learning practices and assist me in exploring their insights and experiences.

I collected information from in-depth interviews and field notes. I visited a dozen schools and listened to participants' personal stories to determine whether they were suitable for my research. I had difficulty selecting them because not all were using collaborative activities to teach writing skills, and they were unwilling to share their personal stories of teaching and learning English. At first, I piloted my interviews with 10 English teachers. Among them, I selected six participants from six public schools in Siraha for my purpose. However, two teachers could not provide a fixed time to share their narratives because they were busy, so I selected four participants for my research.

The criteria that I made to select them were: whether they had a considerable degree of understanding- and practice in using collaborative activities in teaching writing skills; and their intention to participate and share lived experiences of teaching and learning English for the study. Out of them, three were men, and only one was a woman teacher. To explore the participant teachers' lived stories of their teaching and learning, I gathered information from them about how they developed their writing skills in school and how they taught as novice teachers and in-service teachers. However, I interviewed them the second time in a face-to-face meeting. I visited, communicated informally, and built a good rapport with them. They all shared their stories of teaching and learning writing through collaborative language learning as learners in school, novice teachers, and in-service teachers. Moreover, they all started teaching and learning while pursuing their Bachelor's degrees.

Quality Standards

Quality standards are essential to make research more reliable and valid. I believe narrative inquiry offers its own unique perspective to maintain its standards. In research, I maintained rigor, reflexivity, authenticity, three-dimensional narrative inquiry, trustworthiness, verisimilitude, dependability, credibility, transferability, and conformability to qualify the study as valid.

Rigor

Rigor refers to the systematic study and analysis of the research. To maintain the quality of narrative research, the researcher needs to thoroughly study and analyze the data in writing. Rigor refers to the systematicity of the analysis in terms of data coverage and analytical techniques (Barkhuizen et al., 2014). To maintain rigor in my research, I spent a lot of time reading, coding, and studying the data thoroughly for analysis and interpretation. For this, I used a thematic analysis to examine the accounts of teachers' experiences with teaching and learning in the past and present. I systematically examined, analyzed, and interpreted the data to make the research trustworthy.

Reflexivity

As a narrative inquiry researcher, I revealed teacher participants' understandings and experiences of using CLL while teaching writing, as they narrated to me. I tried to recall my perceptions of English language teaching in the past and present. I analyzed the data in multiple ways and interpreted them. I have cross-

checked by comparing and contrasting already established beliefs and the participants' beliefs with my reflections.

Authenticity

Authenticity is the quality of being an inclusive, real, true, and fair presentation. To maintain these, I selected my participants inclusively, collected data through formal and informal conversations with them, and spent time with them to gather information from their actual experiences and real-life contexts. I included both men's and women's views and information. I provided enough details to convince the reader that the narrative was recounted seriously and truthfully (Webster & Mertova, 2007). I interviewed the participants and wrote brief notes, returning home every day. By sharing participants' ideas and views through interviews, I linked their understanding to my classroom practice. Stories and experiences are authentic and make readers feel deeply attached to the narratives told and untold by participants (Webster & Mertova, 2020). Thus, I believe their sharing has an authentic space in my research. I linked their understanding to my classroom practice.

Three-dimensional Narrative Inquiry

I conceptualized experiences narratively (Clandinin & Connelly, 2000). Within the space, the experiences of participants and researchers animate temporality, sociality, and place.

Trustworthiness

Trustworthiness refers to the relationship between the results of narrative inquiry studies and the underlying reality of the research. So, it is the connection between representations of reality and the realities I represent (Barkhuizen et al. 2014). Likewise, it refers to the interaction between my participants and me, through which I provide data and stories in my research. The degree of participant confidence in data interpretation is a measure of trustworthiness (Guba & Lincoln, 1982). They reviewed four concepts, such as credibility, transferability, dependability, and conformability, to ensure the trustworthiness of this study.

Researchers should determine the protocols and procedures necessary for each study, so readers can consider them (Amankwaa, 2016). For my study's trustworthiness, I valued the participants' views by double-checking and engaging in interaction. I maintained trust and credibility by providing rich, in-depth descriptions of the settings and by drawing on sufficient information from the participants to confirm my findings (Seale, 1999). In gathering, analyzing, and interpreting data, I

maintained a trustworthy relationship with my research participants to confirm my findings.

Verisimilitude

The term verisimilitude relates to how closely something resembles the truth. As a researcher, I sought to incorporate my participant teachers' understandings and experiences, drawing on their teaching-learning stories from the past to the present. Verisimilitude is much closer to the truth of the participating teachers' real-world language-teaching practices. The anecdotes of the participant teachers sound true because they either remind the reader of something that has happened to them (Webster & Mertova, 2007). Participants' stories are true accounts of their collaborative practices, offering readers fresh insights as they read and a new perspective on learning and teaching experiences. The study texts appear to align with the social truth in the Nepalese setting. As a researcher and a teacher, I have had similar teaching and learning experiences. I value honesty in providing accurate, detailed information from participant teachers to convince readers that the story presented here is accurate.

Dependability

Dependability means consistency, allowing the same findings to be observed under the same circumstances. As a researcher, I followed the guidelines to maintain dependability. I asked all the participants roughly the same questions and judged their answers against the same probing questions. I interviewed for three or four rounds, listened to their life stories, recorded them, and listened to the recordings many times. When things were repeated, I stopped visiting them. This way, I maintained consistency for external auditors to examine its dependability.

Transferability

The research is valid and well-accepted if its findings can be applied to situations with similar participants and outcomes. Authentic data are included through detailed, thick descriptions of the participants, so that the findings can apply to another contexts Lincoln and Guba (1985). To ensure transferability, I collected sufficient data from the in-depth interview.

Conformability

Conformability is the measurement of outcomes and dependability, shaping the findings through participants' responses. I was unbiased and free from presuppositions by using my introspection. I respected the participants' rights,

opinions, values, and experiences. I carefully manage the information collected from the participants. After writing the entire data description, I provided the participants with the description to review so they could check their data and confirm it. They were able to determine whether or not their data had been manipulated. It helped improve the data's consistency. The findings are supported by data collected from the participants.

Ethical Considerations

Ethical considerations are a code of conduct or a theory of morality that helps prevent errors in research. Ethics refers to the moral principles that influence and control a person's behavior (Cohen et al., 2007). I verbally informed them that their participation in the study was voluntary and that their data would be kept secret. I was always attentive and did not disclose any sensitive information they shared with me during the interviews, because trust, mutual respect, and fairness are very important in research. I respected their voices and maintained their narratives, keeping the ethical principles of research in mind. I valued their engagement and sharing, and then linked it with my practice of CLL in teaching writing. I considered the following ethics in this study.

Informed Consent

I sought the participants' permission to explain the nature and purpose of the study so they could cooperate with me. I also assured them that they should not use the information anywhere else without their consent. I obtained permission from the University to study, and then from the school administration to collect data. This often entails writing a letter that outlines the study's duration, potential impact, and results (Creswell, 2014). The information obtained from the participants was respected and preserved. I assured them the research would contribute to teachers' CLL practices in teaching writing skills and academia in a real sense.

Protection from Harm and Risk

I do not harm or hurt my participants psychologically, physically, or socially, as I am non-judgmental and emotionally responsive. Instead of building rapport with participants, I created a friendly, safe, and comfortable environment while gathering information from them. To avoid causing harm, I used polite language. Moreover, I made appointments at their convenience, on their preferred time, and at their preferred venue. I respected the participants' values and decisions so they could share their experiences and narratives without any fear or hesitation.

Confidentiality and Anonymity

According to Babbie (2010), confidentiality is a circumstance in which the researcher promises to maintain the participants' privacy and secrecy. I assured them not to misuse the information that they shared. The shared information would be kept secret so that no one could identify their private, personal, or professional life. I determined to present the data gathered using the pseudonyms of my research participants and the names of institutions, rather than sharing identities and beliefs, to safeguard against unwanted exposure of information. I kept things confidential to protect their identity, dignity, and beliefs.

Free from Biasness

Bias-free writing aims to include people of all ages, abilities, religions, gender identities, and sexual orientations. I maintained fairness and honesty in the representation of participants. I treated all participants equally, without bias, and respected their values and decisions (Flick, 2010). There is no discrimination based on gender, ethnicity, religion, qualifications, or experience. I would not distort the data; rather, I report them honestly without modifying the results to satisfy certain interests of groups (Creswell, 2012). The data were not biased in favor of any one theory or notion. Therefore, I honestly presented my participants' voices.

Chapter Summary

In this chapter, I mentioned the philosophical considerations of the study. Under this, I described my ontological stance with my epistemological understanding. I also considered the axiological stance to value my value and my research participants' assumptions about teaching writing skills through CLL. I explained the interpretive research paradigm that guided me in my research journey. Then I discussed narrative inquiry as my research method to generate information. I explained the activities and procedures. I followed to gather information and analyze the data gathered to accomplish the research. I described the selection of research sites and participants.

Similarly, I also described the participants' vignettes as information for generating meaning and analysis procedures. I discussed the data interpretation and meaning-making process along with information collection strategies. Additionally, I discussed how I maintained the study's quality standards and ethical considerations. Finally, I presented a chapter summary of the study.

CHAPTER IV

PARTICIPANTS' VIGNETTES

I explore my participants' in-depth teaching and learning experiences in teaching writing skills through collaborative language learning, sharing their knowledge from student life to current teacher life. I analyzed mainly three stages of participant teachers' learning and teaching experience. The first is a student's life experiences, the second is the pre-service stage of teaching as a novice teacher, and the third is current teaching and learning practices in a changing environment. Therefore, I collected their lived stories of student life to a professional career.

In this chapter, I present the narratives of my participants in detail. All participants are from Siraha district and teach English in public secondary schools. I presented the narratives of my four participants, using pseudonyms: Shyam, Bimal, Anushka, and Rambhagat. Shyam teaches English at a secondary school and at the college level. Bimal teaches English in a secondary school. He is also the headmaster of that school. Anushka also teaches English at the lower secondary and secondary levels. Rambhagat also teaches English at the secondary level and works as a head teacher. All the participants had about 5-10 years of teaching experience.

I presented their life stories, based on their narratives, in learning and teaching writing through collaborative language-learning practices in English language classrooms. Without making themes, I provided research participants' profiles as learners, pre-service teachers, and in-service teachers. I found the struggling stories of these teachers interesting as they come from their practices. Thus, I selected three male and one female teacher as my participants because my intention was to see whether the students could also practise collaborative learning to develop their writing in class. It happened because male teachers in those schools were teaching writing skills through collaborative language-learning methods.

I collected their narratives in four to five meetings. On the other hand, I had many informal talks with them about their teaching experiences of writing skills through collaborative learning. Then I developed their stories, in the order of the events they encountered, into four themes.

Shyam (A Laborious Teacher and Learner)

Shyam earned his M.A. in English literature and is currently pursuing an MPhil in English language education at K.U. He belongs to a middle-class family. He completed the Basic Computer Application course. He was an English language teacher in a public school located in Saptari. He worked hard to collect teaching resources for his students. He tried to make his class more effective by using various tools and techniques to help students develop writing skills. He has taught for about 10 years as an English language teacher in schools and colleges. He has also attended several teacher professional development programs and conducted collaborative activities in school.

First, I telephoned him, then went to his home, and explained my research issue and purpose. I asked him to provide half an hour. He was ready to help me, but he had to go to college classes, so we sat for a discussion till 4.00 pm. Therefore, he promised to provide time only after school. When I went to his school, he was teaching grade 10, so I waited for him in the office. I then informed him through a teacher, and he called me to observe his class. I went inside his class, and all the students greeted me with good morning. I greeted them too, took a seat on the bench, and started listening to him. The next day, as he suggested, I telephoned him and went to his school after 4.00 p.m. He managed to sit down and began to share in detail his stories of teaching and learning English. He expressed his feelings and experiences of teaching and learning very interestingly. Shyam went on;

Writing is supposed to be a very difficult task, a bit time-consuming task, a bit boring task as well for some teachers, but those who are good teachers should not take it as a boring subject matter, and what I have observed is that writing skills have been backward in public schools. Most English teachers do not tend to teach writing skills. They simply focus on reading. So, of course, I prefer teaching writing skills to my students, and I involve them in writing throughout the lesson. I have to teach writing skills; I started from the very beginning. I make the students write a very simple paragraph from a sentence.

Shyam narrated his life stories, teaching writing skills in developing a short paragraph from a sentence. He said that writing was not a very interesting skill in school; some teachers considered it a boring subject to teach and focused only on reading. He stated that he has taught writing skills from the beginning of his teaching career. He stated,

I ask my students to practice individually I find the students are not becoming more creative so not all the times sometimes I make them involve in group work and while forming the group bench by bench two or three benches are grouped and just I form the group and the number of group goes to ten or twelve in my class because the number of students is very large there sometimes 180 students so I don't care about that another thing that I do is that uh ..As a teacher I know the base of my students how much they know English and what is their base so I make the group with friends I mix up all the students and I make them with poor so I fix them and form a group so that even the poor students or the inhibited, shy students can do something in collaboration I mean in a group.

He narrated that he asked the students to either work individually or form groups and practice writing together. He asked the students in his class to arrange the benches into groups of 4 to 5 because the class was too large. Therefore, he divided the students into groups, pairing poor students with nice students so that shy students could get better exposure to learning.

Bimal (A Manager in Teaching)

Bimal is an English teacher at a secondary-level school in the Siraha district. He has completed an M.Ed. from Thakur Ram Multiple Campus, Birgunj, and is now teaching English at the secondary level. He is the permanent teacher for the secondary level. He taught English to students from various districts after being appointed as a permanent teacher in Bhojpur district, and later transferred to Siraha district, where he taught both in private and community schools. He therefore has good knowledge of how to handle diverse students. He is also the headmaster of that school. He has been involved in several professional development organizations in this district. He stated:

I started teaching in community school in 2006 uhh... it was Shrawan of Nepali date and at that time I was working in the private fund of that school later working two years I was appointed for the Rahat teacher in secondary level as I was teaching there later in 2005 I filled up my form in Teachers commission service and thereafter uhh I got opportunity to be the permanent teacher then I started teaching in the community school as a permanent teacher and still now I am teaching in this school.

As Bimal started teaching in the community school in 2006. but he joined that school from the private fund later he was upgraded as the relief teacher fund and he

filled up the form of TSC and he got the opportunity to become a permanent teacher in the same school and now he is teaching the students in the same school in the secondary level

Field note, 11 September 2023

Bimal further shared with me his early teaching experiences:

In the beginning as I went to the community school before that I had also experience of five years in private school but in private school I was used to teach up to class eight only there was some teachers absent upper classes only then the principal allowed me at that time go to class nine or ten but continuously I was teaching up to class eight so I had no more experience of teaching in secondary level but when I went in community school so I started my first class from class ten.

As Bimal shared his early teaching experiences, I learned how he started teaching at the school. He went to a community school after teaching for several years at a private school. He was allowed to teach up to grade eight only, but when any teachers were absent in the upper classes, only then was he sent to teach in the upper classes. He used to teach up to grade eight at a private school, and when he went to the community school, he taught in grade ten. He further added;

I used a little bit difficult methods than others sometimes I what happen that so I motivate the students that what how do you feel about this classroom and I also objected them somewhat objects which are inside the classroom for that windows, bench, desks, copy, students, birds then after weather and I ask my students now write about your today's activities and also about your classroom. Describe what your classroom is like. Sometimes I start my class in this way, but sometimes I show some models, just like parallel writing.

Field note, 11 September 2023

As he told his stories, I was fascinated to listen. He used to teach the students with different methods. He first motivated the students, then asked them to describe whatever they could see in the classroom, such as the bench, desk, windows, and birds. He asked the students to write about daily activities, and sometimes he showed them models and asked them to write parallel writing. Bimal expressed his current practices of teaching writing skills through collaborative learning activities, thus

I have made some groups and the collaborative teaching techniques in each groups and I have selected some good students in each groups so at first I

guide my group leaders before going to classroom every day and after the end of school I The leaders that tomorrow you have to perform these types of activities and in this way I guide them and then after I enter the classroom and then after when I teach them so I fell easy so I feel a little bit better so I don't have to speak more or the group leaders what just let their friends and group leaders guide them what using local language Nepali language sometimes and as well as English language. In this way, I will use my collaborative teaching in this way in my classroom.

Field note, 11 September 2023

Bimal's lived stories revealed that he was familiar with CLL techniques, engaging his students and sharing information about the assigned tasks in the classroom. As he explained his narratives about his teaching, I became curious about how he could facilitate his students' learning of writing skills through group and pair work in his classrooms. He responded that by sharing his lived stories, he inspired them to engage in collaborative learning.

Anushka (The Artist in English Class)

Anushka has passed M.Ed. from J. S. Murarka Multiple Campus, Lahan, from where she has also passed +2 and a Bachelor's in Education. She has passed the TSC exam, become a permanent teacher in Saptari, and has been teaching English at a public school for almost a decade. She has been a life member in many social and professional development organizations in Nepal. Her interest in drawing "Mithila Art" is unique. She has drawn and painted many pictures of various subjects, such as birds, Gods and Goddesses, mountains, rivers, and cultural paintings that especially reflect "Mithila Art." She has a keen interest in art and culture, which has really helped her teach writing to her students. Her journey reflects dedication and self-motivation in the teaching profession. She stated that she had completed her schooling, higher secondary, bachelor's, and master's degrees in English, all within or near her own community. Her narrative revealed that she did not have any external inspiration but was self-motivated to pursue higher education, saying,

I don't say anyone as my inspiration, but I can say that it was I who inspired me to read. "It has been almost ten years ahh I have been working in a public School.....and I had also prepared for education I mean that schooling that from my school after that I did my +2 from the community school and that public schoolafter completing my +2 I had my bachelor and master's in

Englishand..it was learning phage for me because I was a student when I started working in in the practical field where I learnt and I taught my things To make the students learn English and practice in their daily life.

Field note, 12 October 2023

She stated that she had been teaching in a public school for more than ten years. That is to say, after she completed +2 at the public school, she completed her bachelor's and master's in English, and she learnt to teach her students in a practical way. She also discussed the socio-cultural challenges she faced as a woman in a conservative community, explaining that *"it was very difficult for girls to make their own decisions, but I continued my education."* This indicates her determination to overcome gender and community barriers. Her academic persistence and self-determination laid a strong foundation for her professional identity and her approach to teaching writing.

Anushka narrated her life stories as:

I took English as major subject and I.... didn't take this purposely but I just try to read English just because English was very difficult for me when I was in school when I was in class four it was the first time I had same school that's why English was weak and it was public school so there was not allowed to have exposure still I don't know why I took English as my major subject but fortunately I Learn a lot of things I did welland after that I joined my master's I thought to continue my uhh my way as an English student therefore I continued my master's in my same subject.

Field note, 12 October 23

Anushka was telling her lived stories of student life in depth, sharing how she struggled and achieved success in learning English. I found her stories fascinating, and they touched my heart. She learned English in a controlled environment. When she used the term-controlled environment, I was curious about it. She explained that she didn't get much exposure from her teacher, who didn't provide notes or lectures. She said there was no good environment for reading English in a public school. She could not ask any questions in the classroom. She did everything for her own.

During her school days, she rarely spoke with her teacher about the problems she faced in class. She was dependent on note- and lecture-based teaching methods during her time. Since there was less discussion among the students and the teacher, she could not learn English collaboratively. Her heart-touching stories made me

curious about how she began her teaching career and established herself as a professional teacher.

Anushka's narratives below indicate that she followed the same footpath as her teachers when teaching writing skills during her novice teaching. As she narrated her lived stories, I was fascinated and provoked to learn more about her teaching experiences. She was more concerned about expressing her narrative because she did not have the facilities and opportunities to learn new things in her schooling. Therefore, she followed the same footpath as her teachers did.

Anushka added:

It is a very backward community, and still people don't know how to speak Nepali there, so teaching English and teaching writing skills is really a tough task for me, though I try to write through different steps ...sometimes uh... I used to use that ... student centered method I ask them to represent them with ideas what they have in their mind I don't think anything for them to write I just open the floor I just ask them to write as they like or as they can so sometimes they express their ideas uhhh .and they share their thoughts to their own way and I did sometimes I give them some topics and sometimes they talk about that I put them into peer and different groups and they discuss and they write something basically I use these types of thing to write because it was lower secondary school level and and by analyzing their level I go through these steps.

Field note, 12 October 2023

According to Anushka, she was working in a backward community where people didn't know how to speak Nepali, but she had tried to teach the students in English, so she formed small groups to support them in learning writing skills. After completing the assignment, she asked the leader of each group to present, and they shared new insights and ideas that were unfamiliar to her, which she learned from. However, she learned writing skills from her close and intimate friends. Anushka further elaborated on her experience.

Basically I put them in at first I ask them something orally I and personally and when they feel comfortable to share their ideas then I put them in pair I can say and sometimes I ask them to represent their ideas through the peer representative sometimes I put them in groups I divide them in different groups according to level of different students and sometimes also if one

student is not able or is not confident enough to represent then and they collaborate, they talk, they share ideas and then they sum rise their ideas and I use this mostly in my class .

Field note, 12 October 2023

As I listened to Anushka's lived stories, I remembered my class and the students I used to teach in the same way. She made her classroom much more effective and interactive. She shared that she involved her students in various activities and had them independently explore new ideas for the assigned tasks. She guided her students as a guide reflecting on their ideas through classroom presentations. She developed a good rapport with her students so that they could share and discuss their ideas with her.

Rambhagat (The Performing Poet in English Class)

Rambhagat has completed an M.A. in English literature and an M.Ed. in English language education, and he is an English language teacher and an assistant head teacher in Siraha. He also had about ten years of teaching experience as a secondary-level English language teacher. He also attended several professional development programs for teachers. He was well-disciplined and interactive in his student life. He motivated his students by telling stories and reciting poems in class. He used to have his students write short stories and compose basic poems to enhance their writing skills. He told me he was always first and successful in the academic field. I was familiar with his friends when he was studying for his B.A. at a public campus in Lahan. He has completed SLC to a Master's degree in the first division

He added as:

Actually I was a student of arts group and that's why I didn't have any ideas about teaching and later on in the beginning when I started teaching I used to use traditional method of teaching because I had been uh uhh experienced in the same methods from our teachers I was exposed to some short trainings and then I kept now how should be taught .

Field note, 5 December 2023

At the beginning of his teaching, he used the same old traditional method with the students. He didn't have any idea about teaching at first, but later he started teaching because his teachers taught him in class. He further added that he could teach the students as he had received training in professional development.

Then I interviewed him, but I couldn't hear some narratives because of the children's disturbance. Then we talked informally about his future goals for a while, and I asked him the remaining questions. Rambhagat began his narratives in this way:

In writing skills when I was participating in teaching writing about trainers taught us about we don't have to show or explain about everything in the class rather we have to involve the learners in a group so after the training I started involving the students in group worksand I exactly teach the what is collaborative learning but I started unknowingly making the students working together and as you have explained about it to me work is similar to collaborative learning.

Field note, 5 December 2023

As Rambhagat told me that he was participating in the training, where he was told to involve the students in a task, he made his students work in groups. He then started teaching the students with a collaborative learning technique. He didn't know how to start collaborative learning at first, but after training in professional networks, he began teaching students collaboratively. Rambhagat also said that he began teaching the students with a collaborative learning method by giving them some topics to write about:

I give them the topic, and with the relative terms or sometimes the background about the topic, about the pictures, other materials, and teaching materials. I give the topic, clarify it, ask students to focus on it, then have them work in groups and share their ideas. They generate some ideas, and they focus on them, and they finally prepare the composition.

Field note, 5 December 2023

While Rambhagat was telling his interesting life stories, I remembered my school days because I also studied through working, teaching, and learning as my participants did. He provided the students with topics and asked them to write about them. He always encouraged students to work in groups, share what they knew about the topics, and write collaboratively about them. As there were no interactions with the students as they could not ask them questions. He made me more curious to know about his teaching and learning practices. At first, he also taught as he had been taught in his school. Still, he gradually reflected and developed his insights, using collaborative techniques with his students because he understood that working together makes it easier to teach and learn. As he grew academically, he tried to

change his teaching strategy to make it more student-centred. Rambhagat stated that it made him curious to know how he felt a gap and experience in teaching as a novice teacher in Siraha. He added more as:

When I started teaching collaboratively, the students participated in the learning process very eagerly because there were some students who liked to work in a group. When they work in a group, they can also learn. This benefit I have found there, and this was creative work, uh, because I conducted it singly, and they were unable to write. Some students started writing collaboratively, so this is a creative thing in collaborative learning, and by doing such collaborative learning in the classroom, I got my students to create such a thing.

Field note, 5 December 2023

Rambhagat's shared life stories showed that he became aware of treating his students more effectively than his teacher did in the past. He started teaching collaboratively in his class by giving them group tasks, and as they began working together, they became more curious and eager to work with their friends. He said that working with friends in the classroom reduces the fear and anxiety that students experience when learning skills from close, intimate friends.

Anushka further elaborated on her experience,

Basically I put them in at first I ask them something orally I and personally and when they feel comfortable to share their ideas then I put them in pair I can say and sometimes I ask them to represent their ideas through the peer representative sometimes I put them in groups I divide them in different groups according to level of different students and sometimes also if one student is not able or is not confident enough to represent then and they collaborate, they talk, they share ideas and then they sum rise their ideas and I use this mostly in my class.

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At the beginning of his teaching, he used the same old traditional method with the students. He didn't have any idea about teaching at first, but later he started teaching because his teachers taught him in class. He further stated that he could teach the students, as he had received professional development training.

Then I interviewed him, but I couldn't hear some narratives because of the children's disturbance. Then we talked informally about his future goals for a while, and I asked him the remaining questions. Rambhagat began his narratives in this way;

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When I started teaching collaboratively, the students participated in the learning process very eagerly because there were some students who liked to work in a group. When they work in a group, they can also learn. This benefit I have found there, and this was creative work, uh, because I conducted it singly, and they were unable to write. Some students started writing collaboratively, so this is a creative thing in collaborative learning, and by doing such collaborative learning in the classroom, I got my students to create such a thing.

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My Reflections

Teachers play a crucial role in transforming conventional teaching into modern modes. They transformed their knowledge and skills over time. Teacher participants' lived stories revealed how they learned writing skills as students and how they teach their learners now. Their experiences, knowledge, and training skills showed the change in their teaching methodologies. I knew self-motivation, self-regulated learning, and informative resources were significant for learning.

Moreover, teachers' efforts usually have a significant impact on the educational institutions where they work. In small groups, teachers and students collaborate in the classroom. As I went through the teachers' narratives, I also

explored many new ways of teaching and learning activities. Their struggle, hard work, and experiences made them more efficient and professionally skilled. The teachers' narratives recounted that they learned with fun and explored their knowledge and skills when working with their friends in a pleasant classroom atmosphere. Since learners are at the center of collaborative language learning, they have better learning opportunities when they work together.

The participant teachers' support and guidance for their students align with Vygotsky's Zone of Proximal Development (ZPD). According to him, students learn through social interaction. When they share information with peers, they develop the skills necessary to address the challenges of teaching English, particularly writing. The participant teachers' lived stories are valuable in reality, as they prompted me to recall my teaching life stories from the early days to the present, which also supported my professional development. Their stories are the life experiences and journeys of the new teachers and the teaching and learning fields. I learned that teachers are a source of inspiration for their learners, helping them be creative and innovative in learning new ideas and skills. The study found that teachers are not the sole sources of knowledge but are facilitators of their students' learning.

I therefore, kept myself very neutral in position while analyzing the data collected from the participants. Their thoughts and beliefs are the main source of inspiration to the learners while teaching writing skills through collaborative language learning approach. I do not interfere in their lived experiences shared by them in any way. I presented their stories for teaching writing skills collaboratively as they uttered to me in their interviews. Since I have used narrative inquiry as my research methodology and interpretive paradigm to gather information from my research participants who are teaching English to the students of secondary level in public schools in Siraha district.

Chapter Summary

In this chapter, I briefly presented the narratives of my four research participants. All participants were from Siraha district and taught English in public secondary schools. Rambhagat was the head teacher and a permanent English teacher at a secondary school. Similarly, Shyam was working as a secondary English teacher and a part-time college teacher. All the participants had about 10-15 years of teaching and learning experiences.

While presenting my participants' life stories, I used their pseudonyms. I transcribed and analyzed their stories to examine how learning and teaching writing occur through collaborative language-learning practices in English language classrooms. My research participants narrated their life stories as learners, novice teachers, and in-service teachers. In the analysis, I found painful stories from their experiences, which came from their practices as learners and teachers. Thus, I selected three men and only woman teacher as my participants. It happened because male English teachers used collaborative language-learning methods in their schools.

I formally collected their narratives four to five times. On the other hand, I had many informal talks with them about their teaching experiences of writing skills through CLL. Then I developed their stories in the chronology of the events they encountered. The participants' narratives showed how they struggled with teaching and learning. The above vignettes revealed their lived stories of learning and teaching practices in writing. Along with my reflections, I finally presented the chapter summary.

CHAPTER V
ENGLISH TEACHERS' UNDERSTANDING OF COLLABORATIVE
LANGUAGE LEARNING IN TEACHING WRITING SKILLS

This chapter critically explores English teachers' understanding of collaborative language learning in English language classrooms. I try to answer the first research question in my dissertation: How do teachers teach writing skills in English in a Public School using collaborative activities? This chapter documents participants' shared understanding of two themes: teaching English through collaborative language learning and shifting from a conventional teaching mode to collaborative language learning. The generated information has been presented, interpreted, and discussed, and linked to the related literature on CLL. Finally, I present a chapter summary of the study.

Teaching Writing through Collaborative Language Learning

Teachers' understandings of teaching writing skills through collaborative language learning are likely to differ across educational contexts, reflecting their educational and cultural backgrounds. Through analysis of the interview, I tried to learn how the participants understand collaborative language learning from their perspectives. To accomplish the objectives of collaborative language learning and generate maximum profit, teachers must design well-structured tasks, set the goals of activities, divide students into groups, assign them diverse roles, and choose appropriate teaching materials. The success of all these arrangements and the efficacy of CLL depend on the language teachers' understanding of it. It enhances students' communication, critical thinking, and motivation. Since there are no anxiety and interpersonal competition, inter group competition emphasizes success (Johnson & Johnson, 1994). This indicates that teachers' perceptions of collaborative learning directly influence classroom practices in collaborative learning.

During the interview, Shyam stated:

In this way, I form the groups in different classes, and then I assign them according to their base. I assign writing tasks to them based on their base. If the group is very poor, I simply make them copy other tasks or the sample of writing I have taken with me; I give them the writing to copy and just read. In

this way, I form the group, and I involve my students in writing collaboratively.

His overall understanding pinpointed that he used pair and group work on the basis of their capability and confidentiality while teaching writing skills. Introvert and extrovert students are confident, interdependent, and responsible when working in small groups. Moreover, he assigned the students to small groups and provided them with guidelines. They took responsibility for their learning, were conscious of the learning process, were motivated and self-confident, and worked collaboratively with peers and teachers.

Shyam's views align with Jones (2007), who asserted that when students collaborate, they exchange ideas and benefit more from one another's knowledge. They become more engaged, experience greater security and relaxation, and enjoy using the language. A teacher must develop assignments, project work, group work, pair work, and other decision-making activities to promote interactions (as cited in Nisa, 2014). Group work enhances good working relationships among students compared to competitive or individualistic learning; collaborative learning promotes greater individual belief and confidence (Johnson & Johnson, 2005). Collaborative learning is far better than individualistic learning. Similarly, CLL increases student motivation, lowers their stress levels, and fosters a supportive classroom environment that encourages learner autonomy and allows those with different backgrounds to work together (Richards & Rodgers, 2013). Learners of diverse backgrounds working together in CLL writing can learn new ideas as they are motivated to learn writing in a tension-free classroom.

Regarding teaching experience, Shyam added:

I involve myself in student centered teaching and learning method and after that I happen to uh... teach them very inductively and making them more active and then myself always encourage my students more active in the classroom so encourage them, motivate them learn through communication so I most of the time I try my best to communicate then in English and make them communicate in English as well.

His narratives made it clear that he engaged his students in communicating in English through group work. Group work supports the students in generating new ideas on the assigned topic and makes learning collaborative, as it develops new ideas in writing tasks. Interaction is the two-way exchange of ideas, feelings, or thoughts

between two or more people that has beneficial consequences for each other (Brown, 2000). Consequently, interaction occurs when two people communicate messages in a communicative process. Moreover, group activities create a safer learning environment for the students.

Shyam further added:

Basically, uh.. the collaborative ...the collaborative approach I prefer because I find it the most effective because it demands many ideas, so I think it is helpful for students. The students are scaffolded by the good students. Even then, I myself watch very carefully, and those who are doing well, and that's why my best approach, my best technique, is group work and a collaborative approach, or you can say collaborative learning.

He made his students more interactive by collaborating with them in story-writing activities. They completed the story using their ideas linked to the previous one. When they took part in completing the story, they got the opportunity to explore their creativity. The activity in which Shyam involved his students was similar to a collaborative activity, i.e., a roundtable, as proposed by Olsen and Kagan (1994), in which learners are given a topic to think about. This activity aims to brainstorm, share ideas, and foster creativity. This type of activity makes their learning collaborative.

Students collaborate to accomplish a common goal, engaging in pair or group discussions that make learning long-lasting. They can correct the punctuation, spelling, and grammar errors they commit during the writing period. Social constructivists also claimed that new information is formed collaboratively in a sociocultural setting through discourse (Liaw, 2004). Learners learn the language when interacting with a topic in a particular context. Interactive information-sharing, negotiation, and discussion procedures foster learning (as cited in Wang, 2008). By involving students in pairs and groups, Shyam enhanced their learning. This makes it clear that he understands CLL and can implement it correctly in his classroom.

Bimal recalled his experience of learning English at school:

My ideas as applied in classroom of teaching writing skills I used a little bit difficult methods than others sometimes I what happen that so I motivate the students that what how do you feel about this classroom and I also objected them somewhat objects which are inside the classroom for that windows, bench, desks, copy, students, birds then after weather and I ask my students now write about your today's activities and also about your classroom.

Bimal used a little bit different method to teach the students writing skills he motivated the students first and then he asked the students to describe whatever they could see in the classroom e.g. windows, bench, desk, birds etc. When they wrote all those things, they could share with their group mates and learn to work in groups collaboratively." The shared narrative indicated that group work helps students develop ideas by working together, which would support them a lot in writing. CLL can support everyone in the group in sharing learning materials and views to maximize learning for all members (Johnson & Johnson, 1999). Working in such small groups helps learners learn different social skills together and respect their friends' views and ideas. Doing so allows them to explore new knowledge, which might be impossible working alone. These days, collaborative learning techniques are being utilized more and more frequently to promote teamwork, allowing students to collaborate with others, boost performance, and learn and develop interpersonal skills (Baena-Morales et al., 2020). Working in teams, students develop interpersonal skills and improve their writing skills in the classroom.

Bimal stated, *"The results that I see before or without using materials, there were no more questions arrived by the students, as the students are practically involved in the activities."* Bimal is familiar with resources. One benefit of teaching students with a smart board during collaborative activities is that they ask fewer questions as they become more actively involved. I realized that learners play a substantial role as members of a group, working collaboratively on the given tasks with other group members. Expert group members return to their home groups and present their work so everyone in the group becomes familiar with all the subtopics.

Similarly, Anushka asserted:

I ask them to represent them with ideas what they have in their mind I don't think anything for them to write I just open the floor I just ask them to write as they like or as they can so sometimes they express their ideas uhhh .and they share their thoughts to their own way and I did sometimes I give them some topics and sometimes they talk about that I put them into peer and different groups and they discuss and they write something.

Anushka claimed that collaborative writing enables learners from diverse social and academic backgrounds to learn from one another and feel proud of group success. They can complete the assigned task by interacting and negotiating with each other. For the group's success, each team member must be responsible for their fair

share of the work and be proficient with all required materials (Johnson & Johnson, 2000). Students from various socioeconomic origins, intellectual capacities, and physical capabilities collaborate to learn the material, address the issues, and complete the assignments (Adaba, 2017). Anushka involved her mixed-ability learners in collaborative interaction on the assigned task.

To make teaching student-centered, I encourage more student-to-student interaction so that weaker students can learn from more talented peers. She added:

I put them in groups. I divide them into different groups according to the level of different students and sometimes also if one student is not able or is not confident enough to represent them, and they collaborate, they talk, they share ideas, and then they sum-rise their ideas, and I use this mostly in my class.

Her narratives explored that collaborating with others enables students to acquire important social skills, and in doing so, they become confident and motivated to learn.

CLL increased participants' motivation to learn compared to the conventional lecture method, due to the interactive and goal-shared nature of the activities carried out in class (Lirola, 2016; Ramos & Pavón, 2015). They also learn more vocabulary and language structures related to a particular topic. Engaging in meaningful and academic discourse gives students opportunities to expand their vocabulary and improve their social skills. The more students interact, their academic performance increases as they feel comfortable negotiating and discussing topics in small groups.

Her stories showed that when students do the writing task in a group, sharing ideas from the newspaper in a tension-free environment, they can complete it easily. The teaching-learning scenario described by Anushka demonstrated her awareness of student-centered, collaborative learning activities. Student participation is very high, which leads to more innovative ideas and better learning.

The above idea is interconnected with Brown (1994). They explored that CLL activities offer a relaxed, stress-free atmosphere in the classroom and boost pupil motivation. Since they are enjoyable for students, they motivate them to participate in lessons and lessen their fear and anxiety. They also increase their self-esteem and confidence. It was also similar to Erdogan (2017), who explored that collaborative writing lessons helped decrease students' writing nervousness.

In this context, Rambhagat mentioned, *“I started involving the students in group work... and I exactly teach what is collaborative learning, but I started*

unknowingly making the students work together, and as you have explained to me, work is similar to collaborative learning." His life story indicated that having students work together on a topic helps them generate original ideas. When they interact, they systematically develop new sentences related to a topic and can write the story by organizing the ideas. Likewise, Rambhagat stated,

I provide the topic and, with the relative terms or sometimes the background about the topic, pictures, other materials, and teaching materials. I give the topic, clarify it, ask students to focus on it, and then ask them to work in groups and share their ideas.

His experience showed that less talkative students also worked with other members because working in groups could help overcome the passivity and shyness of students. Consequently, it makes their learning student-centered. Rambhagat's view aligns with that of Johnson and Johnson (2003), who claimed that CLL increases students' motivation to engage in academic work. Each learner is responsible for learning and is encouraged to help others learn more (Olsen & Kagan, 1994). Thus, learners of mixed abilities had the opportunity to work together in a tension-free environment.

Participant teachers were aware of what CLL is and were familiar with the significance of each member's contributions toward achieving the common group goal. Therefore, whether knowingly or unknowingly, teachers' understanding of CLL was quite high, as they understood its use well enough to implement it in their classrooms. All the participants understood it in about the same way. They showed good knowledge and a favourable attitude toward it while teaching writing skills in the Nepalese context.

Shifting from a Traditional Mode of Teaching to Collaborative Learning

The methods used to teach English have changed significantly over the centuries, with the introduction of numerous new techniques. In opposition to another method, one method proclaimed its superiority. In the past 10 years, there have been many advancements and improvements in the search for more efficient ways to teach a second or foreign language, along with the adoption of new teaching methodologies. In Nepal, teaching started with 'Gurus in the Guru Ashrams'. In this system, Gurus used dictated methods and considered the foundation authority of all knowledge and information. However, gradual changes occurred due to Western influence, teacher training, and learner-centered methods. English language teaching and learning have

also undergone many modifications from the past to the present. A paradigm shift in English language teaching occurred when CLL enabled learners to construct new knowledge through sharing ideas.

One of the participants named Rambhagat, showed his understanding of CLL in teaching writing thus:

I was a student of arts group and that's why I didn't have any ideas about teaching and later on in the beginning when I started teaching I used to use traditional method of teaching because I had been uh uhh experienced in the same methods from our teachers I was exposed to some short trainings and then I kept now how should be taught.”

From the above narration, it is clear that in the early days of his teaching, she used teacher-centred techniques when teaching writing in English, but it was quite difficult for me to spend 45 minutes in class then. After learning collaborative skills, 45 minutes doesn't seem enough. Later, when he was exposed to various communicative and student-centered methods, he gained new ideas to transform his teaching strategy into a learner-centered approach, where students explored new ideas and insights on the assigned task. He added, *“Facilitating collaborative learning has benefited me, actually, because it is the method that has inspired me also, and before this method, I did not know what collaborative learning was, and doing this is what I gained.”*

From Rambhagat’s view of teaching, I found that in his novice teaching, he had no idea about how to interact with and share information with team members in the classroom. Those experiences and feelings negatively affected his students’ learning. However, through training, workshops, and professional development conferences, he learned to conduct small-group instruction in class. When teachers involved students in collaborative, interactive activities, students had more opportunities to share ideas about the problem and to better understand the subject matter. Collaborative learning activities provide a foundation for classroom instruction, fostering constructive communication among students and enabling children to discover and participate in learning (Kagan, 2009). Collaborative learning activities enhanced students' communication and helped them constructs new knowledge. Rambhagat further asserted:

Collaborative learning is not as easy as it is explained because the learning capacity of the students is not all the same because we have to teach in a

mixed group ...not only the selected students. We have to work with the mixed group and in that group most of the time.

His narratives indicated that working in small groups is not easy, but it does support his students' learning of social skills. They were free from mental tension, removed confusion, and developed confidence in their learning. Collaborative learning promotes greater mental health and well-being, including confidence and social skills (Johnson et al., 2014). Students were more focused when working together than when working independently. Therefore, the study revealed that collaboration among learners is crucial to making the teaching and learning process effective, solving teaching-related problems, and developing teachers professionally.

Another participant, named Shyam, shared similar experiences of his student life. In this regard, he stated:

I make them with poor so I fix them and form a group so that even the poor students or the inhibited, shy students can do something in collaboration, I mean in a group. In this way, I form the groups in different classes, and then I assign them according to their base.

His experiences clarified that he had students work together in small groups, but when his students were poor or weak, he formed groups based on their abilities.

He further asserted:

Sometimes I myself read to them as a model speaker, and I make them follow like that, so basically uh.. the collaborative ...the collaborative approach I prefer because I find it the most effective because it demands many ideas, so I think it is helpful for students.

His experience revealed that, as a student, he read some materials to help students understand how to write collaboratively. He didn't punish the students even if they did something wrong. He mentioned, "*I don't belong to a pure educational background. I am weak in ELT in terms of teaching and learning methodology. My methodology part is rather weak, so in the beginning, I prefer the lecture method.*" He claimed he was weak in methodology because he lacked a pure educational background. Therefore, he took a lecture method to teach the students, he tried to satisfy the students with his teaching technique, but he realized that he must learn about ELT, so he started to participate in NELTA conferences, where he got the chance to learn about various techniques. His life story of learning showed that, by

working with his talented classmates at school and at home, he developed writing skills.

Likewise, Bimal shared his experience of transforming the atmosphere from fearful to friendly. He asserted:

I was more motivated in this way; these activities inspired me. Actually, there is a great contribution from NELTIANS Friends as well as the person who is involved in NELTA, so their performance and their training inspired me to do such activities.

His stories focused on a less cooperative culture in his student life; however, now, as a teacher, he has learnt to teach students in a more friendly environment, having participated in various NELTA conferences and from *NELTIANS* who actually worked in NELTA. He maintained a friendly atmosphere in which his students could naturally learn many things from one another. When students participate in collaborative learning activities, they develop respect for their friends.

Bimal also stated, “*As I attended some of the NELTA " s program the AGM of NELTA in the same way I also participated training conducted by NELTA in local level as well as provincial level and national level.*”

Bimal received practical ideas on CLL and started implementing them by making groups in the class as the students got greater chances to share ideas and learn more from their friends.

Bimal said, “*I form a group while teaching in the class, I select some of the leader students so they are better than other students, and when I find the ground reality and students led by those leaders.*”

This made it clear that comprehensible input and simplified interactions with friends helped them solve the problem more efficiently. In collaborative learning groups, members are carefully organized and planned, they help and support one another to complete tasks, and they are all responsible for the learning that takes place (Johnson & Johnson, 2008). Each group member's contribution is indispensable to the group's success. Thus, no student can succeed without properly discharging their responsibilities. Anushka mentioned:

I used to use that ... student-centered method. I ask them to represent them with ideas what they have in their mind. I don't think anything for them to write. I just open the floor. I just ask them to write as they like or as they can, so sometimes they express their ideas.

Anushka's experience pointed out that she shifted from the conventional teaching mode to CLL in teaching English. The use of CLL makes students active and supports changes in the quality of their learning. It enhances students' communication, critical thinking, and motivation. Regarding this, it is clear that the collaborative model of learning differs from the conventional mode of teaching, which focuses on collaboration but also on either competitive or individualistic learning.

Shyam asserted:

I just took part in so many conferences and meetings, some of the friends I started to read journals and slowly and gradually I came to know ELT as well, so with the help of especially NELTA's magazines and journals, I developed my teaching methodology as well. Some of my friends also help me.

Shyam's response indicated that he began applying collaborative learning in his classroom only after becoming familiar with collaborative activities through NELTA training, seminars, and workshops. ELT professionals obtain useful ideas through conferences and other events that offer them learning opportunities. NELTA, as a platform for professional growth, supports the transformation of their ability to teach more effectively (Gnawali, 2016). At present, the teacher is regarded as a facilitator and inspirer of learners, creating a favorable environment in which they can learn naturally.

Anushka stated, *“Sometimes I ask them to represent their ideas through the peer representative, sometimes I put them in groups. I divide them into different groups according to the level of different students.”*

The excerpt supported the idea that CLL is enjoyable, as it creates a good learning environment. A collaborative learning atmosphere tends to be livelier, engaging, exciting, and entertaining. It also provides students with greater control and responsibility over their learning, boosting their sense of independence and capacity. It considerably enhances learning intents. It found that both shy and extroverted students are more responsible, motivated, and confident learners in small-group cooperative learning environments. This showed that she has a good understanding of choosing appropriate activities, which motivates and confides students during the lesson. As a result, it is advised to use collaborative learning strategies to support pupils' writing in the classroom (Munawa & Chaudhary, 2019). After working collaboratively, teachers' understanding of collaborative learning was positive.

Collaborative learning promotes language improvement in the classroom by reducing anxiety and supporting learners in writing energetically; however, it requires time and effective strategies to engage learners and foster a positive learning environment (Aldana, 2005). Every student has the opportunity to engage in collaborative learning and learn from it, as they are required to share their skills and knowledge with others and benefit from doing so (Faryadi, 2007). Through collaborative learning, students actively share skills and knowledge, and learn writing effectively from one another. Regarding this, Bimal stated, *“In the beginning, umm, teaching umm.. GT method: grammar translation method. I was translating the text, and I was teaching more and more in the classroom.”* The students were passive in school and could not write answers independently to writing tasks in class or on exams, as the teacher used a teacher-centred approach in the classroom. The grammar-translation method negatively impacts students who cannot improve their writing abilities (Chang, 2011). Until and unless students do the tasks collaboratively, they cannot improve their writing skills.

He added:

Although they can't speak well, though they are coming nowadays to speak a few words in front of teachers and in front of the students, these are the advantages of it, as they can also write, so these are the great advantages of collaborative teaching.

His lived story reflected that his students responded to writing tasks in a product form, without engaging him in interaction at school. His students learned writing in school by memorizing ready-made answers provided by the teacher without interest.

By the time he was a student, teachers were recognized as the basis of all information and knowledge. Students had to depend on their teachers, as few resources were available. Teachers were the superior class leaders and were accustomed to taking charge and restricting students' learning (Otulaja & Thornton, 2014). During their early teaching stages, the participant teachers also grew up in a similar faith and value system.

Rambhagat stated, *“I used to use the traditional method of teaching because I had been uh uh experienced in the same methods from our teachers.”*

His narratives indicated that lecturing and memorization were the instructional and learning practices at that time. As a novice teacher, he could not provide the

students with natural learning opportunities. He did as his English teacher used to teach English in his class. Being a trained and experienced teacher, he transformed his teaching style.

Regarding this, Rambhagat asserted:

When I was participating in teaching writing, trainers taught us that we don't have to show or explain everything in the class; rather, we have to involve the learners in a group, so after the training, I started involving the students in group work.

Rambhagat narrated that after training on CLL strategies, he developed the idea of involving students in brainstorming and think-pair-share activities. He had them work in small groups on writing tasks and asked them to give presentations, which helped him make his students' learning permanent. Thus, in collaborative language learning, the teacher evaluates students' content knowledge through their presentations.

Promotive interaction, an essential component of effective collaboration, occurs when students have visual contact and engage in face-to-face interactions to analyze the group's task (Gillies, 2007). From the above justification, it is evident that classroom interaction-based Teaching facilitates learners' understanding of the subject matter. Through interactive activities, students can clearly understand the subject matter they are about to learn.

Rambhagat asserted, *“I was a student of an arts group, and that's why I didn't have any ideas about teaching, and later on, in the beginning, when I started teaching, I used to use the traditional method of teaching.”*

His lived experience made me realize that all knowledge and information were believed to have originated from the teacher. They were supposed to transfer knowledge to the pupils who needed it.

Nevertheless, as time went on, he began changing the way he taught. Over the years, his theoretical knowledge in higher education and experience in in-service TPD training, seminars, conferences, and workshops have supported and motivated him to apply student-centered teaching. The teachers shifted from the conventional teaching mode to a facilitator role. They got the necessary resources to update their knowledge and skills through higher education, training, seminars, and conferences. Then they could address the required interests and demands of their students. The above-

mentioned activities guided them to understand collaborative practices. Collaborative learning multiplies students' active participation in learning.

He added, *“I ask them to work in a group and share their ideas. They generate ideas, focus on them, and finally prepare the composition.* He reported that he created a pleasant and friendly situation in his classroom, he gave the topic and asked the students to focus on the topic and share their ideas. In this learning situation, students developed writing skills by sharing ideas with teachers and group members in a friendly atmosphere. The pupils were significantly more open to exchanging ideas because of the setting's intimacy and safety. Such an interesting atmosphere lets learners write without fear, and the writing process becomes less boring.

Additionally, this approach generates a more inclusive, warm, and enjoyable learning environment where students can collaborate and share ideas to accomplish their group goals. Therefore, the instructor must design communicative and interactive teaching-learning activities that engage more students in conversation (Rohmah, 2017). Hence, teachers need to make their teaching interactive and communicative so that students can learn in a friendly, interactive way. Rambhagat's students also learned writing skills by collaboratively sharing ideas with him and their groupmates in a relaxed, pleasant environment. His point of view is consistent with constructivism's premise, which also claims a similar idea of learning.

In this regard, Rambhagat claimed, *“I started involving the students in group work... and I exactly teach what is collaborative learning, but I started unknowingly making the students work together.”* Rambhagat wanted his students to work in groups, and he facilitated when they faced difficulties and provided feedback to enhance their learning. He was aware of the teacher's responsibility in collaborative learning. By assisting one another, the students generate a collaborative environment that boosts each member's performance (Chen, 2018). As a facilitator, the teacher gives the group feedback, guides them with questions, challenges them to find solutions to their issues, extends the activity, promotes critical thinking, resolves conflicts, monitors students, and provides resources (Harel, 1992). Rambhagat's view aligns with Johnson and Johnson's (1999) observation that CLL supports increased meaningful interaction among students for better learning.

This shows that all participants, knowingly or unknowingly, used a collaborative language-learning approach in the English language classroom. Thus, the participant teachers gradually transformed from their traditional to a collaborative

mode of teaching. In learning and teaching, they faced many challenges, but after struggling, they adjusted to the teaching and also had opportunities to apply CLL, particularly in teaching writing skills and English in general.

Chapter Summary

In this chapter, I critically analyzed the narratives of the English teachers' understanding of collaborative learning. The participant teachers provided their understanding of CLL and pedagogical practices. This chapter documented the participants' shared lived teaching stories under two themes: teaching English through collaborative language learning and shifting from traditional to collaborative teaching. In doing so, I sought to answer the first research question of my dissertation. Finally, I presented a summary of the study's chapter.

CHAPTER VI

COLLABORATIVE LEARNING PRACTICES AND CHALLENGES FACED BY THE TEACHERS IN TEACHING WRITING

In this chapter, I critically explore the collaborative learning practices of my English teacher participants in English language classrooms. I make an effort to answer the second research question of my dissertation: What are the obstacles to teach writing skills in English collaboratively in a public school? My participants' shared life stories, teaching and learning experiences, and practices are documented under three themes: teachers' and students' engagement in ELT classrooms; dividing students into CLL pairs and small groups; and classroom management in collaborative learning practices. Finally, I present a chapter summary of the study.

Teachers' and Students' Engagement in ELT Classroom

Collaborative language-learning activities increase teachers' and students' participation in teaching and learning and prepare them for higher learning achievement. It provides opportunities for active interaction between students and teachers. Teacher participants had diverse experiences implementing CLL activities in real classrooms; they used interaction patterns that engaged learners in the target language, such as think-pair-share, group work, pair work, collaboration, whole-class engagement, and others. Interaction facilitates and enhances students' logical capacity. From my own teaching experiences, I learned that teachers and students can make teaching and learning activities more effective by engaging, collaborating, cooperating, sharing ideas, socializing, and involving students in teaching and learning. CLL can help them learn more dynamically, solve problems, think critically, create positive attitudes toward themselves and their peers, and improve their social skills.

Teachers may foster a friendly atmosphere at school by creating opportunities for students to express their opinions and ideas on various issues. Group work, pair work, and project-based activities keep students engaged in learning English in general and writing skills in particular. This strategy has helped students become more engaged in their studies. When teachers allow students to communicate their feelings, experiences, and ideas, the English language class becomes quite interactive. Teachers need to inspire their students with constant support and guidance to enhance

their abilities to learn and explore new and innovative ideas and skills. Learning occurs through reciprocal relationships with peers, teachers, and the wider world, drawing on the experiences of others (Vygotsky et al., 1978). Knowledge and understanding are constructed when one socially engages in dialogue in classroom activities. By doing so, teachers boost their students' self-confidence. These ideas are associated with Vygotsky's notion of the Zone of Proximal Development. Through scaffolding, students can perform tasks they cannot complete independently. When the teacher provides the pairs or groups with some problems, they discuss ideas collaboratively and find a solution.

Rambhagat shares his experience in forming groups and engaging them in learning activities. He claimed, *"I started unknowingly making the students work together, and as you have explained to me, work is similar to collaborative learning."* His lived experience showed that he involved his students in working together on the assigned writing tasks. He shifted from teacher-centered to learner-centered teaching, forming groups or pairs and asking his learners to think through the problem and share their ideas. Working together, they build rapport and learn social and teamwork skills. Students' cognitive, linguistic, and social talents are stimulated through collaborative, interactive tasks, generating significant learning opportunities while reducing learning anxiety in a less threatening learning environment (Azizinezhad et al., 2013). Collaborative activities engage students in cognitive and social skills in a less stressful learning environment.

As an alternative to competitive or individualistic classroom activities, collaborative language learning promotes student collaboration in small groups (Johnson & Johnson, 1999; Slavin, 1995). Collaborative language learning encourages his students to work together in small groups. In response, Rambhagat added, *"I ask the students to focus on the topic I give them, and then I ask them to work in a group and share their ideas."* His experience of engaging his students in small groups justified his decision to involve them in the writing process through pair/group work and think-pair-share activities, so they could think critically and creatively. Through collaborative learning activities, students discover how much they depend on one another and how important it is to put up their best effort. Each team member is equally in authority for their learning.

Learners who feel their group shares responsibility believe their team has worked more efficiently (León del Barco et al., 2018). Each team member agrees to

do their fair share of the work, and the team is responsible for achieving the goals. In particular, these interconnected and accountable platforms enhance students' overall motivation and raise their learning goals. Similarly, the think-pair-share activity gives students a chance to learn from their peers, helping them improve their conceptual understanding of a subject, their ability to filter information and draw conclusions, and their ability to consider opposing viewpoints (Oktaviani, 2017). Pointing out the benefits of the CLL approach, Rambhagat believed that students are motivated by a pleasant atmosphere when working in groups rather than individually.

Moreover, he feels less tired while engaging his students in class. In this line, Rambhagat asserted, *“They work in the group, they don't feel shy, they may become opposed enough to express themselves among their friends, and loosely they don't cheat their speech and writings so strictly, then they come, they express freely. That is, it.* His narratives explored that interaction is crucial, as it offers his students ample opportunities to discuss their thoughts in small groups in a friendly environment. Besides, his students were more motivated when he structured his class into collaborative groups. Furthermore, they shared their ideas when they worked collaboratively.

Working collaboratively with classmates is considerably more effective than working alone or competing with other students to solve problems. The collaborative learning environment gives his students the confidence to work together emotionally and cognitively. He claimed that his workload could be reduced if classes were structured around collaborative learning teams. This also allows his students to freely create, discover, and modify their knowledge. Therefore, the more individuals converse in collaborative writing groups, the less stressed they are with their group members and the more engaging and fruitful the work will be (Boardman et al., 2024).

Another participant, Shyam, had a similar experience. In response to my query about how he gives feedback to his students, Shyam mentioned. *“I take help of the internet, some video clips, some of the magazines, and mostly our school has subscription to the Kathmandu Post, and sometimes I provide those authentic teaching materials to my students for developing writing skills.”* Shyam's experiences clarified that authentic teaching materials created a supportive and friendly writing atmosphere where his students could express their ideas without hesitation. Students can interact with one another and improve their skills without feeling stressed when

working in teams (Clapper, 2015). Thus, from his sharing, I learned that he established a positive feeling in his students by providing authentic materials, e.g., the internet, magazines, and some video clips, etc. They plan, monitor, and assess their learning, since they are in charge, and the teacher provides minimal assistance. There is the students' direct and active participation.

Regarding the application of process and product-based teaching strategies for writing, Anushka narrated

Basically, I put them in at first. I ask them something orally, and personally, and when they feel comfortable sharing their ideas, then I put them in pairs. I can say, and sometimes I ask them to represent their ideas through the peer representative.

The expression illustrated above shows that she used the process approach rather than the product approach in teaching writing because it increased students' creativity and provided them with sufficient opportunities to address the problems they encountered while writing. She gave them a complete opportunity to share their ideas through their representative in a group. It also engaged them intensively in the writing activity. In this line, Rambhagat strongly asserted:

I ask the students to focus on the topic I give them, and then I ask them to work in a group and share their ideas. They generate some ideas, and they focus on them, and they finally prepare the composition.

From his story, it is clear that Rambhagat involved his students in pair work so they could review each other's writing and correct any errors in spelling, punctuation, and grammar. This supported his students in developing their writing proficiency as they gained exposure to one another. The pair work that he used made the class interactive. Hence, CLL generates interactive language, affective climate, learner responsibility, autonomy, and individualized instruction (Brown, 2007). The teacher transmits less information, and more responsibility is placed on the student to participate in group decisions. Rambhagat facilitated his students' exploration of new ideas to complete the assigned task. Hence, they gave each other feedback to explore new ideas.

The process of teaching and learning is two-way rather than one-way. Regarding the role of collaboration, Bimal believed

I let their friends and group leaders guide them on using the Nepali language sometimes, as well as the English language. In this way, I will use my collaborative teaching in this way in my classroom.

The development of problem-solving, critical thinking, and interpersonal skills occurs through collaborative learning, particularly when students share their thoughts throughout learning assignments (Chen, 2018). In this way, collaborative learning fosters problem-solving, critical thinking, and interpersonal skills as students express their ideas during learning activities.

Motivation is crucial in promoting teaching-learning activities and engaging students in learning in small groups. In this context, Anushka asserted

I include them in collaborative tasks they can do it well so from me... and I think uh my own experience help me to use this type of method in the classes and also social media has helped us to use so many things how we can conduct collaboratively and how we make the results fruitful so I did.

Anushka's experience of involving her students in small groups in class showed that they are more motivated to learn in small groups than when working alone. She gathered information from various social media platforms, which helped her get her students to work collaboratively. In such a situation, the teacher need not force them to learn; rather, they would engage themselves to solve the assigned task. Students who preferred working with others seemed more motivated to learn in a situation that maximized learner interaction than those who preferred working alone.

I also believe that students' learning becomes permanent when they are directly involved in the learning process. When CLL is used in the classroom to teach writing, it engages students to express themselves. It empowers them to be independent in terms of improving their vocabulary, using certain grammatical structures, and correcting their style (Triviño, 2016). CLL encourages students to express their ideas and supports them to be independent in using vocabulary, grammar, and styles. With a similar viewpoint to Bimal, Shyam claimed, "*Collaborative learning allows my students to discuss and think critically in a homely atmosphere, so they can learn more and retain it for a long time.*" He lived a story of teaching through collaborative learning, which highlighted that working collaboratively in a friendly environment engages his students in conversation, helping them learn more and retain the material for longer.

Learner autonomy is the capacity of learners to take responsibility for their learning independently. Learner autonomy helps learners take responsibility for their learning and promotes their ability to control the content and process of their learning (Tuan, 2021). Autonomous learners can take charge of their learning by participating

in a variety of learning activities. They do not rely solely on teachers to learn a language; they actively participate in the learning process independently. It is important in enhancing students' collaborative learning. Teaching through a collaborative approach differs from the traditional way. In such a context, the teacher's role is not to transmit knowledge and information to students in a one-way manner, but to create opportunities for students to construct knowledge through interpersonal skills.

Regarding this, Bimal asserted

What I just let their friends and group leaders guide them, using the Nepali language sometimes, as well as the English language. In this way, I will use my collaborative teaching in this way in my classroom.

His narratives explored that by asking the group leaders to follow his instructions and do the task collaboratively. Instead, they take an active part in the process, learn without the teacher's direct assistance, and ultimately develop learner autonomy.

Students work better together in a collaborative learning environment. The participant's view aligns with Hedge (2010), who views autonomy as the learner's capacity to take ownership of their learning and to freely plan, coordinate, and monitor their progress. Learner autonomy does not mean leaving the students to their own devices. But it is one of the essential components of effective language learning, emphasizing self-directed, learner-centered, and self-managed learning. They can use it as a starting point for other chances for lifetime learning. Thus, teacher participants were familiar with the benefits and opportunities of CLL activities, which supported their students' more active and effective participation.

Learners are inspired to take charge of their learning during the planning, monitoring, and assessment phases of the learning process. Thus, the more they participate in an activity, such as project work, the more they learn. In this context, Rambhagat stated:

...and I exactly teach what is collaborative learning, but I started unknowingly making the students work together, and as you have explained to me, the work is similar to collaborative learning.

Rambhagat's life story showed that he engaged his students in a task in which they had to share information and write on the topic, and the group leaders from each ethnic group finally shared their work with the class. When his students prepared the

final draft of the assigned task by sharing new information, they shared the information with their friends. CLL activities are highly effective at teaching writing skills because they support learners in exploring innovative ideas. His views are similar to those of Kagan and High (2002), who found that learners perform better on writing assignments when collaborative learning is used in the classroom.

All the participants' teaching experiences revealed that a higher level of students' participation in collaborative activities increases student engagement in learning. They can solve the problem and become more confident as the group works through pair work, think-pair-share, etc., which helps them develop their oral and written communication and social skills. Similarly, they can update the assigned task with new information via a Google search. They claimed that their students could write with fun, without any burden or anxiety, by sharing and collaborating on ideas and information.

Dividing Students into CLL Pairs and Small Groups

Pair/group work has become a crucial component of contemporary teaching and learning methodologies because it engages pupils and offers opportunities for collaborative learning. Learning and working together in pairs and small groups increases students' active engagement. Engaging students in active learning requires significant effort from teachers, as collaborative learning supports students in learning and working together. Students feel more secure in pairs and small groups (Brown, 2007). Through group and pair work, students have more opportunities to use language in the classroom, which helps generate interactive language and promotes learner responsibility and autonomy in learning. They work together, talk about the issue, assist one another in understanding, and support one another's efforts.

The students learn more easily when they get involved in activities. They explore meaning by collaboratively interacting with their friends on the assigned task. Collaborative learning techniques are considered good ways to increase student involvement (Boardman et al., 2024). Thus, Collaborative learning practices have long been thought to increase student engagement in assigned tasks. Therefore, in this section, I attempt to justify why collaborative activities such as group work, pair work, think-pair-share, project work, and jigsaw are crucial to engaging students in learning and how they benefit from these activities.

Bimal declared that frequent activities make learning interactive and collaborative. In this regard, Bimal stated, "*As my students work in groups, I*

transform the existing practice toward a more child-friendly environment in improving speaking ability." Unfolding her experiences, Bimal stated that he created a child-friendly environment in his class by applying group activities. It is a successful strategy to boost student interest by helping them develop their English-speaking skills. Speaking can be learned when students find themselves in an authentic learning situation. Students can benefit from group work to strengthen their integrative language abilities (Pardede, 2020). By working in groups, his students examined and clarified their own views. He additionally mentioned, "*Group work helped remove hesitation, confusion, and mixed ability groups supported them to learn from each other.*" From Bimal's perspective, I observed that the usual practice of working in groups helped her pupils overcome uncertainty and confusion, and provided support for one another. Group work helps students exchange ideas with teammates to complete the task. Thus, the best strategy to scaffold students' learning is to group them with peers of different abilities in large classes.

Regarding this, Anushka took a similar stance to Bimal's. She maintained, "*In small groups, learning becomes effective as each member explains something difficult for others to understand.*" Her belief indicated that capable learners support less capable learners in small groups. Effective learning is possible only when the group size is small (Johnson & Johnson, 1989). Students can learn effectively even in a large class when the group size is small; Anushka further stated:

Sometimes I ask them to represent their ideas through the peer representative sometimes I put them in groups I divide them in different groups according to level of different students and sometimes also if one student is not able or is not confident enough to represent then and they collaborate.

Anushka's narratives indicated that she applied CLL grouping to her students to provide better opportunities for learning writing skills. Students who participate in team activities take their learning seriously and assist their classmates by sharing their experiences, resources, and perspectives (Hsiung et al., 2014). Having students work in groups is a more effective way to scaffold learning, especially in large classes. Before teaching writing skills, she divides her students into groups and assigns a task so they can share their thoughts, as students' work is more organized when they work together.

With a similar viewpoint, Rambhagat asserted. "*I give the topic, clarify it, ask students to focus on it, then have them work in groups and share their ideas.* From his

perspective, he makes his students work collaboratively in pairs or groups. As a facilitator, speaking less, he guides his students to generate new ideas. In this way, he has implemented CLL practices in teaching writing skills in the class by forming groups. His experience is consistent with Munawa and Chaudhary (2019). They claimed that collaborative learning strategies have a long-term impact on students' capacity to participate in writing activities and enhance their writing skills in the classroom.

Working in pairs and groups, learners have opportunities to interact with teammates, exchange information, and generate new ideas on the topic; Rambhagat further asserted, *“When they work in the group, they don't feel shy, they may become bold enough to express themselves among their friends.”* This narrative highlighted how his students feel comfortable, easily formulate new ideas, and learn from one another through these collaborative activities. Group efforts encourage the other group members to contribute and keep one another on task, working towards their common goals. Interaction, active discussion, cooperation, participation, and good relationships among group members make learning effective. Students in groups with higher levels of collaboration and participation may be able to solve difficulties more quickly (Heleen & Arnold, 2018). Students who work in groups with higher levels of collaboration and engagement can solve problems faster.

Teacher-student and student-student interaction are crucial for promoting collaborative learning. Considering the essence of interaction in the mixed-ability group, Rambhagat further claimed:

I give the topic, I clear the topic, and I ask the students to focus on the topic I give them, and then I ask them to work in a group and share their ideas. They generate some ideas and they focus on them and they finally prepare the composition.

His lived experience as a teacher showed that learners at all levels benefited from small-group work in his class. Clearing the topic helps students work in a group to identify a correlation between what they can do on their own and what they can do with the help of a more skilled friend.

It is a fact that using CLL can address students at multiple levels, as more talented students support less talented ones and vice versa. Therefore, without careful planning, collaborative learning practices will not be successful. Teachers must make careful decisions when grouping students to support less-talented students. Groups

need to be divided into low, average, and high levels (Eskay et al., 2012). Group work in collaborative learning promotes interdependence among group members, so each member is liable for learning information and assisting their teammates' learning (Altun, 2015). Thus, Rambhagat developed an awareness of the need to respect individual differences when dividing his students into groups.

Rambhagat narrated his story of using CLL activities in English class.

When they work in the group they don't feel shy they may become opposed enough to express themselves to among their friends and loosely they don't cheat their speech and writings so strictly then they come they express freely that is it.

His narratives exposed that group support is crucial for solving the problem and improving his students' writing proficiency. Rambhagat's practical experience of using CLL in the classroom re-establishes him in his career. The atmosphere of collaboration and mutual helpfulness motivates even his shy and weak students to work confidently. Students build a collaborative community by supporting one another, which improves each member's performance (Chen, 2018). Collaboration enhances students' writing expertise.

Motivation increases confidence and a relaxed atmosphere for learning. In the same scenario, Anushka stated:

At first, I ask them something orally, and personally, and when they feel comfortable sharing their ideas, then I put them in pairs. I can say, and sometimes I ask them to represent their ideas through the peer representative.

Anushka's view revealed that working in pairs and groups motivates her students to work together confidently in a tension-free atmosphere. Collaborative learning minimizes anxiety, enhances motivation, strengthens teacher-student and student-student relations, and boosts self-esteem (Han, 2015). Students benefit from collaborative learning as it reduces anxiety and increases their motivation and confidence in learning.

Chapter Summary

In this chapter, I critically explored the collaborative learning practices of my participants in English language classrooms. I made an effort to answer the second research question of my dissertation: What are the obstacles to teach writing skills in English collaboratively in a public school? Participants' shared experiences are also documented in this chapter on three themes: teachers' and students' engagement in

CLL in ELT classrooms, dividing students into CLL pairs and small groups, and classroom management in collaborative learning practices. Finally, I presented a chapter summary of the study.

CHAPTER VII

KEY INSIGHTS, REFLECTION, AND IMPLICATIONS

This final chapter presents the overall journey of this research study and the ultimate pleasure of completing it. This study aims to find out English teachers' understanding of collaborative learning practices. It also focuses on exploring the past and current trends, beliefs, and strategies of novice teaching and learning, as well as in-service teaching and learning writing skills in English language teaching (ELT) and learning classrooms in Nepal. Likewise, I present the key insights and conclusions from the study by analyzing the 'answers' to the research questions. I keep my reflections on what I have encountered throughout the research process for this work. At last, I present the study's significant contribution and implications, though they are not intended for generalization.

Key Insights

The key insight of my research is derived from information generated through in-depth interviews, guided by the research questions I created in the previous chapter. I have gained some insights into this narrative study by analyzing and interpreting the narratives of my storytellers. Their life stories are the best experience for me to assess the experience of teaching and learning writing skills.

As per my research problem, my objectives were to explore teachers' understanding and collaborative practices in teaching writing skills. To meet these objectives, I devised two research questions. My first research question was: How do the teachers teach writing skills in English in a Public School using collaborative activities? I discussed two themes as the 'answers' to this research question based on the narratives of the storytellers. These themes are: teaching writing through collaborative language learning and shifting from a traditional teaching mode to collaborative learning.

The first theme was teaching writing through collaborative language learning. I concluded that all participants, knowingly or unknowingly, used collaborative language learning to teach writing skills. They struggled greatly to solve the issues they encountered in their teaching and learning since they were not fully aware of them. Both introverted and extroverted students are confident, interdependent, and responsible when working in small groups. Moreover, they get more involved, feel

more secure, and are less anxious. Therefore, learners of diverse backgrounds working together on the assigned task in a tension-free atmosphere receive feedback from one another, exchange innovative ideas, and learn social skills to enhance their writing skills.

Similarly, the second theme shifted from a traditional teaching mode to collaborative learning. The participant teachers gradually shifted from their usual teaching mode to a collaborative one. In the early teaching phase, they faced many challenges, but after struggling, they also gained opportunities to apply CLL to teaching writing skills, in particular, and English in general.

Based on the discussion on my second research question, i.e., What are the obstacles of teaching writing skills in English collaboratively in a public school? Within the theoretical framework of collaborative learning, the Zone of Proximal Development draws particularly on Vygotsky's work. I presented three themes as answers to this research question, based on the narratives of the teachers: teachers' and students' engagement in ELT classrooms, dividing students into CLL pairs and small groups, and class management in collaborative language learning.

In the first theme, I presented teachers' and students' engagement in the ELT classroom. The participant teachers' narratives revealed that, through training, workshops, seminars, and conference attendance, they knew how to conduct collaborative activities. Their engagement with their students and their sharing of information played a pivotal role in making their classrooms collaborative.

In the same way, in the second theme, dividing students into pairs and small groups, the participant teachers' narratives justified that sharing ideas through interactions and reflections in a group enhanced learners' confidence and developed their language-learning skills. I developed my insights on sharing and interacting with a small group. I understood that collaborative practices had a strong foundation for exploring the learners' skills and opportunities. I also developed the insight that facilitation and guidance helped learners critically analyze and explore new ideas through interaction and group or pair discussions. Collaborative activities such as group work, pair work, think-pair-share, and jigsaw are crucial to engaging students in learning and enhancing writing skills in the classroom. Out of them, the jigsaw technique was used less frequently. As social constructivists claim, scaffolding supports them in creating a correlation between what they can do on their own and what they can do with the help of more skilled classmates.

Likewise, the third theme examined how participant teachers managed their classrooms in collaborative learning environments. In this research, the problem stated is that classroom management is a major challenge in collaborative learning. Despite the difficulties, the participant teachers managed their classrooms effectively through experience-led teaching and expertise. They motivated students to work collaboratively by encouraging them to exchange ideas in a large class. The teachers' strong commitment to teaching inspired them to explore diverse strategies to engage the students actively. Effective learning is possible even in large classes when the group size is small. The teacher's active role in creating opportunities for their learners led them to feel trust and respect. Moreover, I developed the insight that a teacher is not a supreme commander or the center of knowledge. Instead, they are the facilitator to create the path for their learners.

Through this research study, I developed my insights that the proper use of technological resources in teaching and learning enhances writing skills. I also experienced that working together, sharing, and interacting led to the learners' success. In doing so, teachers and learners could explore innovative ideas and build social relationships. In addition, I developed the insight that collaboration builds trust and harmony, making the task easier to accomplish by maximizing responsibilities.

Similarly, through this research, I deepened my understanding that collaborative practice is needed in 21st-century teaching and learning because it enhances both teachers' and learners' professional growth. Though collaborative practices were challenging to expand learners' horizons, teachers' facilitation and planning for teaching and learning, with proper technical and technological support, enhanced learners' capacity. A teacher's commitment to his/her profession created a platform for understanding teaching writing through collaborative practice.

Likewise, I gained the insight that collaborative practice is a pertinent and effective teaching and learning practice. I understood that collaborative practices and engagement with teachers and students fostered a sense of shared responsibility and built trust, enabling the exploration of new knowledge. Using technology in collaborative approaches opened up more opportunities and revealed new insights for learners. I developed my insights that as learners got support from their mentor in their learning, they could be able to expand their knowledge with full cognition

Similarly, this research study deepened my understanding that teachers are the source of inspiration for developing learners' skills, knowledge, and creativity. I

gained deeper insights that managing classrooms in cooperative teaching and learning is challenging. However, teachers' classroom management, combined with relevant tasks, helped learners engage in learning and develop a deeper understanding of the content. Therefore, the learners could be involved in creating innovative ideas to present and reflect on their understanding.

Conclusions

This study explores how English teacher participants view CLL as a means to enhance students' writing skills. Participants' narratives indicate that collaborative practices enhance students' writing skills. It confirmed that learners' engagement in collaborative learning activities makes learning successful. Teamwork, pair work, group work, think-pair-share, and jigsaw activities facilitate and energize students to generate new ideas for the assigned topic they are supposed to write about. Teaching writing skills through CLL enables students to be creative in collaborative learning, giving learners an opportunity to choose as they wish. It also fosters an appropriate learning environment for peer collaboration, recognizing the power of collaboration and sharing. Social constructivist theory claims that learners learn better when they engage in tasks in small groups.

Instructors, as facilitators, guide learners, identify their interests and needs, and foster a friendly atmosphere with ample opportunities to learn. Teachers' understanding and practices reveal that working together facilitates students' transfer of knowledge and skills as CLL develops confidence, a mutual relationship, and a sense of responsibility to work. Students feel comfortable and confident to learn, actively sharing ideas collaboratively. Thus, by engaging students in collaborative writing activities, teachers can enhance their problem-solving and critical thinking skills, thereby boosting their writing and improving their performance.

Reflection

In this section, I present my personal feelings, experiences, insights, and reflections related to my MPhil in English Language Education (ELE).

When I enrolled at Kathmandu University in 2022 to pursue an MPhil in ELE, the professors in the first semester helped me decide on potential study topics. On the first day, I was told to think of an issue to write about; I immediately recalled the issue I had. My issue was teaching writing skills through a collaborative language learning technique. Since I didn't know the best practices for teaching writing, I found it very challenging to explore the understanding and practices of teaching writing

skills through CLL. I wanted to research a topic that would help me and other English language teachers teach writing skills effectively. Then, I planned to conduct a qualitative research study on it. Therefore, I used the interpretive research paradigm under the narrative inquiry method. I conducted in-depth interviews with four participants to collect real information for my research.

Since I had been out of formal higher education for approximately 10 years, it was quite challenging to catch up to the pace of learning at KU. I had a tough time recalling the theoretical concepts I had learned during my graduation. Although I was anxious, I persisted in pursuing an MPhil degree. I renounced the complex, disorganized situations I had endured during that period. I could accomplish my first semester by consulting my seniors and teachers and visiting the library diligently.

During the second semester, I conceptualized qualitative research and its various aspects. The research paradigm and its problematic approach to the literature review were difficult for me to handle. I gathered information from a variety of sources, which helped me further clarify the problem. Regarding teachers' writing practices, CLL would be conducted through teachers' narratives that inculcated my perspective on writing. After finalizing the research issue in the fourth semester, I spent many hours reading related books, dissertations, and research articles, both online and in physical form, at home and in the library. I read literature that supported my research and realized that a collaborative approach helps students enhance their writing skills. The primary challenge I saw was with theories. Based on teachers' stories, I struggled to integrate theory into classroom practice. I considered the theoretical viewpoint alongside other studies and reached a conclusion that is required in every study. Using social constructivist learning theory as a framework, I did my best to incorporate data into the research. Finally, I realized that the social constructivist theory was worth linking to my research.

In August 2022, I wrote a research proposal and presented it to the research committee, which provided me with valuable feedback. But I couldn't finish it in time since I spent more days at schools and colleges teaching and lecturing. My study was exciting because it gave me the opportunity to listen to teachers' life stories and to observe their actual understanding and practice of writing skills through CLL in real classroom situations across four schools, thereby deepening my understanding and practice of teaching writing through CLL. Initially, I was unsure whether I could easily find the relevant information about my issue. I was also afraid of not being able

to identify the schools that were implementing CLL in teaching-learning writing practices. Many teachers were reluctant to participate in the interviews; however, I found four English teachers had enormous CLL practices in teaching writing skills. I selected them as participants and discussed my research issue with them. They agreed to support me in my research study. I built rapport with four of them, meeting with them formally and informally. I telephoned them to schedule the interview and to collect data by visiting their schools and, sometimes, their residences.

The main hardship that I noticed was with theories. I often struggled to blend theory into classroom practice, as reflected in teachers' narratives. I examined the theoretical perspective alongside other research and concluded that substantiation was necessary in every research study. I connected my research to the social constructivist theory and did my best to fit the data into the research. As my research was a narrative inquiry, I collected the necessary information in various forms, including audio recordings and field notes. I got very good cooperation and a positive perspective on the purpose of my research from the English teachers as I explained the research. Then I conducted a face-to-face interview using unstructured questions. I recorded it from the device and later transcribed it. After returning home, I wrote them through the theory I generated. There, I realized I had collected a lot of unnecessary and irrelevant data from the interview.

After transcribing the raw data, I divided the interview questions, coded them, and grouped them in the same matrix based on similar responses. I read the participants' answers thoroughly and looked for emerging themes. I divided the chapters into sections based on my research questions and generated themes for each. I analyzed, interpreted, and drew conclusions from the data using relevant literature.

Teachers' real teaching and learning stories helped them revise their writing instruction strategies. Their activities play a significant role, as they serve as models in school and society. A teacher remains a facilitator, counsellor, and participant while students begin working in pairs or groups. Teacher-student cooperation in the classroom is the best example of teamwork and group work for professional growth and the exploration of new knowledge.

From this research study, I learnt the power of sharing and collaboration, which helped me generate and construct new ideas and knowledge. Moreover, it inspired me to pursue academic writing and research alongside an enthusiastic, energetic team. The favorable atmosphere at the university and its inspirational

professors motivated me to explore the issues of collaborative practices in teaching writing skills in the classrooms. My supervisor assisted me in many ways in overcoming the barriers I faced during the research journey.

In every story of my participants, I had a great time and new experiences. The interaction with my participants was fantastic and insightful. I developed my teaching career and shaped the way in the days to come. I experienced both pain and pleasure while struggling to complete the study. I had many opportunities to broaden my knowledge and research horizons, though I suffered a lot due to the hectic work involved in collecting data for this research. I got some practical ideas on how to interview participants to collect information, transcribe raw interview data in Nepali, translate the information into English, code it, develop themes, interpret, analyze, and draw key insights. I learned to review an academic research paper critically. I also learned not to cite others at the beginning of a paragraph. I gained new experience, knowledge, and research exposure through my dynamic, friendly, and supportive supervisor. All the cooperative activities supported me in implementing new teaching and learning ideas in my real classroom to foster professionalism, academic growth, and development. Sharing my teacher participants' personal writing experiences inspired me a lot. Thus, the MPhil degree helped me transform socially and professionally.

During the journey, I received support and constructive feedback from my dissertation supervisor, Prof. Hem Raj Kafle, PhD, on the language, style, outline, and content of my writing to make the work more academic. During the research study, learning with him, I developed the skills of researching and writing academically in a true sense. Overall, my learning experience was great, wonderful, fruitful, and positive, helping me achieve clarity and reach the final draft of this dissertation.

Contribution of this Study

This research study contributes to filling the gap in teachers' understanding of CLL and practices in teaching and learning writing skills. It examines how their use of CLL activities enhanced their students' writing skills. CLL has made a significant contribution to changing traditional teaching strategies. A further contribution of this study is the transformation of the traditional method of teaching writing skills through the application of CLL in English instruction in general and in teaching and learning writing skills in particular.

Moreover, the study contributes to students and teachers working cooperatively and collaboratively in small groups to explore creative and new ideas. In addition, it helps explore current teaching and learning practices to enhance writing skills. It facilitates overcoming challenges when applying collaborative practices in English language writing classrooms.

Thus, collaboration in teaching and learning enhances learners in the current language-teaching and learning arena. The study indicates that when collaborative learning practices are used, competition within classes disappears; students learn to collaborate and may take ownership of both their own learning processes and those of others in their group, thereby increasing English language learners' involvement in their writing.

Implications of the Study

All the research works accomplished have implications that make them more valuable and significant. This study has identified and reported teachers' collaborative practices of teaching and learning writing skills by applying CLL in English classes. The study also shows that teachers can engage learners in CLL activities such as group work, pair work, think-pair-share, and jigsaw to enhance their writing skills. The successful application of CLL requires teachers' skills in time management and in engaging learners in collaborative activities. It provides English teachers and school administrators with insights into classroom management to help students effectively apply CLL in their schools.

The success or failure of CLL lies in the hands of all levels of school stakeholders, such as teachers, parents, students, and school administrators. Therefore, school administrators can develop a provision to inform stakeholders about how to minimize problems and challenges and maximize learning opportunities. As a result, CLL can be successfully integrated into curricular activities. Teachers' knowledge and skills, professionalism, and professional development also play a fundamental role in effectively implementing CLL. This study can serve as a motivating factor for fellow teachers in their professional development, helping them achieve the goal of transforming traditional pedagogy for teaching writing skills by incorporating CLL. It can also be a strong support for fellow teachers in identifying curricular objectives, fulfilling them through CLL, and reducing the burden of memorizing large amounts of classroom content for students. In addition, it can be a good support in reducing the dependence of both students and teachers on textbooks and teachers' lectures.

Classroom management plays a significant role in the successful application of CLL. This study can support teachers in identifying topics that are suitable to learners' needs and interests, aligned with their curriculum and learning level, and give learners a choice in their voice. For national development, today's learners need to be smarter, more creative, and have multi-dynamic human resources. Collaboration, cooperation, critical thinking, and management skills help individuals survive in the global context.

The successful application of CLL can also be a valuable support to policymakers in revising and reforming teaching-learning practices in the Nepalese context. The results documented in this study can provide pedagogical insights for teachers to develop writing skills and guide their future decisions about teaching and writing in English language classes.

First and foremost, school administrators must offer training sessions to the teachers on using and developing teaching strategies for CLL. Additionally, schools and administrators should arrange workshops and training to enable more experienced teachers to impart their experience to less experienced teachers.

Teachers need to be aware of current trends in teaching techniques and be willing to adopt better, more useful approaches. Teachers should collaborate with colleagues to exchange ideas and share creative teaching and learning concepts. Additionally, the teacher's cooperation is crucial to improving students' writing abilities through CLL. Feedback on each other's teaching can be useful in improving teaching writing skills. The information gathered from this study indicates that teachers believe CLL techniques increase English learners' engagement in assigned writing tasks.

As this research was a small-scale qualitative study involving four teacher participants and used in-depth interviews and field notes, its findings cannot be generalized to all English language teachers around the country. To address these limitations, future research may include a larger sample, broader contexts, and a mixed-methods design to deepen insights into teachers' understanding and classroom practices of Collaborative Language Learning (CLL) in teaching writing skills in public schools. Due to teachers' awareness of the effective implementation of CLL in writing instruction. As a result, it can enhance teaching and learning processes and reduce the learners' anxiety. Furthermore, government authorities are encouraged to organize regular training programs and workshops to promote the application of CLL.

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