

**REFLECTIVE PRACTICES OF SECONDARY LEVEL
ENGLISH LANGUAGE TEACHERS IN TEACHING ENGLISH
USE**

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

**Submitted by
Kamala Acharya**

Faculty of Education, Tribhuvan University

Kirtipur, Kathmandu, Nepal

2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss. Kamala Acharya** has prepared this thesis entitled **“Reflective Practices by Secondary Level English Language Teachers In Teaching English Use”** under my guidance and supervision.

I recommend this thesis for acceptance.

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DECLARATION

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

Date: 14/05/2012

Kamala Acharya

DEDICATION

Dedicated

*to my parents who devoted their whole life
to enlighten me and to my respected teachers*

*Who always supported and inspired me
to reach my goal of life.*

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Date: 14/05/2012

Kamala Acharya

ABSTACT

This research work entitled "**Reflective Practices of Secondary Level English Language Teachers in Teaching English Use**" aims to find out how the secondary level English language teachers promote their professional development. The study was mainly conducted considering the significance of reflective practice for making improvement in EFL classroom. To achieve the objectives, the researcher designed two main tools i.e. questionnaire and observation checklist. She observed the classes of twenty teachers of secondary level twice with a prepared checklist and distributed them a set of questionnaire as well. To analyze data obtained from the teachers the researcher used simple statistical devices like table, chart and percentage. This study shows that majority of the secondary level English language teachers were not found seriously practicing reflective teaching for their professional development though some of them responded that they used reflective teaching as a way to their professional development.

This thesis consists of four chapters. Chapter one is an introductory part. It includes the general background, objectives of the study, the review of related literature, significance of the study and definitions of the specific terms. Chapter two includes the methodology adopted to carry out the research. In other words, it includes the sources of data, population of the study, sampling procedure, tools and process of data collection and limitations of the study. Chapter three consists of the analysis and interpretations of data. Chapter four consists of the findings and recommendations of the study. Lastly, this chapter is followed by references and appendices.

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
NELTA	Nepalese English Language Teachers Association
LSN	Literary Association of Nepal
i.e.	that is
CUP	Cambridge University Press
M.Ed.	Masters in Education
T.U.	Tribhuvan University
Vol.	Volume
No.	Number
et al.	and other people
e.g.	etcetera
ibid	the same book\ the one that has just been mentioned
Viz.	Namely
ESL	English as a Second Language
EFL	English as a Foreign Language
P.	Page
Pp.	Pages