CHAPTER-ONE

INTROUCTION

1.1 Background of The Study

Nepali, our national language, does not have access to the scientific and technological world. Nepal needs English for the acquisition and transmission of the scientific and technological knowledge. It is also the window to western literature, culture and thought. In Nepal, it is not seen only as a language through which the culture of another nation is observed but also as a language through which Nepal can express her own culture. The English language is absolutely necessary to introduce us to the rest of the world. Moreover, English is undoubtedly of vital importance for keeping Nepal in touch with the advancement of the modern world. As education is an agent of such a process, the status of English in Nepalese education as a foreign langue is indispensable. Among several languages, being used in the world, English is the most widely used language in the history of existence. It is understood by a billion out of the six billion people worldwide. It is believed that more than seventy percentage international mails is written and addressed in English; sixty percentage of the world's radio airing is in English, fifty percentage of the world's books are in English while eighty percentage of all computer texts around the world are stored in English. Keeping these needs in mind, English teaching/learning began in Nepal from the very beginning. It has been allocated considerable weighting in our school and university level curricula. At the outset, Bhimsen Thapa started employing Indian teachers to coach Royal family members in the

royal palace. Later, with the advent of the Rana rules in Nepal, English education was introduced, developed and expanded.

In spreading English education in Nepal, the contribution made by Jesuits, United Mission of Nepal (UNMIN) and the British Council is unforgettable. Similarly, an entirely professional organization like Nepal English Language Teachers' Associations (NELTA) role is equally significant which has been informing to the working force about the modern advancement taking place in pedagogical areas.

The teaching of English institutionally, as a subject of study began with the foundation of Durbar High School in the autumn of 1854 A. D. The main objective of opening this school was to keep a close link with British people. The courses of study were standard books written in the English language. The establishment of Tri-Chandra College in 1918 A. D. marked the beginning of higher education in Nepal. The college was affiliated with Indian Universities (i. e. Calcutta and Patna) before the inception of Tribhuwan University in 1959. Courses were taught according to the Indian University syllabuses. English was compulsory subject of studies and the medium of instruction and examination. In higher education, English has remained dominant ever since.

The English language is being used in almost all the fields. It is used in business, politics, information technology, science and education. It has an important role to educate the people by releasing world's current events. "Knowing English is also a key to employment in globalized economy." (Larsen-Freeman, 2007, p. 69) English is most widely used lingua-franca of the

world. Therefore, teaching and learning English becomes inevitable in all levels.

1.1.1 Reflection: An Introduction

Reflection is a process of witnessing one's own experience in order to look at it in a new way. It involves describing, analyzing, and evaluating our thoughts, assumptions, beliefs, theories and actions. The notion of reflective teaching, around which this is based, stems from Dewey (1933) who contrasted 'routine action' with reflective action. According to Dewey "routine action is guided by factors such as tradition, habit and authority and by instructional definitions and expectations" (p. 110). By implication it is relatively static and is thus unresponsive to changing priorities and circumstances. (as cited in Pollard, 1993, p.10).

Likewise, Pennington (1992) states that the use of term reflection in the context of instruction can be interpreted in the sense of thoughtful considerations as well as in the sense of mirror, symbolizing or representing of mirror, symbolizing or representing (as cited in Bailey, 1997, p. 3).

Similarly, Richards and Lockhart (1994, p. 1) state that reflective approach to teaching is "one in which teachers and students teachers collect data about teaching, examine their attitude, beliefs, assumptions and teaching practices and use the information obtained as a basis for critical reflection about teaching." Because such reflection involves a critical component, reflective teaching can serve as amaps of contributing to one's professional development.

In the same way, Nunan and Lamb state that "reflective on one's teaching, and in the process developing knowledge and theories of teaching is an essential component" in the life long process of professional growth. They add defending their "actions in planning, implementing and evaluating language programmes."

From the above definitions it is seen that reflection is a way of observing, evaluating and reflecting on one's own actions in order to bring about change in practice, it involves thinking about and critically analyzing one's actions with the goal of improving professional practice.
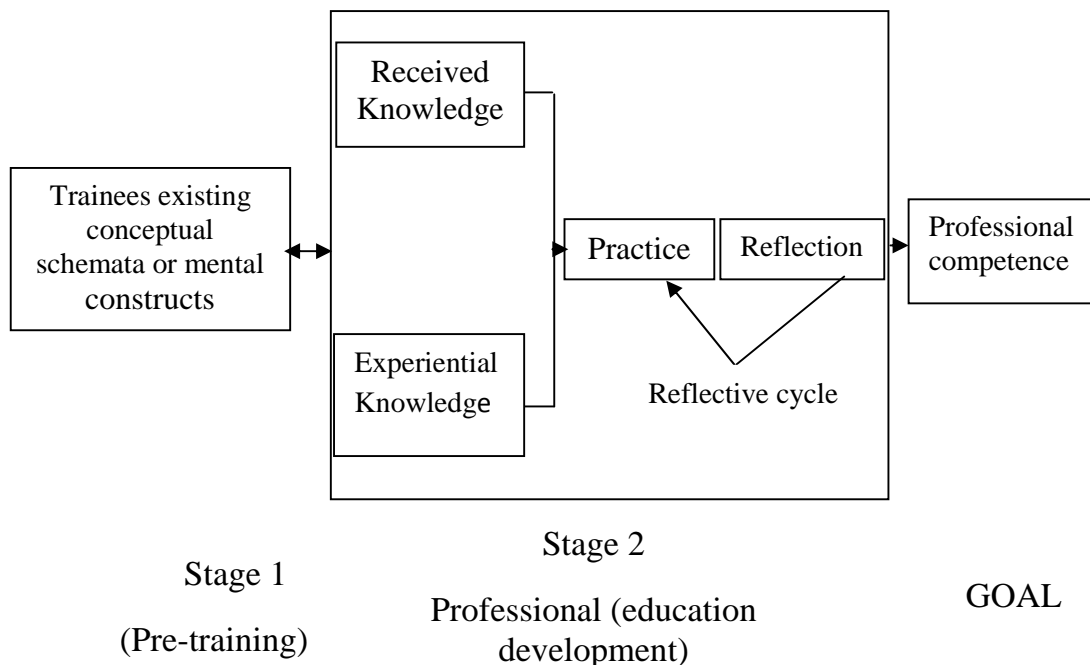
1.1.2 Reflective Practice in Teacher Education

The concept of reflection in teacher education was developed during 1990's. In the reflective practice, the trainee teachers recall past experiences, then reflect alone or in discussion with others, in order to work out theories about teaching and then tries these out again in practice. Such a cycle aims for continuous improvement and development of personal theories of action (Ur. 2000, p. 5). Writing in the area of teacher education, Pennington (1992) states that "the term reflective teaching has come to signify a movement in teacher education, in which student teachers or working teachers analyze their own practice and its underlying basis, and considered alternative means for achieving their ends" (as cited in Bailey, 1997, p. 3).

The term, 'reflective' means thinking deeply about things and 'practice' means doing things regularly. The terms 'reflective' and 'practice' make a phrase with

a new sense of thinking deeply on the practice or experience which teachers have to perform while doing their professional job (i. e. teaching).

Wallace (1993,P.49) has proposed the model of reflective teaching, which he claims can be applied to 'both pre-service and in service (teacher) education development' According to him, structured professional education should include two kinds of knowledge: 'received knowledge', which includes the vocabulary of the subject and the matching concepts, research findings, widely theories and skill and 'experiential knowledge'. Knowledge acquired by experience. In this model, there is a continuing process of reflection on 'receive' and experiential' knowledge in the context of practice, which Wallace (ibid) terms as the 'reflective cycle'

Stage 1
(Pre-training)

Stage 2
Professional (education development)

GOAL

The reflective model of teacher education)

Wallace/1991, P.49

Reflective practice is becoming a dominant paradigm in teacher education programme world-wide. Many schools, colleges and departments of education began designing teacher education and professional development programs based on this concept.

The techniques introduced for exploring teaching are based on the following assumptions about the nature of teachers' development. Richards and Lockhart (1996, p. 3-4) mentioned five assumptions as follows:

1. An influenced teacher has an extensive knowledge base about teaching.

Teaching is a complex, multidimensional activity. The teacher who has a more extensive knowledge and deeper awareness about different components and dimensions of teaching is better prepared to make appropriate judgments and decision in teaching.

2. Much can be learned about teaching through self-inquiry.

For many teachers, classroom visits by supervisors are main source of feedback on their teaching.

3. Much of what happens in teaching is unknown to the teacher.

Teachers are often unaware of the kind of teaching they do or how they handle many of the moment-to-moment decisions that arise.

4. Experience is insufficient as a basis for development.

While experience is a key component of teacher, in itself it may be insufficient as a basis for professional growth.

5. Critical reflection can trigger a deeper understanding of teaching.

Critical reflection involves examining teaching experiences as a basis for evaluation and decision making and as a source for changing.

1.1.3 Importance of Reflective Teaching

Reflective teaching is only valuable in so far as it is a default position for those who do not wish to conduct action research. On the contrary, reflective teaching is extremely valuable as stance, a state of mind, and healthy questioning attitudes towards the practice of our profession. Reflecting on our practice also provides us with the substance of our stories, and it could lead us to share those stories with our colleague.

Teachers who explore their own teaching through critical reflection "develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students" (Richards, 1991, p. 5). According to Ur (2000, p: 319) "reflection on daily classroom events is the first and most important basis for professional progress". Therefore, reflective teaching creates a context which promotes professional dialogue. The main value of reflective teaching lies in its potential to clarify our thinking.

1.1.4 Approaches to Develop Reflective Practice

There are different approaches that can be employed if one wishes to become critically reflective teachers. Teachers sometimes fail to exploit these events, letting momentum of all other events of the day take presence. And yet these experiences can serve as the basis for critical reflection, if teachers can find ways to capture thoughts of and reflections to those events, as well as ways to

gather full information about the events themselves. So, the different scholars have discussed the various ways of reflecting. Richards J.C. & Lockhart C (1996) in "Reflective Teaching in Second Language Classrooms" have mentioned the most frequently adopted approaches for developing the skill of reflective practice as given bellow:

a) Self-monitoring

b) Journal writing

c) Peer observation

d) Teacher support group

e) Action research

f) Reflective conversation

g) Surveys and questionnaires

h) Teaching portfolio

i) Audio/video recording of lessons.

j) Students feedback

k) Orient the teacher toward the concepts of reflections

(a)   Self-monitoring

The aim of self monitoring is to find ways of looking at our own experience from other's perspectives. Self-distancing is very much important in this type of reflection. We have to examine our own action and activities as if we are examining others' activities. Ways of doing self monitoring reflective proactive are journal writing and audio-video recording. We can ask ourselves the following questions:

-) What did/didn't I work well?

-) What would I do differently next time?

-) What did the students learn?

-) What attitudes do I hear in the qualities of my voice?

-) Who is doing most of the talking?

If we explore in such questions, we can monitor ourselves and make a sense of our experience.

(b)   Journal Writing

Journal writing is also a valuable tool for developing critical reflection in which the teachers can record daily experiences, feelings, emotional responses and analysis of observation and teaching. According to Richards and Lockhart (1996, p.7), keeping a journal serves two purposes.

1. Events and ides are recorded for the purpose of later reflection.

2. The process of writing itself helps trigger insights about teaching.

Writing in this sense serves as a discovery process.

The following procedures are recommended for keeping a journal (Bailey 1990, Porter et al. 1990, Walker 1985).

i.   Make entries on a regular basis, such as, once or twice a week, or even daily if possible. It may be useful to spend five or ten minutes after a lesson to write about it or record it.

ii. Review your journal entries regularly.

(c)   Peer Observation

The main purpose of peer observation is to get feedback of our own teaching from our own colleagues. Peer observation involves colleagues-who are equal-watching and teaching together so that both may be helped in their understanding and practice. We can ask our peer observer to prepare a check list for observation. After the observation, the observer writes a short narrative on teaching and provides feedback.

(d)   Teacher Support Group

Teacher support group is a group of teachers formed voluntarily by two or more then to people to learn together. It helps to develop mutual trust and support for each other. It is not concerned with administrative work. Teachers of such group meet together to discuss and share understanding, to improve materials, to offer support to each other, to read teaching journal, to design, discuss and carryout classroom experiments, to read and discuss articles, etc. this type of teacher support group plays an important role in reflection and therefore in gaining professional.

(e)   Action Research

Kral (1993, p.10) defined action research as a self-reflective inquiry indicated by teachers for the purpose of improving their classroom practice. In order to carry out action research, Strickland (1988) provides the following steps:

(i)   Identify and issue

(ii)   Seek knowledge

(iii)   Plan and action

(iv)   Implement the action

(v)   Observe the action

(vi)   Reflect on your observations

(vii)   Revise the plan

A systematic way of learning from our practice and putting that learning back to our practice is called action inquiry approach.

(f)   Reflective Conversation

This kind of conversation between two people is to facilitate the reflection on the experiences. The facilitator's main aim is to listen attentively and supportively to the speaker and to help their self-discovery talk. This can be done by asking question, checking understanding, and summarizing what the speaker has said, this type of reflective conversation helps people to find the crux of the problem and to solve it.

(g)   Surveys and Questionnaires

The teachers can collect information on a particular aspect of teaching and learning by administering a questionnaire or completing a survey form. Surveys and questionnaires are useful ways of gaining information about affective dimensions of teaching and learning such as beliefs, attitudes, motivation etc.

(h)   Teaching Portfolio

A portfolio is a selection of things that illustrate us working and learning at our best. The portfolio contains a variety of exhibits, which offer different perspectives on us as learning professionals. We can include teaching plan,

samples of student work, feedback, achievement, photos, drawings, poems, observation report, and discussion in our teaching portfolio. Such things help us to reflect on our working and provide idea for further improvement.

(i) Audio/Video Recording of Lessons

For many aspects of teaching, audio/video recording of lessons can also provide a basis for reflection. With the help of the recorder, the teachers can collect the moment to moment process of teaching. This recording of lesson helps teachers analyzing various aspects of their own students' behavior and strategies as well.

(J) Student Feedback

Students are a good source of reflection. The teachers need to develop a set of questionnaire or observation checklist and give different students to respond on them. The instruction should be quite clear to that observation would be more objective. Likewise, informal talks with the students will also provide a lot insight about teacher's performance.

(K) Orient the Teachers Towards the Concept of Reflection

Although the idea of reflective approach has been outlined almost at the beginning of the 20th century and a lot of universities in the west have been experimenting on it, it is a very new idea in Nepal. Therefore, the teachers should be oriented may be by the tutors themselves about the importance of reflection in teaching. It can be done through seminars, conferences, some professional's organizations like Nepal English language Teachers Association

(NELTA), which observes different programmed to develop the professionalism among teachers in Nepal.

1.2 Review of Related Literature

Though a number of teachers and research scholars have carried out several studies in the field of ELT, a very few researches have been done in the field of teachers' professional development. Some research studies carried out by the teachers themselves as a practice of reflective teaching have been reviewed here:

Richards (1991, p.5).) in his article "Towards Reflective Teaching" focuses on how a reflective view of teaching can be developed. He has discussed the various important procedures the teacher can employ in his teaching like observation oneself and others, team teaching, explaining one's view of teaching and so on. He mainly emphasizes on the role of reflection on teacher's professional development. He says reflective teaching is a valuable tool for self-evaluation and professional growth. But "experience alone is insufficient but that experience coupled with reflection can be powerful impetus for teacher development".

Richard and Lockhart (1996, p. 1) see reflection as a key component of teacher development. They state that a reflective approach to teaching is "one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information, obtained as a basis for critical reflection about teaching"

Bailey (1997, p. 3) opines, "the practice of reflective teaching helps us, as professional teachers, to examine our work" He has presented the different ways of reflective upon the actions and sense from the past. He found that reflecting on their practice, the teachers and learners can make a brief 'vignettes' or stories of the classroom activities and share those stories with the colleagues, which is an effective way of explaining one's actions and clarifying their teaching.

Head and Tylor (1997) report that the most reliable way to record what actually happens during a lesson to make a video or audio recording effective is also means of reflective teaching. They added that video has the advantage of recording no-verbal as well as verbal behavior, and of revealing aspects of classroom activity, which normally remain hidden to the teacher.

The most reliable way to record what actually happens during a lesson to make a video or radio has advantage of recording non-verbal as well as verbal behavior, and of revealing aspects of classroom activity, which normally remain in hidden to the teacher (ibid.).

Chand (2000) carried out a research entitled "A Comparative Study on Teachers' Attitude Towards Teaching Profession," and found that almost all the experienced teachers had positive attitude but some of the private school teachers had less positive attitude towards their profession.

Ferraro (2000, p.5) says "reflective practice can be beneficial process in teachers' professional development, both for pre-primary and in-service teachers". If the teachers involve in reflective practice regularly, they can "gain

a better understanding of their own individual teaching styles and can improve their effectiveness in the classroom".

Killon (as cited in Head and Taylor, 1997) states that journal writing becomes a place for learners to record observations, toy with various perspectives, analyze their own practice, interpret their understanding of topic keep records, make comments, or construct experiences. Journal can be kept private or shared with colleagues for responses, feedback, interpretation or comments.

Ur (2000, p.105), has a view that while talking about personal reflection, says that the first and most important basis for professional progress is simply the teachers' own reflection on daily classroom events. But she adds that very often this reflection is quite spontaneous and informal. Therefore, it is helpful only up to a certain point because it is not organized and it is solitary. So, she stresses on the need of systematic journal writing for teachers' professional development, as it is more productive as well as contributory to further reflection and learning.

Khaniya (2006) differentiates professionals from academicians and concludes that the department of English Education should be autonomous to bring about changes in its academic programs to make it attractive for many ELT professionals; otherwise, its products would suffer very seriously. These views as expressed by the experts in the field of ELT stress on the need of teacher's professional development for which reflective teaching is the best practices.

Blazquez (2007) made a case study on her own beliefs about teaching and her behavior in the classroom. She was interested to find out the role of reflection

in changing one's beliefs and attitudes towards teaching and learning. In this study, she found that reflective practice allowed her to make her belief explicit, to analyze data and critique the results which expanded her knowledge. This study shows that teachers explore what occurs in the classroom and reflect critically on the theories and beliefs that will be helpful in bringing fundamental changes in classroom practices.

Phyak (2007) carried out a study on reflection on a classroom research. This study is based on his own experience of reflective teaching to the fifty four students of higher secondary level who hesitated to speak English in the classroom- they preferred using Nepali. In this study, he found that after that reflection on a particular problem and adaptation of different techniques in his teaching, the use of English in class and outside the class was increased. He also found that the use of mother tongue was reduced and students were self confident in speaking English.

Phuyal (2008) conducted a study entitled "Teacher Development through Reflective Teaching: Perception and Practices of English Language Teachers." The main objective of his study was to explore English language teachers' prevalent perception and practices of reflective teaching for their professional development. In his study he found very deplorable condition of the use of reflective teaching in our ELT situation. He tried to explore language teachers' prevalent perceptions and practices of reflective teaching using its various tools. Unfortunately, he could find them not practicing the tool of reflective teaching as a means of their professional development. They were apparently

surrounded by various limitations to implement the tools of reflection in ELT classrooms as a way to their professional development. However, they had shown positive attitudes its use in ELT classroom.

The researcher considers teachers' capacity building and autonomy empowering them with recently updated knowledge and skill in the fields of ELT. It also helps language teachers for creating their own meaning out of regular practices. Though there are many works on defining the concept of reflective teaching, a very few are based on the research studies. No research has yet been carried out on the reflective teaching in the Department of English Education. Therefore, the present study is targeted to find out how the Nepalese secondary level English teachers practice the reflective teaching in the classroom.

1.3   Objectives of the Study

The objectives of the study were as follows:

(a)   to find out the ways the secondary level English language teachers employ to develop reflective practices,

(b)   to suggest some pedagogical implications on the basis of the finding of the study.

1.4   Significance of the Study

The study would explore language teachers' reflective practices for their professional development. The study is significant as it aims to find out the hidden facts based on the contemporary educational system of Nepal.

So, it is hope this study would be beneficial for all people who are interested in teaching and learning the English language and particularly to language teachers, teacher trainers and the persons interested in carrying out research on different aspects of reflective teaching. The study reveals the present scenario of ELT in Nepal, which paves the way for teachers to improve themselves. Teachers can improve or change their teaching strategy on the basis of the findings of this research. It offers them the alternative techniques to make the teaching and learning more effective. Partly it is also useful from linguistic point of view. Teachers and teacher trainers can include 'reflection' as a new technique of teacher training. Textbook writers, curriculum designers and students are other target people who can take benefit themselves from the study.

CHAPTER-TWO

METHODOLOGY

To fulfil the objectives of the present study the researcher has adopted the following methodology:

2.1 Sources of Data

The study was based on both primary and secondary sources of data.

2.1.1. Primary Sources of Data

The primary sources of data were the secondary level teachers of English language teaching in different schools of Kathmandu district.

2.1.2. Secondary Sources of Data

To facilitate the study, the researcher used various books, journals, reports, articles, research works and other internet sources to the research area. While preparing this proposal, the researcher consulted the books like Richards and Kral (1989-1993), Wallace (1991), Lockhart (1996), Taylor (1997), Head and Kumar (1999), Ur (2000), Pollard, Khaniya (2006), and Phuyal (2008).

2.2 Population of the Study

The population of this study was the secondary level teachers of English language teaching in different schools in Kathmandu district.

2.3 Sampling Procedure

The sampling procedure in this research was non-randomly one. Twenty schools were selected from different parts of Kathmandu district. One teacher from each school was selected. The selected teachers were altogether twenty.

At least, one class of each teacher was observed. Altogether twenty classes were observed for data collection.

2.4 Tools for Data Collection

The major research tools for collecting data from selected schools were the classroom observation checklist and questionnaire.

2.5 Process of Data Collection

First of all, the researcher prepared an observation checklist on the possible areas the teachers can reflect on. She visited the selected schools of Kathmandu and consulted the administration of the schools and asked for their permission to carry out her research study in their schools. She also consulted the selected teachers and informed them about her study and established rapport with them. After getting permission, she observed their classes for data collection. Basically, the classroom observation was be based on the checklist. However, the study was more related to how the teachers practice reflective teaching in their classroom. So, the information found in course of observation was added. In order to find out their involvement in reflective teaching, she distributed questionnaires to the teachers and requested them to answer the questions and return on time.

2.6 Limitations of the Study

The Study had the following limitations:

a. The study was limited to only twenty non-randomly selected schools in Kathmandu district.

b. Only twenty secondary level teachers of English language were selected

for the present study.

c. Only the non-random sampling procedure was used for sampling the population.

d. The study was limited to use the research tools such as: observation checklist and questionnaires only.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected from twenty schools of Kathmandu district. One teacher from each school was selected as informant. This study was carried out to identify reflective practices of secondary level English language teachers and the ways they were employing to reflect upon their teaching. For this purpose, the researcher tabulated the information and analysed the data under the following two main headings:

- ➢ Analysis and interpretation of teachers views
- ➢ Analysis and interpretation of the data obtained through class observation.

First of all, information was tabulated and then analysed and interpreted by using simple statistical tools such as percentage, tables, diagrams and pie charts.

3.1. Analysis and Interpretation of Teachers' Views

This section is mainly concerned with the secondary level English teachers views on different aspects of reflective teaching. The analysis here is mainly based on the questionnaires in which the responses of the teachers are interpreted and analysed in detail. With the help of 15 different questions, the researcher sought to extract the views of teachers on reflective practice activities focusing on identification of the involvements of English language teachers in reflective teaching and the general ways they used to develop

reflective practice in the language classroom. Thus, teachers' views are analysed and interpreted in various sub-sections on the basic of their responses.

3.1.1 Preparing Lesson Plan

This section deals with importance of daily lesson plan for secondary level English language teachers. The researcher asked the teachers whether they prepared a lesson plan or not in order to find out their views. The table below shows the response of the teachers on making lesson plans for teaching activities.

Table No. 1

Preparing Lesson Plan for Teaching

Responses	No. of Teachers	Percentage
Yes	20	100
No	0	0

From the responses, it is revealed that all the (100%) teachers prepared lesson plans before coming to the class. They replied that they gave preference in making lesson plan for daily teaching activities. They found that daily lesson plan was very helpful to develop confidence in language teaching. But the result showed that the majority of the teachers found pre-planning made their work easy.

3.1.2 Teachers' Role in the Language Classroom

This part reflects how the secondary level English teachers see their roles in language classroom. Different teaching settings involve teachers in different kinds of roles. In this section the researcher wanted to find out whether the secondary level English teachers evaluated their teaching activities through their roles or not. The table below represents how the language teachers see their roles in the language classroom:

Table No. 2

Teachers' Role in the Language Classroom

Roles	No. of Teachers	Percentage
Controller	3	15
Facilitator/Model	13	65
Director	1	5
Counselor	3	15

The table shows that the teachers visualized their roles in the classroom in different ways. From the table, it is revealed that 65 % of them assumed their roles as a facilitator and model. 15 % teachers took their roles as the controller in the classroom. Similarly, 15 % teachers opined that they played the role of counselors and 5 % of them played their roles as a director. The result shows that these roles often overlap in the class room. The majority of teachers saw their roles as a facilitator and model. According to them the teachers roles may

change during the lesson as they have to play different roles according to the context.

3.1.3 Needs and Importance of Change in Language Teaching Profession

Language teaching is not an easy job. Teaching means teaching of all the skills and aspects of language. The teaching of language is directly influenced by the different philosophical, psychological and linguistic schools of thought developed in different countries and in different times. Therefore, language teachers should update their knowledge in accordance with the newly developed methodologies and techniques of language teaching. In this section, the teachers were asked to mention the necessary changes they thought in the language teaching profession in order to explore their beliefs about professionalism. Regarding this issue, more than 75 % teachers focused on good training to the language teachers. They opined that all the teachers might be trained about newly developed techniques of the language teaching.

As mentioned by the teachers, the following improvements are necessary in the language teaching profession:

➢ All teachers must be trained.

➢ Language teachers have to be up to date with new approaches and methods.

➢ Language teachers have to participate in language seminars and training time and again

➢ Teaching profession should be highly prestigious for uplifting the status of teachers.

➢ Priority and facility should be given to motivate the qualified individuals in teaching profession.

3.1.4 Maintaining Teaching Diary

The role of teacher's diary is very effective for gathering various information based on classroom teaching. It is a valuable source of information for language teachers to make necessary change and improvement in classroom practice learning from the past experiences.

Table No. 3

Maintenance of Teaching Diary to Improve Classroom Practices

Responses	No. of Teachers	Percentage
Yes	16	80
No	4	20

The variable of this study was to explore secondary level English language teachers' practices of using teaching diary as a means of reflective teaching for their professional development. While analysing the table of reflective practice in the responses provided by the language teachers, it was seen that only 80% responded that they maintained teaching diary. 20% of them responded that they did not use teaching diary. It was found that the majority of secondary level English language teachers maintained teaching diary as a source of their professional development. The researcher considered it significant to analyse and interpret the responses of participants on the further issues of the key point though they were in majority in number.

Table No. 4

Information Obtained from Teaching Diary

Responses	No. of teachers	Percentage
not at all	0	0
very little	2	10
a little	15	75
a lot	3	15
Total	20	

The table shows that 75% teachers got little information from teaching diary while 15% teachers found teaching diary very useful for them and 10% teachers viewed that keeping diary did not give much information, though they used it.

Table No. 5

Teaching Diary as Means of Improving Classroom Practices

Responses	No. of Teachers	Percentage
not at all	1	5
very little	1	5
a little	14	70
a lot	4	20

The researcher further analysed and interpreted the response of the language teachers who maintained teaching diaries for the improvement of teaching

practice. 70% language teachers sometimes used the information obtained from teaching diaries as a means of improving their classroom practice. 20% language teachers used the information obtained from teaching diaries maximally to improve. While, 5% language teachers never used information obtained from teaching diary and 5% used very little information.

3.1.5 Sharing Experiences

Sharing experience about the issue of language teaching can be beneficial to both language teachers; the one who is sharing and the other being shared. It helps them to find out their areas of strengths as well as weaknesses.

Figure No. 1

Sharing Experiences as Language Teacher
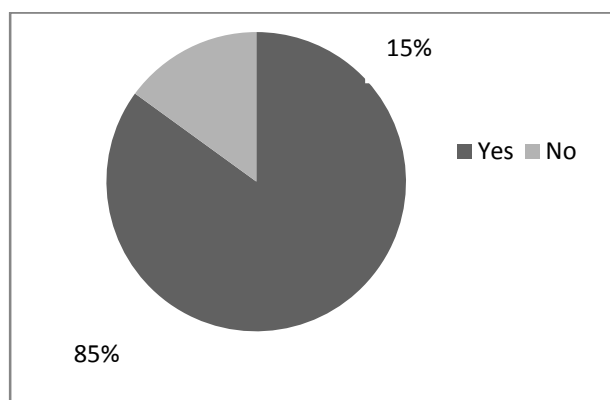
The above figure clears that the secondary level English language teachers' practices of sharing experience as a means of reflective teaching for their professional development. While analysing this tool of reflection in the responses of language teachers, 85% responded that they shared their experiences to their colleagues. It shows that majority of them responded that they shared experiences. 15% participants responded that they did not share their teaching experiences after classroom teaching. So, it was found that the

majority of the secondary level language teachers shared their experience each other for their professional development.

Figure No. 2

Information Obtained from Experiences
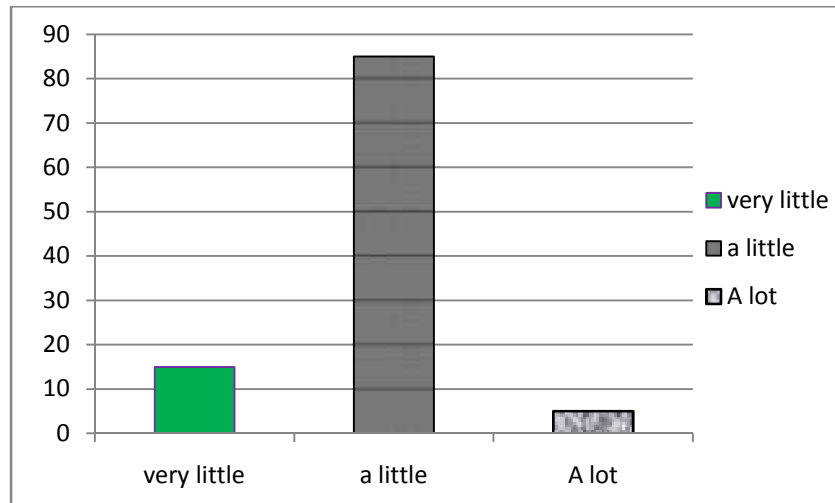
The figure shows that among the total, 20% language teachers who shared their experience as a tool of reflection. Most of the teachers (i.e. 80%) obtained a little information, 15 % of them obtained very little and least teachers obtained a lot information while sharing their experience with other teachers.

Figure No. 3

Sharing Experiences
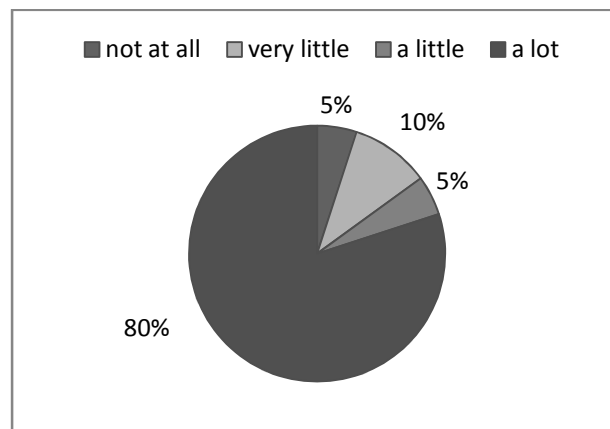
The figure shows that among the language teachers, most of them shared a lot (i.e. 80%) experiences, 10% of them shared very little, 5 % of them shared not at all and a little equally experiences as a means of improving their classroom practices.

3.1.6 Audio or Video Recording

Audio-Video recording of lessons can provide valuable information for language teachers, which consequently becomes a basis for their professional development. Audio video recordings are powerful instruments in the development of the lectures self- reflective- competence. Making a video or audio recording is the most reliable way to record what actually happens during a lesson for self-assessment purposes.

Table No. 6

Use of Audio Video Recording

Responses	No. of Teachers	Percentage
Yes	6	30
No	14	70

The variables of this study was meant to explore secondary level English language teachers practice of audio or video recording as a means of reflective teaching for professional development. While analysing this tool of reflective practice, 70% teachers responded that they did not audio or video recording, 30% teachers responded that they did audio or video recording in the classroom. Thus, it was found that majority of the secondary level English language teachers did not record their lessons to reflect their teaching for further improvement. The researcher considered its significant to analyse and interpret the responses of the participants on the further issues of the key point though they were in majority.

Table No. 7

**Using Audio or Video Recording During Classroom Teaching**

Responses	No. of teachers	percentage
not at all	13	65
very little	3	15
a little	2	10
a lot	2	10

The above table shows that the majority of the 20% language teachers did not use audio-video recording in their classroom. According to study 65% of the teachers never recorded their lesson, 15% of them recorded their lessons only sometimes. While 10% of the teachers recorded their lesson frequently. So, it

was clear that the majority of them did not record their lesson to reflect upon their teaching.

Figure No. 4

Information Obtained from Audio-Video Recording
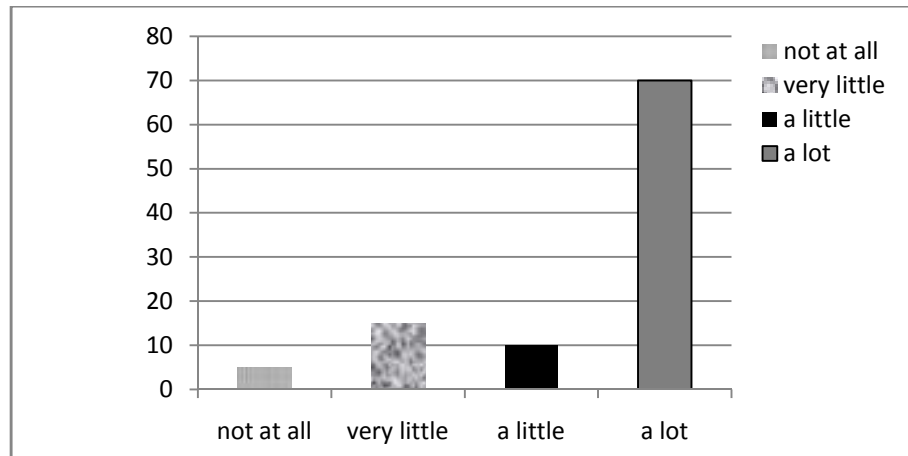
From the diagram, it can be said that 70 % teachers obtained information maximally while recording their lesson. 15 % teachers obtained less information, 10 % teachers obtained a little and 5 % teachers did not obtained any information from audio-video recording. From this result, it can be concluded most of the teachers never obtained information recording their lesson.

Figure No. 5

Finding Audio or Video Recording in Classroom Teaching
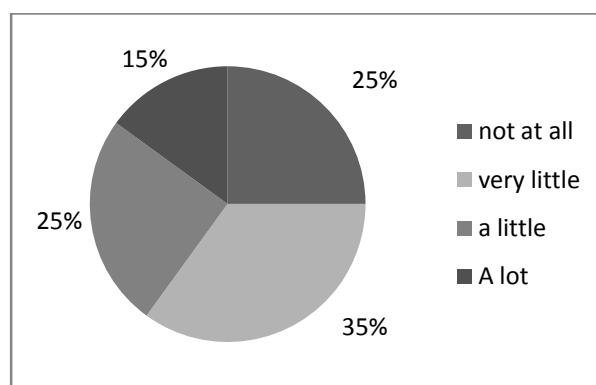
The researcher also analysed and interpreted the responses of the participants in relation to their implementation of classroom data for the improvement of teaching practice. In this context, it was found that 35% language teachers used the information very little, 25% teachers did not use the information obtained from audio or video recording their lesson, while 25% teachers found the information very useful and 15% used little information for improving their classroom practices.

3.1.7 Attending Professional Conferences or Seminars

It is a big experience to attend conference and seminars in the context of our secondary level English teachers on a regular basis, they may be able to update themselves with latest research and controversies. To learn new techniques and methods, they should acquainted with the latest introduced materials in their fields and meet other professionals.

Table No. 8

Attending Professional Conferences or Seminars

Responses	No. of Teachers	Percentage
not at all	-	-
very little	2	10
a little	15	25
a lot	13	65

The table shows that majority of the language teachers (65%) attended in seminars frequently, 25% language teachers only sometimes attended the

conferences, while 10% of them attended few conferences for their classroom

practice.

Figure No. 6

Information Obtained from Professional Conferences or Seminars
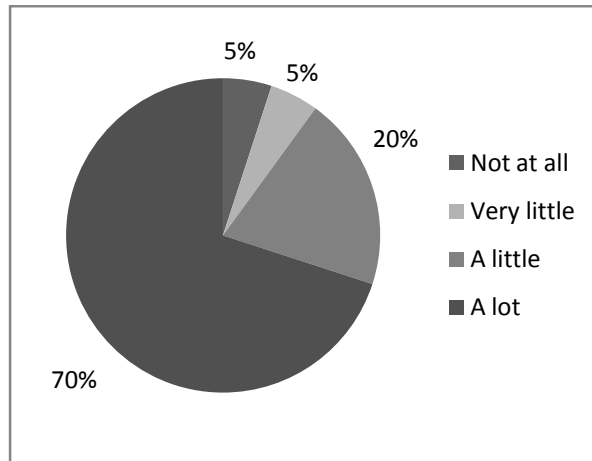
The researcher further analysed and interpreted the responses of secondary

level English language teachers who attended conferences or seminars to take

information. In this context, 70% teachers got lot of information from

conferences and seminars for their professional development. 20% teachers got

a few information, 5% of them did not get any information and 5% of them got

very little information. This shows that the majority of them obtained

information a lot for their professional development.

Figure No. 7

**Information Used in Classroom Practices**
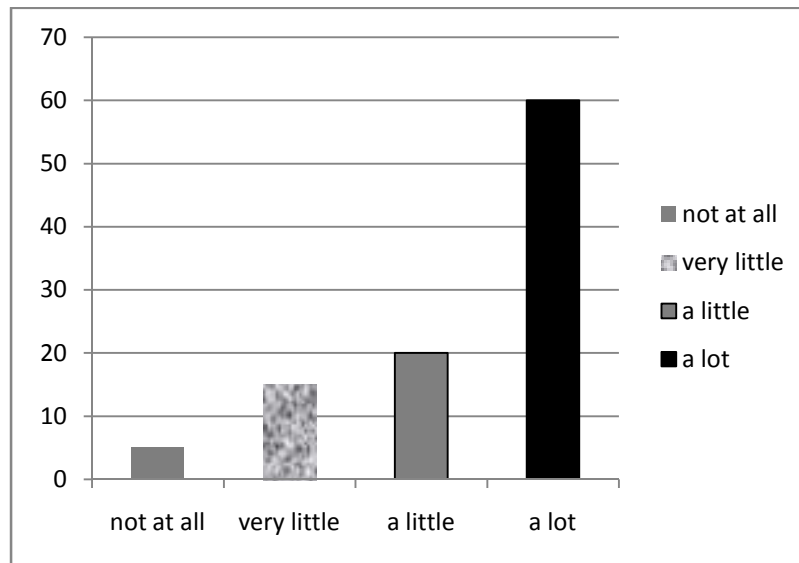
The figure shows that 60% teachers used the maximum information, 20% used little, 15% teachers used very little information and 5% teachers did not use any information they got from conferences or seminars for their professional development.

3.1.8 Obtaining Feedback from Students

Language teachers should regularly ask their students what they think about what is going on in the classroom. The students' views and perceptions can be a valuable feedback to the language teachers which help them to improvise their classroom teaching.

Figure No. 8

Information Obtained from Students' Feedback
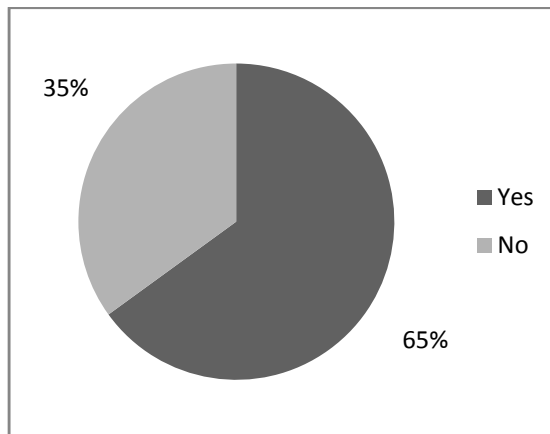
The above figure explains that the secondary level English language teacher practice of obtaining feedback from their students as a means of reflective teaching for their professional development. 65% language teachers responded that they obtained feedback from their students as a means of their classroom practice. 35% responded that they did not obtain any feedback from their students as a tool of reflection. So, it was found that the majority of secondary level English language teachers obtained feedback from their students as a way to their professional development.

Table No. 9

Obtaining Feedback from Students

Responses	No. of Teachers	Percentage
not at all	-	-
very little	2	10
a little	5	25
a lot	13	65

The table shows that 65% language teachers obtained lot of feedback from their students in course of classroom teaching. 25% obtained little feedback while 10% teachers obtained very little feedback from their students.

Figure No. 9

Obtaining Students' Feedback as a Tool of Improving Classroom Practice
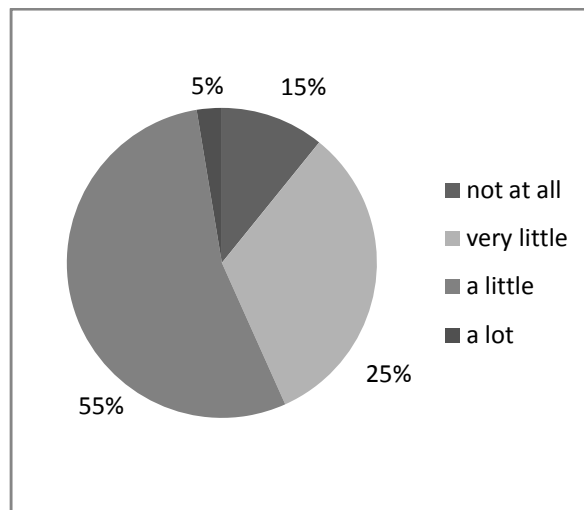
The figure shows that 55% language teachers used the information frequently, 25% teachers used a little information, 15% of them used less information and

5% teachers did not use the information obtaining from their students as a means of improving their classroom practice.

3.1.9 Doing Action Research

Action research is a teacher initiated class room investigation which seeks to increase the teachers understanding of classroom teaching and learning and to bring about change in classroom practices. It is primarily intended to improve the researcher is own teaching. It is based on a cycle of investigation, and is usually done by two or more collaborating researcher (Kral.1993.p.101).

Figure No. 10

Doing Action Research
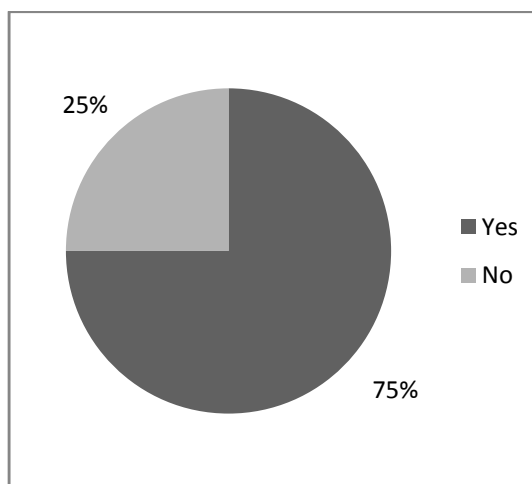
The figure explored secondary level English language teachers' practice of action research as a means of reflective teaching for their professional development. While analysing this issue of reflective practice, in the response of participant language teachers, 75% language teaches responded that they conducted action research as a means of their professional development 25% participants responded that they did not do action research as a tool of reflection. So, the researcher found that the majority of the secondary level

English language teachers conducted action research to reflect upon their classroom practice. The researcher considered its significant to analyse and interpret the responses of participants on the further issues of the key point though they were minority in number.

Table No. 10

Information Obtained from Action Research

Responses	No. of Teachers	Percentage
not at all	1	5
very little	2	10
a little	11	55
a lot	6	30

The researcher further analysed and interpreted the responses of the participants who conducted action research based on the classroom teaching to improve their teaching practice. In this issue, 55% participants received a little information, 30% of them receive a lot of information, 10% of them receive very little and 5% did not receive any information from action research to develop their professionalism as a language teacher.

Table No. 11

Action Research as Means to Improve Classroom

| Responses	No. of Teachers	Percentage
not at all	1	5
very little	3	15
a little	9	45
a lot	7	35

Similarly, the researcher also analysed and interpreted the responses of the language teachers who carried out action research in relation to their implementation of the findings of action research for the improvement of classroom teaching. Out of the total respondents 45% teachers used lots of information, 35% teachers used a lot, 15% of them used very little information and 5% did not use the information obtained from action research.

3.1.10 Reflective Teaching

Reflective teaching is a means of teachers' professional development. It plays a prominent role in guiding language teachers towards taking reasonable steps rather than the steps taken him.

Figure No. 11

Advantage of Reflective Teaching
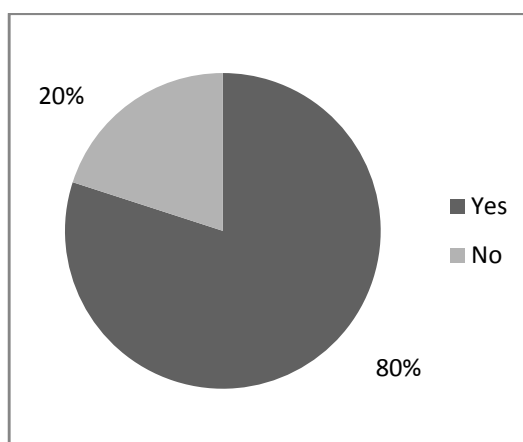
The figure explains that most of the secondary level English language teachers' practices of reflective teaching as a means of their professional development. While analysing this means of teachers' professional development 80% language teachers, responded that they found reflective teaching was very much advantageous to the language teaching, 20% participants responded that they did not get any advantage of reflective teaching for their professional development. It showed that the majority the teachers got the advantage of reflective teaching to improve professional development.

3.2 Analysis and Interpretation of the Data Obtained through Class Observation

This section deals with the classroom observation of twenty English teachers of secondary level. The researcher prepared an observation checklist and observes class of each teacher. The observation checklist was another tool of this research study, which had been taken as a complement of the questionnaire which had already been interpreted. So, the inadequacies in observation can be

combated with help of questionnaire. Here, the researcher has tried to minutely analyze the different classroom activities of the teachers from which she intended to find out teachers involvement in reflective teaching. For this researcher. For this, the researcher had used five rating scales viz. excellent, very good, good, fair and poor. She also used frequently, sometimes and never to observed some particular skills of the teacher. Similarly, options 'Yes' and 'No' are also used to observe some reflective activities of the teachers after the class. This section is discussed under the various headings.

3.2.1 Language Used for Learning Activities

Activities such as problem solving or role play are used to generate communicative language use and to practice turn taking, asking questions and asking for clarification. A number of researchers have investigated the kind of language that learning use when completing these kinds of activities in order to answers questions such as the followings:

) How accurate is the language they use?

) How appropriate is the language they use?

) What strategies do they employ for coping with deficiencies?

The issue of the quality of the language that learners use when completing communicative task has been examined in a number of studies (Day 1986, Elis 1985).

Table No. 12

Language Used for Activities

| Ratings	No. of Teachers	Percentage
Excellent	1	5
Very good	14	70
Good	3	15
Fair	2	10

The above table reveals that 70% teachers were very good performance in language in the classroom, 15 % teachers were good, 10% teachers were fair and 5 % teachers were excellent performance in language in the classroom.

3.2.2 Providing Feedback to Learners on their Performance

Providing feedback to learners on their performance is another important aspect of teaching. Feedback can be either positive or negative and may serve not only to let learner know how well they have performed but also to increase motivation and build a supportive classroom climate.

Figure No. 12

**Providing Feedback to Learners on their Performance.**
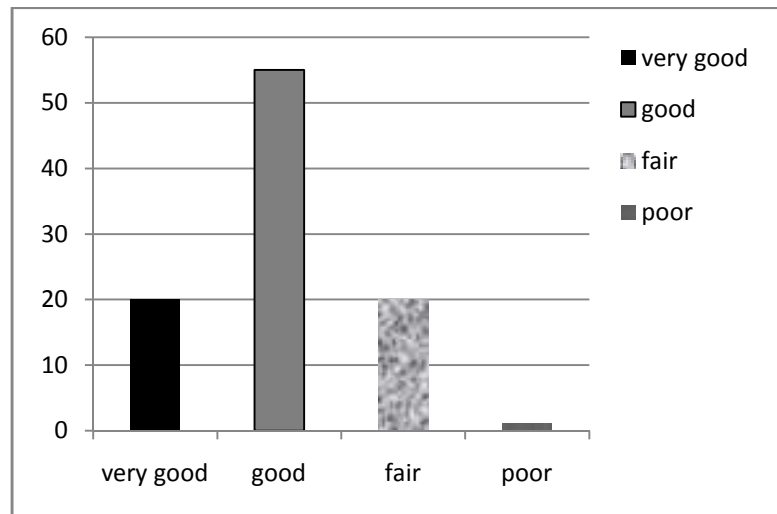
The figure displays that 55 % teachers were found very good, in providing feedback to learners on their performance. However, 20 % teachers were good, 20 % teachers were fair and 5 % teachers were found poor in providing feedback to the learners on their performance.

3.2.3 Investigation Task

The inventory was designed to identify teachers' beliefs about language learning. Administer it to a group of teachers to determine the degree of similarity in their responses. How are their beliefs likely to translate into classroom practices?

Figure No. 13

Investigation Tasks
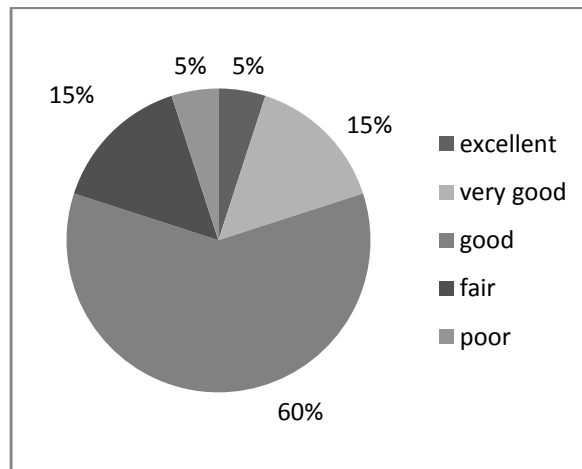
The figure displays that most of the teachers i.e. 60 % were good, 15 % fair, 5% were poor, 5 % excellent and 15 % teachers were found very good in investigating task in teaching. This shows that the majority of the teachers gave much more attention to investigating the tasks.

3.2.4 Lesson Report

A lesson report is structured inventory or list which enables teachers to describe their recollection of the main features of a lesson. The purpose of a lesson report is to give the teacher a quick and simple procedure for regularly monitoring what happened during lesson, how much time was spent on different parts of a lesson and how effective the lesson was. To be effective, the lesson report forms should be prepared by a teacher or group of teachers to match the goals and contents of the particular course they are teaching.

Table No. 13

Teachers' Attention on Lesson Report

Ratings	No. of Teachers	Percentage
Excellent	-	-
Very good	17	85
Good	2	10
Fair	1	5
Poor	-	-

Regarding the teachers' attentions on lesson report, maximum (i.e. 85%) teachers were very good, no teacher was excellent and poor. 10% teachers were good and 5% teachers were fair on lesson report.

3.2.5 Planning Decisions

Teachers differ in the extent to which they plan lessons and in the kind of planning they make. Some teachers develop "Micro-Plans", or overall goals for a course or a class and use these to help them develop the lesson plans they use on day-to –day basis.

Figure No. 14

Teachers' Attention on Planning Decisions
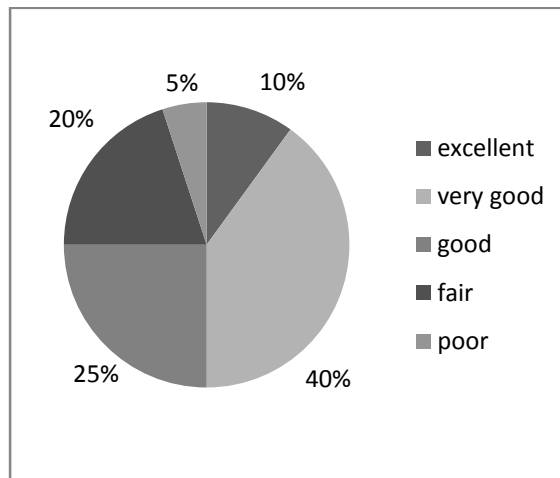
Planning decisions help teachers to develop the lesson plans they use on day to day basis. The above figure reflects that 10 % teachers were found excellent and 40 % teachers were found very good for planning decisions. 25% teachers were found good, 20 % found fair and 5 % teachers were found poor in planning decisions.
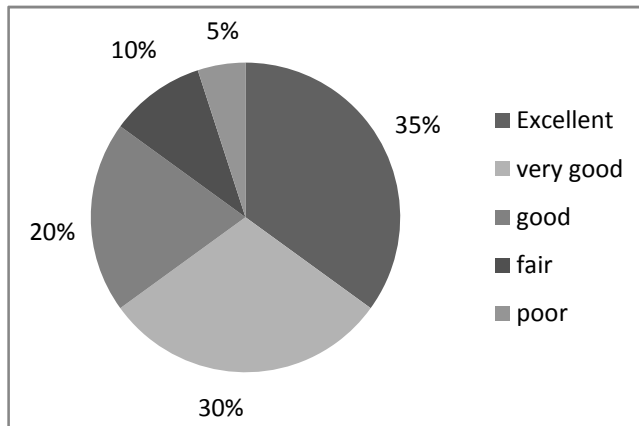
3.2.6 Instructional Goals

Many teachers expressed objectives in terms of the teachers' role for example.

-) To develop learners' confidence in speaking and listening.
-) To activate the learners' comprehension of what is to be a learner.
-) To develop learners autonomy.

Figure No. 15

Instructional Goals

The figure displays that 35 % teachers expressed excellent objectives in their roles. At the same way, 30% very good, 20 % were good, 10 % fair and 5 % were found poor to express objectives.

3.2.7 Learning Materials

Teachers also expressed objectives in terms of course book on materials to be used. These materials play a significant role in the field of language teaching. The researcher observed the different classes of the teachers to find out how often they used the teaching materials in their classroom.

Table No. 14

Learning Materials

Ratings	No. of Teachers	Percentage
Excellent	2	10
Very good	11	55
Good	5	25
Fair	1	5
Poor	1	5

The table displays that most of the teachers (i.e. 55 %) teachers were very good in using learning materials, 10 % teachers were excellent, 25 % of them good, 5% teachers were found fair and 5% of them poor in using learning materials in the classroom. This shows that the majority of teachers gave much attention on the use of learning materials in the classroom. Few teachers did not use learning materials. They were totally depend on the chalkboard.

3.2.8 Evaluative Decisions

Evaluative decisions are those which a teacher makes after a lesson has been taught. They arise from asking the following kind of questions about a lesson:

1. Was this lesson successfully? Why or why not?

2. Did the students learn what they were intended to learn?

3. Did the lesson address the students needs?

    In evaluating their own teaching, however, teachers typically base their judgments on their own personal beliefs system about what constitutes good teaching. Woods (1991) found that teachers' evaluative decisions were consistent with their underlying assumptions and beliefs about language learning and teaching.

Figure No. 16

Evaluative Decisions
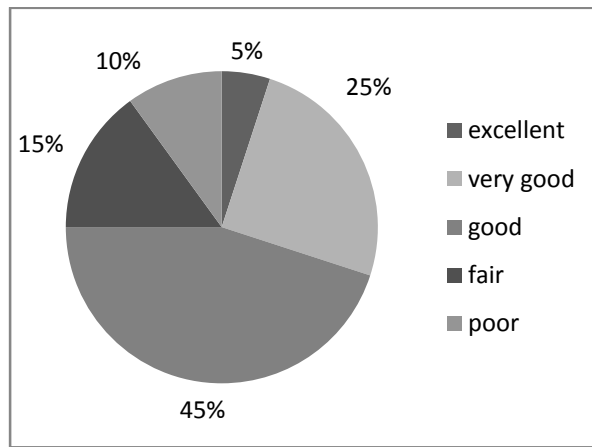
The figure displays that 45 % teachers were good, 25% teachers were very good, 15% teachers were fair, 10 % teachers were poor and 5% teachers were excellent in making evaluative decisions in their teaching. This shows that the majority of the teachers had the ability of monitoring and evaluating decisions.

3.2.9 The Nature of Roles

A role can be defined as the part taken by a participant in any act of communication (Ellis & MC Clintock 1990, p.97). In some interactions, roles are relatively fixed (e.g. doctor, patient or teacher- student) whereas in other, roles temporary and open negotiation. For example, within an office, a group of colleagues may have hierarchical roles (e.g., senior account, junior account), whereas in a social situation outside the office context the same colleagues may interact in equal terms.

Figure No. 17

The Nature of Roles of Teachers
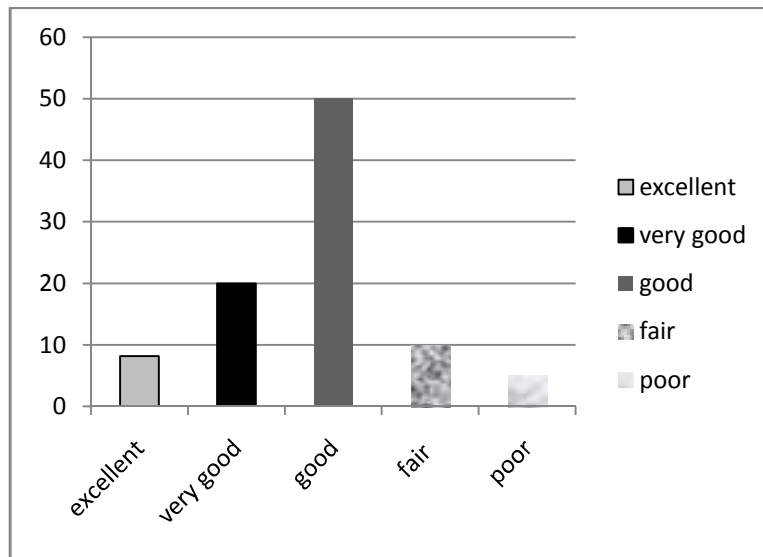
This diagram shows that 50 % teachers played good role, 20 % found very good 15 % teachers played excellent role in language teaching in the classroom 10 % teachers played fair and 5 % teacher in played poor role in language teaching in the classroom. This shows that most of the teachers played appropriate roles in different language teaching situation.

3.2.10 Teachers' Self Confidence

The researcher observed the classes to see whether teachers had self confidence on the subject matter they were teaching in the class or not. The researcher observed the different classes of each twenty teachers in different times where the different subject matters were taught. It was found that 85 % teachers were confident in their teaching and 15 % teachers did not have much confidence on the subject matter they were teaching.

Figure No. 18

Teachers' Self Confidence
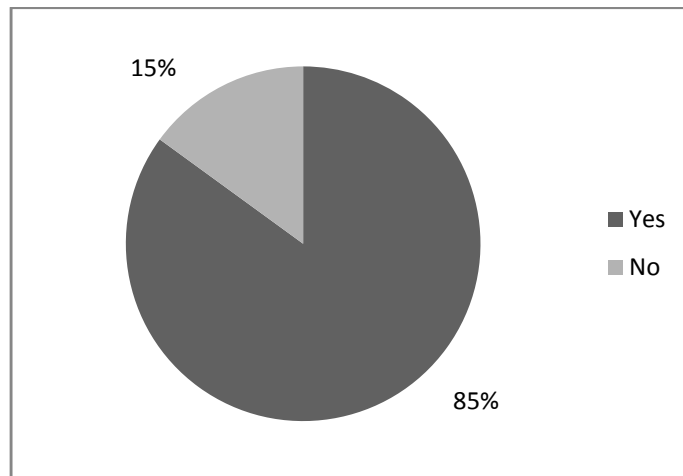
This diagram shows that 85% teachers were found confident in their teaching and 15% teachers did not have much confidence on the subject matter they were teaching. The result shows that the majority of the teachers were found confident in their teaching. However, the result of the observation is satisfactory.

3.2.11 Roles Reflective a Personal View of Teaching

While many teachers have been taught to use a specific method or asked to teach within a framework or philosophy established by their institution, the way they teach is often a personal interpretation of what they think works best in a given situation. For many teachers, teaching approach is something uniquely personal which they develop through experience and apply in different ways according to the demands of the particular situation. Teachers create their own roles within the classroom based on their methodology of teaching and learning and the kind of classroom interaction they have in the classroom.

<p align="center">**Table No. 15**</p>

<p align="center">**Roles Reflective a Personal View of Teaching**</p>

Responses	No. of Teachers	Percentage
Yes	15	75
No	2	25

The table explains that among the language teachers selected for this research, maximum teachers (i.e. 75%) expressed positive view for the reflective personal view of teaching and only 25% teachers expressed negative view for the reflective personal view of teaching.

3.2.12 Interactive Decisions

The ability to make appropriate decisions is an essential teaching skill. Interactive decisions enable the teachers to assess students' responses to teaching and modify their instruction in order to provide optional support for learning. Therefore, the researcher observed the classes to see how far the teachers were able to make interactive decisions in the classroom.

<p align="center">**Figure No. 19**</p>

<p align="center">**Interactive Decisions**</p>
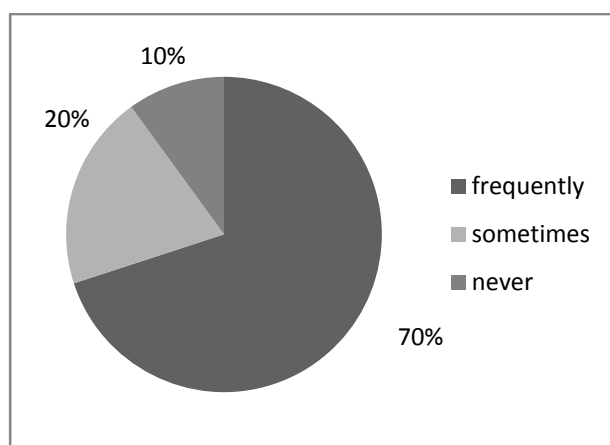
The diagram displays that 70 % teachers frequently made interactive decisions in the classroom. Similarly, 20 % teachers sometimes made interactive decisions in course of their teaching and 10 % teachers never made interactive decisions in teaching. This shows that the majority of the teachers had the ability of monitoring and evaluating their own teaching activities and made appropriate modification according to the situation, their experiences, and immediate contexts.

3.2.13 Roles Reflecting a Teaching Approach or Method

The role of a teacher in the context of classroom teaching and learning may also be influenced by approach or method the teachers is following. While, not all teachers see themselves as trying to implement a particular approach or method (e.g., Communicative Language Teaching, a Process Writing Approach), many teachers describe their teaching in these terms may have been trained to work within a specific method. Some teaching methods define very specific roles for teachers and prescribe the kinds of behaviors which teacher should or should not allow in the classroom. For example, the Direct Method which was the first oral based method used in foreign language teaching, described the teachers' role in very specific terms.

Figure No. 20

Roles Reflecting a Teaching Approaches or Methods
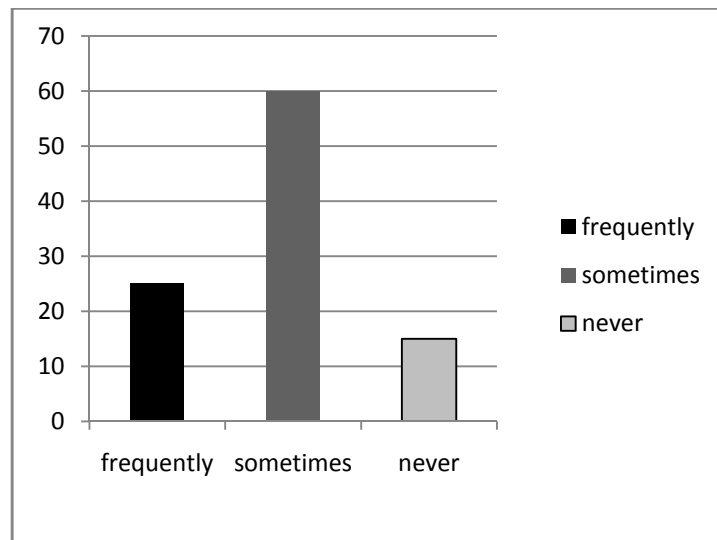
The figure explains that maximum teachers (i.e. 60%) used sometimes, 25% teachers used frequently and 15% did not use any method or approach in teaching.

3.2.14 Teacher Activities After the Class

The main aim of this study is to find out reflective practices of English language teachers. Therefore, the researcher observed the different activities of the teachers which they carried out inside as well as outside the classroom. It is really a challengeable task to find out teachers' reflection on their teaching activities immediately.

Figure No. 21

Teachers' Activities After the Class
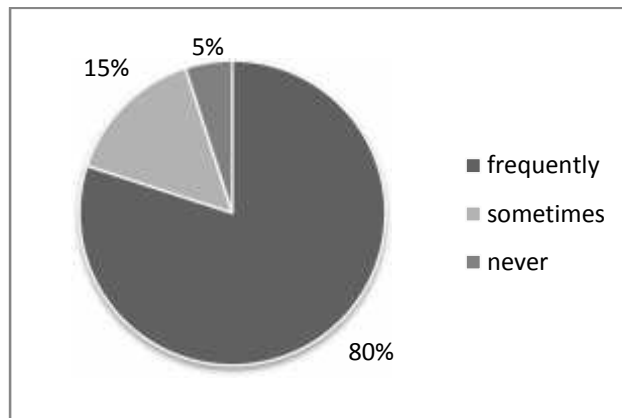
The figure describes that most of the teachers (i.e. 80 %) performed their activities frequently, 15% teachers performed sometimes and 5% teachers never performed any activities after the class.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of data, the following findings have been made:

) Teaching English in school was found problematic because of low motivation of students, lack of physical facility and teaching materials.

) Most of the teacher were not found god in questioning skills. It is seen that they were not concerned with analyzing their questioning skill.

) Group discussion and sharing experiences were found the effective ways for the teacher to reflect upon their teaching experiences.

) Most of the teachers were found unknown about the classroom research. More than 70% teachers never involved themselves in any kind of research study focusing on their classroom problems.

) It was found that 80% teachers were using teaching diaries as a means of reflective teaching for their professional development. Similarly, the researcher were taking information from teaching diaries.

) Interactive decisions were made frequently by the teachers in the classroom. More than 85 % teachers made interactive decisions in course of their teaching. This shows that the majority of teachers had the ability of monitoring and evaluating teaching activities and made appropriate modification according to the situation.

- Most of the classes were dominated by the teachers. Teachers did not focus for students' interaction in the classroom.

- The language teachers were found using audio-visual gadgets during classroom teaching to have their own reflection of teaching.

- About 80 % teachers were found attending some professional conferences or seminars as a way of their professional development.

- Majority of teachers presented their lessons systematically and orderly. More than 60 % teachers found good in lesson planning.

- The researcher found that about 75 % teachers discussed their colleagues after observing the lesson as a means of reflective practice.

- Majority of teachers (75 %) were found doing action research as a tool of reflective teaching for their professional development.

4.2 Recommendations

On the basis of above mentioned findings, the researcher made the following recommendations for pedagogical implications:

) There should be a proper physical facilities and availability of essential teaching materials for English language teaching in the school. The teachers should always be ready to make maximum and better use of limited resources available in their context for motivating the students in learning. Teaching training for developing motivation skill is recommended for the inexperienced teachers.

) Teachers should improve their questioning skills. For this they need to analyze and evaluate their skill of asking questions.

) Teachers should increase their involvement in group discussion and other programmes which will be beneficial for them to reflect upon their teaching.

) Classroom research helps to increase the teacher's understanding of classroom techniques and learning, and to bring about change in classroom practices. Therefore, teachers should carry out such researches for their professional development.

) Teachers should equally focus on the other ways of reflection like journal writing along with diary writing which help them to record the teaching ideas for the purpose of later reflection

) Teacher should increase their reflective activities for their professional development.

⟩ Student- student interaction in the classroom should be encouraged. For that teachers need to understand the problems of students and make their teaching remedial.

⟩ Teachers should increase their involvement in group discussion and other programmes which will be beneficial for them to reflect upon their teaching besides using audio visual gadgets.

⟩ Though many teachers used teaching material while teaching English in the classroom, they need to maximize locally available and self made teaching materials.

⟩ Lesson plan is an important means for the teachers to teach English language in the classroom. So it must be made by all the teachers before teaching in the classroom.

⟩ Teachers who do not discuss with their collogues about the teaching reflection, should start discussing their colleagues after observing the lesson as a means of reflective practice.

4.2 Recommendations

On the basis of above mentioned findings, the researcher made:

The teachers should giver time for observation of peers' classes and being observed by others that help them to analyze and evaluate their own teaching.

) The teachers should always be ready to make use of limited resources available in their context to enhance reflective practice for their professional development.

) Teachers should equally focus on the other ways of reflection like journal writing and diary writing which help them to record the teaching ideas for the purpose of later reflection

) Teacher should be aware of their reflective activities for their professional development.

) The teachers should provide time for observation of peers' classes and being observed by others that help them to analyse and evaluate their own teaching.

) Student- student interaction in the classroom should be increased. For that teachers need to understand the problems of students and make their teaching remedial.

) The classroom research helps to increase the teachers' understanding of classroom techniques and learning and to bring about change in classroom practices. Therefore, teachers should carry out such researches for their professional development.

- Teachers should increase their involvement in group discussion and other programmed which will be benefited for them to reflect upon their teaching.

- Teachers should increase their reflective activities for their professional development.

- Teachers should be involved in different trainings and workshops periodically and make them aware of the importance of reflective teaching.

- The educational institutions or universities like TU, KU, PU and so many others responsible for producing skilled human resources in the field of ELT should design their course focusing on the agenda of reflective teaching and language teachers' professional development. They should also provide opportunity for its real practice along with theoretical knowledge required for it.

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APPENDIX: THREE

QUESTIONNAIRES TO THE TEACHER

Dear Sir/Madam,

This questionnaire has been designed for the purpose of my research study entitled "Reflective Practices by Secondary Level English Language Teacher" under the supervision of Dr. Jai Raj Awasthi, the Professor of the Department of English Education, T. U. Kirtipur. Your co-operation in completion of the questionnaire was of great value to me. Please feel free to put your response required to the questionnaire. I assure your response was merely be used as information for the research and was have no harmful effect upon your career.

Thank you.

Researcher

Kamala Acharya

Date:…………….

Background Data

School's Name:

Teacher's Name:

Teaching Class:

Address:

Qualification:

Years of Teaching Experience:

   A. Answer the following questions:

   1. How many periods do you have in a week?

   ……………………………………………………………………

   …………………………………………………………………

2. Do you prepare a lesson plan?

…………………………………………………………………………

……………………………………………………………………

a. If yes, what kind of planning do you prefer, mental or written?

…………………………………………………………………………

……………………………………………………………………

b. If not, why? Give reasons.

i. ….

ii. ….

iii. …

3. How do you see your role in the classroom? (Director, controller, model, counselor, facilitator)

…………………………………………………………………………

……………………………………………………………………

4. Can you explain any changes you have made in your own teaching or in your approach to teaching? (These could be changes in your view of yourself as a teacher. Your approach to teaching or the methods techniques you use.)

…………………………………………………………………………

……………………………………………………………………

5. How can you collect information about your own teaching?

…………………………………………………………………………

……………………………………………………………………

6. What criteria do you use to evaluate your teaching?

…………………………………………………………………………

……………………………………………………………………

7. What are your beliefs about teaching and learning, and how do these beliefs influence your teaching?

…………………………………………………………………………………
………………………………………………………………………

8. What kind of grouping arrangements do you use? How effective are they?

…………………………………………………………………………………
………………………………………………………………………

The questionnaires are based on the following practices of reflective teaching:

(1) Reflective (in general)

(2) Peer Observation

(3) Maintaining Teaching Diary

(4) Audio-Video Recording

(5) Sharing Experiences

(6) Obtaining Feedback from Students

(7) Attending Professional Conference and Seminars

(where '**a**' stands for '**not at all**,' '**b**' stands for 'very little,' '**c**' stands for '**a little**,' '**d**' stands for '**a lot**,' and '**e**' stands for '**a very great deal**')

1. Do you maintain a teaching dairy to improve your professional development as a language teacher?

   a. Yes,   b. No

   i.   If so, to what extent do you make use of the information obtained from the teaching diary as a way of improving your classroom practices?

   a)….   b).....   c)....   d)....

   ii.   If so, to what extent do you find the teaching diary as means of improving your classroom?

   a)….   b).....   c)....   d)....

2. Do you share your experiences with as a language teaching practitioner?

   a. Yes,   b. No

   i.   To what extent do you share your experience as a language teaching

practitioner?

a)….　　b).....　　c)....　　d)....

ii. To what extent do you make use of the information obtained from sharing your experiences as a way of improving your classroom practices?

a)….　　b).....　　c)....　　d)....

iii. To what extent do you find sharing your experience as a way of improving your classroom practices?

a)….　　b).....　　c)....　　d)....

3. Do you make audio or video-recording of the lesson?

a. Yes,　　　　　　　　　b. No

i. To what extent do you make audio or video-recording of the lesson?

a)….　　b).....　　c)....　　d)....

ii. To what extent do you make use of the information obtained from audio or video record as a way of improving your classroom practices?

a)….　　b).....　　c)....　　d)....

iii. To what extent do you find audio or video record as a way of improving your classroom practices?

a)….　　b).....　　c)....　　d)....

4. Do you attend any professional conference or seminar as a language teacher to improve your profession?

a. Yes,　　　　　　　　　b. No

i. If so, to what extent do you attend in professional conferences or seminars as a language teacher?

a)….　　b).....　　c)....　　d)....

ii. To what extent do you make use of the information obtained from attending in professional conferences or seminars as a language teacher?

a)….　　b).....　　c)....　　d)....

iii. To what extent do you find by attending professional conferences or seminars as a tool of improving your classroom practices?

a)….   b).....   c)....   d)....

5. Do you like to obtain feedback from your students?

   a. Yes,   b. No

   i.   If so, to what extent do you like to obtain feedback from your students?

         a)….   b).....   c)....   d)....

   ii.   To what extent do you make use of the information obtained from students' feedback as a language teacher?

         a)….   b).....   c)....   d)....

   iii. To what extent do you find by obtaining students' feedback as a tool for improving your classroom practices?

         a)….   b).....   c)....   d)....

6. Do you do 'action research' (classroom research done as a means of improving one's own language teaching) as a language teaching practitioner?

   a. Yes,   b. No

   i.   If so, to what extent do you do 'action research' as a language teaching practitioner?

         a)….   b).....   c)....   d)....

   ii.   To what extent do you make use of the information obtained from action research as a way of improving your classroom practices?

         a)….   b).....   c)....   d)....

   iii. To what extent do you find 'action research' as a way of improving your classroom practices?

         a)….   b).....   c)....   d)....

7. Do you see the advantage of reflective teaching in the EFL class?

   a. Yes,   b. No

   i.   If so, to what extent do you see the advantages of reflective reaching in the EFL class?

         a)….   b).....   c)....   d)....

APPENDIX: FOUR

CHECKLIST FOR THE CLASSROOM OBSERVATION

To be filled after every observation

The observation checklist is based on the book Jack C. Richards and Charles Lockhart on Reflective Teaching in Second Language Classrooms.

Name of the teacher: Date:

Name of the school: Period:

Teaching Class: Time:

Teaching Item: No. of Students:

S.N. Observed Items	Existing Condition				
	Excellent	V. Good	Good	Fair	Poor
1. Language use for learning					
2. Providing feedback to learners on their performance					
3. Investigation task					
4. Lesson report					
5. Planning decisions					
6. Instructional goals					
7. Learning materials					
8. Evaluative decisions					
9. The nature of roles					

S.N. Observed Items	Responses	
	Yes	No
10. Teacher's self confidence		
11. Roles reflective a personal view of teaching		

	Frequent	Sometime	Never
12. Interactive decisions			

71

13. Roles reflecting a teaching approach or methods			
14. Teachers activities after the class			
15. Using their own insights in teaching			

Researcher

Kamala Acharya

T. U. Kirtipur, Kathmandu

APPENDIX- FIVE

NAME OF THE SCHOOLS

1. English Preparatory Secondary School, New Baneshwor.
2. St.Paul International School, New Baneshwor.
3. Bhimsengola Secondary School,New Baneshwor.
4. Shree Bhunedevi Secondary School, Sinamangal.
5. Saur International Higher Secondary School, Tinkune.
6. Shree Dashrath Chandra Secondary, Old Baneshwor.
7. Ratna Rajya Higher Secondary School,New Baneshwor.
8. Siddhartha Higher Secondary School,MilanChowk.
9. Seasons Academy, New Baneshwor.
10. Shree Mangala Secondary School, Gausala.
11. Shree Ghuwesori Higher Secondary School,Sinamangal.
12. Shree Sneha Secondary School, Sinamangal.
13. Boston English School, Kalopul.
14. Pashupati Higher Secondary School, Chabahil.
15. Chhuna Muna Higher Secondary School, Bhimsengola
16. Care Englih Boarding School,Gaushala.
17. Shree Vijaya Smark Higher Secondary School,Dillibazzar.
18. Shree Sarada Secondary School, Tilganga.
19. Venex High School, Bhimsengola.
20. Rayners Secondary English School, New Baneshwor

APPENDIX-SIX
NAME OF THE TEACHERS

1. Mr Sajan Lama
2. Mr Saroj Bastola
3. Mr Shanti Kumar TImalsina
4. Mr Hari Ram Panta
5. Mr Shankar Prasad Gaire
6. Mr Umesh Kumar Bhatt
7. Mr Durga Prasasad Bhatt
8. Mr Deepak Dhakal
9. Mr Binod Bista
10. Mrs Gita Niroula
11. Mrs Dinieta Chettri Shrestha
12. Mr Asmit Gurung
13. Mr Ram Chandra Dahal
14. Mr Prem Bahadur Khadka
15. Mr Shyam Shrestha
16. Miss Susmita Sharma
17. Mr Vishnu Prasad Koirala
18. Mr Krishna Prasad Adhikari
19. Mrs Kabita Ghale
20. Mr. Pradeep Maharjan