

**REFLECTIVE TEACHING IN EFL CLASSROOM: A
CASE OF LOWER SECONDARY LEVEL**

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

**Submitted by
Shanti Paudel
Faculty of Education
University Campus,
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

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Shanti Paudel

Faculty of Education, Tribhuvan University
Kirtipur, Kathmandu, Nepal

T.U. Regd. No. : 9-2-29-1451-2006

Campus Roll No. 1533

Second Year Exam Roll No: 280723/2068

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Shanti Paudel** has prepared this thesis entitled **Reflective Teaching in EFL Classroom: A Case of Lower by Secondary Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 04/08/2014

.....

Mrs. Madhu Neupane (Supervisor)

Lecturer

Department of English

Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATIONS

This thesis has been recommended for evaluation by the following **Research Guidance Committee.**

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Mrs. Madhu Neupane

Lecturer

Department of English Education

T.U., Kirtipur

.....

Member

Mr. Guru Prasad Paudel

Teaching Assistant

Department of English Education

T.U., Kirtipur

.....

Member

Date:- 03/08/2014

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee.**

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T.U., Kirtipur

.....

(Chairperson)

.....

Dr. Chandreshwar Mishra

Professor

Department of English Education

Chairperson

English and Other Foreign Language Education

English Subject Committee

University Campus

T.U., Kirtipur

(Member)

Mrs. Madhu Neupane

Lecturer

Department of English Education

T.U., Kirtipur

.....

(Member)

Date: 04/08/2014

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: 03/08/2014

Shanti Paudel

DEDICATION

Dedicated

to

*my parents **Mr. Eak Narayan and Mrs. Moti Kala Paudel** 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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Shanti Paudel

ABSTRACT

This research work entitled **Reflective Teaching in EFL Classroom: A Case of Lower Secondary Level** aims to find out how the lower secondary level English language teachers promote their professionalism. The main objective of my research was to find out the practice of reflective teaching among lower secondary level English teachers. I selected forty lower secondary level English teachers from private schools of Kathmandu valley using non-random sampling procedure. To collect the data questionnaire and interview were the tools. For the data analysis obtained from the teacher simple statistical devices like table, percentages were used. This study shows that the majority of the lower secondary level English teachers of Kathmandu valley practice reflective teaching for their professional development. More than 85% of the teachers reflect their teaching maintaining three stages (pre, while and post) equally to look back for the improvement in their professionalism.

This thesis consists of five chapters. Chapter one is an introductory part. It includes background of the study, statement of the problem, rational of the study, objectives of the study, research question, significance of the study, and delimitations of the study. Chapter two includes the review of related literature and conceptual framework of the study. Similarly, chapter three includes the methods and procedures of the study adopted to carry out the research. In other words, it includes the design of the study, population of the study, sampling procedure, tools and process of data collection and data analysis and interpretation procedure. Chapter four consists of results and discussion of data. Finally, chapter five consists of summary, conclusion and implications of the study. This chapter is followed by references and appendices.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
NELTA	Nepalese English Language Teachers Association
i.e.	that is
CUP	Cambridge University Press
M. Ed.	Master 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
p.	page
pp.	pages
KU	Kathmandu University
PU	Pokhara University