CHAPTER- ONE

INTRODUCTION

This thesis is on **Reflective Teaching in EFL Classroom: A Case of Lower Secondary Level.** This chapter consists of background of the study, statement of the problem, research questions, significance of the study, and delimitations of the study.

1.1 Background of the Study

To give newness to the class, an ELT teacher needs to enhance the latest skills and techniques throughout the career. Only the rigid ideas may bring monotony to both students and teachers. The habit of self improvement helps a teacher to create suitable activities, use them, assist students in their need and provide positive feedback. Not only that, it also develops the better eyes to look at the society and its relation with education. A teacher also has to understand the context of education from philosophical, socio-economic and cultural perspectives. There are various teaching approaches included in the field of EFL/ESL (English as a foreign language/ English as second language).

Reflective teaching has a number of merits. The first and foremost thing about this is teacher initiative. For developing professionalism in teaching, a teacher himself/ herself puts an effort to it. The first commitment must be the self which involves a promise to self to do best in existing situation. In reflective teaching, a teacher examines his/her own beliefs and classroom practices and sees their impacts.

This helps a teacher to enhance overall aspects of teaching. It helps to choose an appropriate teaching methodology and teaching materials. Also, it gives ideas of evaluation process as well as home assignment if necessary. As a whole, it can be a boon for better planning for the future class. This is a cyclical process. As a result, a novice teacher as well as in-service teacher gains confidence.

Pennington (1992) presents "Reflective teaching as a means for improving classroom processes and outcomes and developing confident self motivated teachers and learners" (as cited in Farrell, 2003, p.8). This is true that an appropriate plan leads someone towards the destination of his/her profession. It is only possible when a teacher reflects his/her teaching.

1.2 Statement of the Problems

Professional development is the process of becoming the best kind of teacher. It is centered on crucial teaching and learning activities like planning lesson, evaluating students' work and developing curriculum. Similarly, it is based on investigation of practice through case study, reflective analysis of teaching practices, examining beliefs, value and principles which focus on improving classroom practice and increasing students' learning. In the field of teaching, a teacher needs to be dynamic, critical, creative and devoted towards profession to foster students' conceptual understanding. It is needless to say that teacher should evaluate, revise and improve his/her own practice for professional development so that reflective teaching should be in practiced in the field of teaching through which the status of learning and teaching outcomes can increase. Reflective teaching is done by adopting different activities.

Different researches show that most of the teachers are not still familiar with the term reflection and they are not aware of developing professionalism. For example, Phuyal (2008, p.45) states that majority of the primary level English language teachers were not using reflective teaching for their professional development. Similarly, Acharya (2012, pp.59-60) discloses the reality "systematic use of journal writing/ diary writing, reflective teaching, group discussion, peer observation for the professional development is very uncommon phenomenon among secondary level English teachers".

Thus, being based on these research papers and realizing the importance of reflective teaching by reading books and articles, I decided to explore the actual practice of reflective teaching among English teachers of lower secondary levels in private schools.

1.3 Rationale of the Study

Reflective teaching is necessary for each and every activity involved in teaching. This study entitled "Reflective teaching in EFL classroom: A case of lower secondary level" explored that whether lower secondary level English language teachers practice the reflective teaching or not. Lack of reflective practice, may cause teachers to be less successful in teaching a foreign language. Without having the reflection, lack of success is inevitable. If there is not any way of developing professionalism, the productivity may decrease dramatically. Only the practice of reflection, can help in nurturing the creativity of the learners and can establish the ideal classroom climate. While talking about the student result in Nepal, some schools are able to give good result and many schools have very poor result. Though different factors are responsible behind this, one of them may be the lack of practice of reflective teaching. Thus, to promote the good teaching for good result of students, reflective teaching is inevitable. Considering these things, in this study forty ELT teachers were selected in order to get their attitudes and practices of teaching English, this was the main concern to select this topic.

1.4 Objectives of the Study

The objectives of the study were as follows:

a. To find out the practices of reflective teaching among lower secondary English teachers
b. To suggest some pedagogical implications based on the findings of the study.

1.5 Research Questions

The main questions of my study were:

a. Are the ELT teachers practicing reflective teaching?
b. How do the ELT teachers practice reflective teaching?
c. Which stages of reflective teaching do the ELT teachers use to reflect?
d. What are their opinions towards reflective teaching?

1.6 Significance of the Study

The study explored language teachers' reflective teaching practices for their professional development. The study is significant as it has found the hidden facts based on contemporary education system of the Nepal. The study has revealed the present situation of ELT in Nepal which paves the way for teachers' improvement themselves. I hope this study will be beneficial for all people who are interested in the teaching and learning the English language and specially to the language teachers, teacher trainers, and the persons who are interested in carrying out research on different aspects of reflective teaching. Teacher could improve or change their teaching strategies on the basis of the findings of the research. It could give the alternative techniques to make the teaching and learning more effective. Partly, it will also be useful from linguistic point of view. It would be significant mainly for teachers and teacher trainers who can include 'reflection' as a new technique of teacher training. Textbook writer, curriculum designers and students are other persons who can take benefit from the study.

1.7 Delimitations of the Study

My study had the following limitations:

a. I selected only twenty private schools of Kathmandu valley.
b. The data was collected from forty lower secondary English language teachers.
c. Only the questionnaire was used to collect data.
d. It only focused on the practice of reflective teaching for teacher development.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

A review of the related literature is an essential part of academic research project. The review is careful examination of a body of literature pointing towards the answer to research questions. Generally, the purpose of a review is to analyze critically a segment of published body of knowledge through summary, classification and comparison of prior research studies, reviews of literature, and theoretical article.

2.1 Theoretical Review of Related Literature

Theoretical review of literature is a collection of related concepts that guides research: determines what things research needs to measure.

2.1.1 Importance of English Language Teaching in Nepal

English language in the Nepalese context has been important in almost every sector. Beside academic purpose, it is also used in day to day activity, for instance, the expiry date of medicine, food items and many other product is printed in English. Not only that, it is the language of most of the movies and television program.

In Nepal, English language is used in academic field. According to Kansakar (1998, p.3), "In Nepal, English has been used for carrying international relation on a worldwide scale. The medium of communication with other countries is English. It functions as a bridge."

According to the change in time the need of English language has increased. The manpower of Nepal has to fight in global market.

The medium of language in global market is English. So that Nepal has also launched many programs to enhance the English language in the field of education from basic level to advanced level by keeping the importance of English language in the heart. In this regards Awasthi (2003, p. 10) says, "pre-service teacher training education is being conducted by faculties and schools of different universities and HSEB (Higher Secondary Education Board) affiliated schools". Under the Ministry of Education, there is National Center of Education Development which orients teacher for English language. In university level, the medium of question in examination is English even if the subjects are taught in Nepali. So, from primary level to university level, the medium of education has been English.

At present, many government and non-govemment offices have been playing important role to develop the professionalism in English language teaching. In this regards, Ministry of Education and Faculties of Education are running in-service teacher training. In-service teacher training programs are being conducted by National Centre for Education Development (NCED) and the Secondary Education Development Centre (SEDC). Pre- service teacher training education is being conducted by faculties and schools of different universities and HSEB affiliated schools. Likewise, different diplomatic missions like British Embassy, American embassy and other organization like UNICEF (United Nations International Children Emergency Fund) has been launched different training

program to develop professionalism in English language teaching. Nowadays, Nepal English Language Teacher Association (NELTA) is also playing a considerable role to grow professional-skills, attitude and knowledge of English language teacher from basic to advanced level.

Thus, the importance of English is increasing day by day. So English language should be developed and established from base level to advanced level. For that, reflective teaching is necessary to develop professionalism of teachers.

2.1.2 Reflective Teaching

Reflection is a process of witnessing one's own experience and asking oneself what went wrong or why it went wrong. It is a query to find out what to avoid, what to respect in future and so on. In the field of education, Dewey is considered as one of the pioneers. In teaching, Dewey (1933) divides the work into two: ‘routine action’ and ‘reflective action’ (as cited in Pollard & Tann 1987, p.3). In routine action, our habit, culture, and old system of teaching play a vital role. Pollard and Tann (1987, p.4) say, "Routine action is guided by factors such as tradition, habit and authority". One the other hand, reflective action is carried for change, to bring newness in the class. In it, one always raises questions on one's own teaching techniques, style and so on.

In the same way, Harmer (2007, p.28) states that "Reflection work as a way of looking back at what we have done in order to decide what to do next. And if we keep a record of how well things have gone, we will begin to come to conclusions about what works and what doesn't work. Through recording a lesson, one gets the real picture of own class. This helps a teacher to formulate practical goal and apply appropriate techniques and methodology in the classroom".

Likewise, Richards and Lockhart (l996,p.l) define it as "one in which teachers and student teachers collect data about teaching, examine their attitudes, belief, assumption and teaching practices and use the information obtained as a basis for

reflection about teaching". A teacher asks several questions to oneself: Did I meet the objectives of the lesson? Were students enjoying my class? Were the activities I applied appropriate to the students in terms of pupils understanding and length? and so on. This self enquiry skill helps a teacher to eliminate the weakness in the career. Hence, one becomes professional in teaching.

From the above definitions, it is seen that reflection is a way of observing, evaluating and reflection on one's own actions in order to bring about change in practice. As time passes, reflective teaching is being modified. A teacher becomes critical to oneself and always asks questions like is there any altemation to it, can I bring any change to it and so on to improve their professional practice.

2.1.3 Characteristics of Reflective Teaching

Asking question to oneself is the nature of reflective teaching. Questions are asked from first stage of teaching i.e. daily lesson planning. It raises question about better lesson planning. For example, Richard and Lockhart (1996, p.l) state, "What kind of planning decision do I make while I teach. Even to formulate objective of the lesson, self enquiry is needed". Before setting the goals of the lesson a teacher should be aware of nature of lesson, number of students, learning capacity of pupils and so on. Similarly, a teacher can ask questions whether the activities will be flexible or rigid in the classroom.

It is a regular activity to look back to the activity. A teacher makes a plan, reflects on planning, applies the activity according to the plan, reflects in action and reviews the whole session. In this way, reflecting a lesson always keeps on going. It is a kind of cycle. This is never ending process. In this sense, Pollard and Tann (1987, p.4) say, "Reflective teaching is applied in a cycle spiraling process in which teachers continuously monitor, evaluate and revise their own practice".

It works as a bridge to join aim and consequence. Furthermore, they opine that reflective teaching combines enquiry and implementation on skills with attitudes of open mindedness, responsibility and whole heartedness. A teacher first of all formulates the objective of the lesson. For appropriateness, the teacher makes self enquiry while preparing a complete plan for a class. S/he asks question to self whether the lesson is going according to the plan or not. The teacher can raise question for self even inside the classroom to compare between plan and action. After finishing class, the teacher reviews the whole session (from lesson planning to classroom activities) in light of the related literature and examines whether the determined objectives are met or not. If not, the teacher tries to find out the reason behind not achieving the goal.

2.1.4 Importance of Reflective Teaching

It is very important in teaching and learning to improve the existing situation, practice and activities of the teacher and go further by changing their regular practice. Bartlett (1990, p.9) states "According to this mode of thinking and defining reflection as the development of teaching technique, it is regarded as the most important means for helping teachers to improve their practice". It is important to develop professionalism and bring positive result. There are many scholars who have focused on it. In this regard, Ur (1996) presents her opinion in this way:

I have several times asked groups of teachers in different countries from what or whom, they feel they learned their present teaching experience and knowledge. Various possible sources were suggested, such as colleagues and master teachers, the literature, pre- or in-service courses; and teachers were asked to rate each of these in importance for professional leaming. Every time majority replied that personal teaching experience was by far the most important. This answer makes sense on an intuitive, personal level as well. I myself have done my best to read, study, discuss with colleagues, attended courses and conferences in order to improve my professional knowledge (p.6).

Furthermore she says reflective model as 'enriched reflection'. Her enriched reflection is similar to Kolb's (1984) theory of experiential leaming. It includes experience+ reflection. This theory alerts that knowledge accumulated from day to day teaching experience can be out dated. Importantly, knowledge gained in one setting may not be appropriate to next. Therefore, they should be evaluated time and again.

2.1.5 Reflective Practice Models of Professional Development

In the field of teaching, "Professional development is the process of becoming the best kind of teacher that one personally can be" Underhill (1986 as cited in Head & Taylor, 1997, p.l). It is based on investigation of practice through case study, analysis and other activities which focus on improving classroom practice and increasing students' learning strategies. Moreover, professional development is a process of continuous learning that centered on crucial teaching and learning activities: planning lesson, evaluating students' work and so on.

To uplift the teaching profession, several researches have been carried out in the ELT. Wallace (20l0, p.6) presents following three different models of professionalism in ELT.

a. The Craft Model

A trainee, in this model sits with an expert, listens to him/her and observes the activities in the classes as the learner observes the class. S/he gets opportunity to see various effective means of teaching. At the same time s/he knows the difficulties that appear in the profession. As a result, the trainee gains competency in teaching profession. In the same way, Ur (2005) says, "Professional action is seen as a craft rather like shoemaking or carpentry to be learned most effectively through an apprenticeship system and accumulated experience. Stone and Morris inform "The master teacher tells her students what to do show them how to do it and the students imitate the master"(as cited in Wallace, 2010p.6).

b. The Applied Science Model

The applied science model comes in second position. In this model there are basically three parts, they are knowledge, bridge and objective. According to this model, first of all a teacher gains scientific ideas of teaching through different sources like books, magazines, internet, attending educational classes, seminar, training and so on. The teacher formulates some goals to explore knowledge. But there is a gap between teacher and learner. The gap is how to impart the gained knowledge to students. To fulfill this gap, the teacher tries to build a bridge. Here, techniques and methods play the role of a bridge. To apply the accumulated theory, Ur (2005, p.8) says that" Teacher assesses the appropriate methodology". However, Wallace (2010, p.10) states "The teacher works as an engineer just like building a bridge in a river".

c. The Reflective Model

Knowledge is indispensable thing in every profession. In teaching also, we gain it through different means and sources. Wallace (2010, p.l5) divides the sources into two: received knowledge and experiential knowledge. The first one is theoretical knowledge that is received through different media like books, magazines, and so on. It consists of facts, data and theories. Similarly, the second one is gained through experiences. In the same way, Schon (1983) calls it ‘knowledge-in — action' (as cited in Wallace, 2010, p. 13). According to Wallace, whatever knowledge we obtain and practice in the class should be reflected. It leads teachers towards competence.

So, in reflective teaching model, before going to the school / institution to teach, the trainee gains theoretical knowledge at the university/campus/college. S/he also accumulates the knowledge about teaching through self study. In this respect, Wallace (2010, p.l4) says "In this the trainee becomes acquainted with the vocabulary of subject and matching concepts, research findings, theories and skills which are widely accepted as being of the necessary intellectual content of profession". Beside this, the person can also formulate the new skill of own teaching experience. An experienced teacher/ instructor know the classroom environment. According to the capability and need of each individual, the teacher should apply the teaching skills. Therefore, experience can also help a teacher to have different but appropriate theory of teaching. Furthermore, Wallace adds the trainee will have developed knowledge in action by practice of the profession and will have had, moreover, the opportunity to reflect on that knowledge in action.

So that, reflective model is focused in my study which is based on the assumption that teachers develop professional competence through reflecting on their own practice.

2.1.6 Stages of Reflective Teaching

Reflection is necessary for each and every activity involved in teaching. Reflection here means enquiry of action. There are number of stages to ask questions which are as follows:

i. Before the lesson

A teacher in the light of received knowledge and experiential knowledge achieved from previous classes think about the lesson and may ask several questions regarding objectives, teaching materials, methodology, techniques, nature of the students and so on. In this manner, Richards & Lockhart (1996 p.28) suggest some of the following questions that can be asked.

a. How can I collect information about my own teaching? '

b What are my belief about teaching and learning, and how do these beliefs influence my teaching?

c. Where do there beliefs come from?

d. What kind of teacher am I?

e. What beliefs do my learners hold about learning and teaching?

f. How do these beliefs influence their approach to learning?

g. What learning styles and strategies do my learners favor?

Asking question about self knowledge and its relation with students' psychology certainly helps to link the theoretical aspect of teaching with practice. Similarly, asking question like can I use something different in the alternative methods, techniques and teaching materials for language teaching are related in this stage.

ii. During the lesson

This is another stage of reflection. In this stage, a teacher becomes observer of self-teaching. The teacher becomes self aware of applying the plan. This is also called reflection in action. Schon (1983) says "Reflection in action is concerned with thinking about what we are doing in the classroom while we are doing it" (as cited in Farrell, 2003 p.12). A teacher for reflecting during the lesson asks some questions. For example;

a. Is everything going on ok?

b. Are students getting the point?

c. Do I need to bring changes?

It happens at the time of teaching. Actually, this is somewhat tough job because someone needs to play two different roles together: one is of teacher and another is of observer. Schon (1983) says that" This is a reflective conversation with the materials of a situation "(as cited in Farrell, 2003,p.12). At this stage, the teacher can even change the plan according to the classroom environment.

iii. After the lesson

Once lesson is over, a teacher looks back to previous stages. At this stage, first of all, the teacher reviews the plan at first. S/he compares plan with consequences to be sure whether the' objectives and teaching techniques were appropriate. Similarly, the teacher reviews the implementation part. In this part, the use of teaching materials, techniques and whole procedure is observed. For this stage, Schon (1983) says reflection on action (as cited in Farrell, 2003). A teacher can have many questions in mind after the completion of his/her lesson.

a. Was my plan appropriate?

b. Did my lesson go according to the plan?

c. Was there co-relation between planning and action?

d. Did I get difficulty in the class?

e. What were the possible aspects of the lesson?

f. Did I meet my goal? If not, where do I need to modify the lesson?

g. How can I make the lesson better in future?

In my research, too, I asked the respondents whether they use any approaches of reflective teaching before, during or after teaching.

2.1.7 Process of Reflective Teaching

Different people have contributed different process of reflective teaching. Among them, I think five steps process can be best summarized them. It is a cycle. Wallace (2010, p.56) adds that it is a shorthand way of referring to the continuing process of reflection on 'received knowledge' and 'experiential knowledge' in the context of professional action. So there is no hierarchy.

a. Plan

Before entering the classroom, a teacher needs to plan. We can make a plan either for whole class activities reflection or any particular skill reflection. Both of them have ups and downs. There are various approaches to reflect. So we need to be sure in this phase.

b. Action

In this stage, we can act as we planned. Farrell (2003 English teaching forum, p.6) says, "This is a process of constructing and reconstructing real teaching

experiences and reflecting on personal beliefs about teaching". Freire (1972) has proposed that reflection without action is verbalism: action without reflection is activism doing something for their sake (as cited in Bartlett, 1990).

c. Data Collection

According to our plan, we gather data from the classroom activities. Bartlett (1990, p.209) uses different term for this i.e. mapping. He says, "Mapping involves observation and the collection of evidence about our own teaching".

d. Analyze/ Evaluate date

Bartlett (1990) calls it 'informing'. It helps to know what actually happened in the classroom. Either teacher may discuss with peer/group friends about the class or analyze oneself. Pollard and Tann (1987, p.8) add "This evidence then needs to be analyzed and evaluated so that it can be shared, judgments made and decisions taken".

e.Reflection

Teacher looks back to the whole stage and sees some alternations to the errors/mistakes and can focus on positive aspects. It is also gives the better idea to plan a lesson in future. Pollard and Tann (1987, p.9) opine "This may lead teachers to revise their classroom policies, plans and provision before beginning the process again".

So, reflection is one of the inevitable stage of teaching for the professional development and it helps to improve future practices of teaching which is focused in my study.

2.1.8 Approaches of Reflective Teaching

To achieve professionalism, a teacher needs to know the strength and weakness of his/her performance. For this, reflective teaching can be a boon. In reflective teaching we evaluate whole activities under learning and teaching. There are various ways generated by experts to collect data from the classroom. Some of the approaches of reflective teaching are as follows:

a. Teaching Journal

b. Action Research

c. Group discussion

d. Teaching Portfolio

e. Peer observation

f. Self Monitoring

g. Teacher Support Group

a. Teaching Journal

It means a kind of written transcript about classroom activities. Wallace (2010) says, "It may be just a written account of each lesson as it is observed or remembered". In this, a teacher keeps record of different parts of the lesson like teaching methodology, the reason to choose the teaching methodology and so on.

According to Richards and Lockhart (1996), it is a teacher's or a student teacher's written response to teaching events. We can even make entries once or twice in a week if we are busy or can not manage time. As we review our journals, we may ask questions like these;

a. What do I do as a teacher?

b. What principles and beliefs inform my teaching?

c. Why do I teach the way I do?

d. What roles do learners play in my classes? etc.

(Richards & Lockhart, l996,p.72)

This is also known as lesson reports. There are two ways of keeping report of lesson: diary making and check list. Keeping diary is a narrative account of the classroom activities. The teacher writes a report of the lesson. It can be both descriptive and reflective, in descriptive a teacher simply writes what happened in the classroom but in reflective the teacher evaluates the classroom activities in light of the related knowledge. Similarly, in check list, the teacher, first of all needs to develop a format on the basis of nature of the lesson. Check list can be developed to evaluate a part of the lesson or whole classroom activities. It depends on the teacher's needs. Richards and Farrell (2005, p.4l) state "Check list questionnaire can be developed to cover the overall structure of a lesson or to focus on particular aspects of a lesson depending on the teacher's interest". After completion of it, the teacher goes in evaluation phase (the teacher evaluates the activities on the basis of journal or lesson reports). In this phase teacher may ask several questions regarding the lesson. For example

a. What aspect of the lesson worked well?

b. What aspect of the lesson did not work particularly well? Why?

c. What aspect of the lesson should be done differently next time?

(Richards & Farrell, 2005, p.39)

b. Action Research

In teaching, action research is carried out to see own teaching aiming to bring positive change. Richards and Farrell (2005, p.171) state, "Action research refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems". It is a small scale research carried in the classroom. This research can be carried out by a single teacher or group of teachers. Richards and Lockhart (2007) state four stages to do action research.

i. Planning

First of all, an issue should be determined to investigate. For example, a teacher may want to see whether a short clip of a movie become effective matter in conversation class. For this the teacher needs to have a suitable movie clip and s/he also should prepare the stages of the movie show. Teaching the beginner students about introducing new people, extract of a VCD of Doff can be suitable.

ii. Action

The teacher arranges classroom setting in a way that everyone can view it. Before, showing the clip, s/he informs them that they going to do the task in the way that will be shown. After watching it, the teacher divides the students into pair and asks them to introduce with each other.

iii. Observation

For observation, the classroom can be (video) recorded to review it later.

iv. Reflection

In this phase, the teacher reviews it keeping some questions in mind like

Did the lesson go according to my plan?

Was the time division for different stages ok?

Did students understand the accent of the characters of the clip?

Were they able to introduce with each other?

Do I need to modify the matter /stage/ time management in future to teach the same lesson?

c. Group Discussion

This can be more beneficial to the group of teachers who gather together and share experiences. Farrell (2003,p. 15) states "Group discussions can simply be a group of teachers who come together for regular meeting to reflect on their work". One teacher's bitter experience can aware others. Similarly, strength of one's teaching can be applied by others. So, this helps many teachers in various ways. Group discussion can be both formal and informal. Time, venue and issue to discuss are predetermined in formal discussion. Teachers can even invite an expert of the related issue in the meeting place. The expert gives appropriate suggestion to address different problems that the teachers are facing whereas in informal group discussion, teachers share their problems which are not identified earlier. They discuss on various parts of the lesson in the sitting. Thus, teachers develop their

career by discussing with each other. They search solution of the problems themselves.

d. Teaching portfolio

This is a written account of a teacher's achievement during the teaching career. Evans (1995) state "A professional portfolio is an evolving collection of carefully selected or composed professional thoughts, goals and experiences that are threaded with reflection and self assessment" (as cited in Richards and Farrell, 2005, p. 41). There are two kinds of portfolio: working portfolio and showcase portfolio.

Working portfolio is basically useful for in-service teacher to improve his/her classroom activities. Richards and Farrell (2005, p.99) say, "A working portfolio contains items that show how a teacher has progressed towards meeting a particular goal. Making this portfolio, a teacher first of all sets goal(s) and formulates plan in detail in written form and work according to the plan. In previously set specific time, the teacher sees that what s/he has achieved. The portfolio can be a base to the progress one has achieved. Therefore, an employee is asked to create working portfolio to evaluate.

Showcase portfolio is created to show the ability. It is basically show to an office either get job or to show talent/ experience one possesses. It includes curriculum vitae, letters of reference, copies of academic qualification, beliefs about teaching, evidence of the understanding of subject matter and teaching skills along with competency, approaches to classroom management, commitment to professional development and so on.

e.Peer Observation

Observation is a skill to grow professionally. Observation can be of two types: self observation and observing others. Self observation means watching oneself. By doing this, one can find out self weaknesses and strengths. Observing oneself is to be aware of action happening. It is like mediation. Once one knows what s/he is doing, s/he is conscious in teaching. Consciousness and self awareness are two most important qualities of teaching profession. We can even notice our own mistakes by observing other's classes. Observing others means knowing the strong and weakness of others. It helps to reduce weaknesses that occur in our class.

f. Self Monitoring

Self monitoring is the strategy for teacher learning in which information about one's own teaching is documented or recoded in order to review or evaluate the teaching. It is a process of self-appraisal. Armstrong and Firth (1984) and Kozio and Burns (1985)state, "Self monitoring or self-observation refers to a systematic approach to the observation, evaluation and management of one's own behavior in order to achieve a better understanding and control over the behavior" (as cited in Richards and Farrell,2010,p.34). It is necessary to obtain information objectively and systematically and to use the information as a basis for making decision about whether there is anything that should be changed. Self realization is the better way for making changes and making decisions.

g. Teachers Support Group

A group of teachers meeting together to discuss and share the ideas and resources in order to make their professional development is a teacher support group. Richards and Farrell (2Ol0,p.5 l) state," A teacher support group can be defined as two or more teachers collaborating to achieve either their individual or shared

goals or both on the assumption that working with a group is usually more effective than working on one's own". In teacher groups, teachers get to know their colleagues better and begin to function as a community of a professional rather than as individual working in isolation from each other. Lieberman and Grolnick, (1998) point out that teacher support groups play a major role in "Providing opportunities for teachers to validate both teacher's knowledge and teacher's enquiry"(as cited in Richards and Farrell, 2010, p.51). The teacher support group provides a safe place where teachers can take part in such activities as collaborating on curriculum and material development and review, plan and carry out activities such as peer coaching, team teaching, action research and classroom observation

2.2 Review of Empirical Studies

Reflective teaching is one of the ways of self improvement in teaching. Teacher himself/herself takes initiation to bring quality in teaching. Regarding it, some studies have been carried on the similar topic.

Neupane (2001) carried out a study entitled "An Investigation into Short Term English Language Training provided by SEDU (Secondary Education Development Units)". The main objective of his study was to find out the effect of short term training provided by SEDU. He used three sorts of research tools i. e. interview schedule, written test and class observation forms to collect data. He used random sampling procedure and thirty secondary English teachers were the sample. In his study, he found that training improved the strategies as well as approaches, methods and techniques were used according to the new trend of teaching English and the contents of new English curriculum of secondary level.

In the same way, 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. Twenty secondary English teachers were the sample and he used non-random sampling procedure. He used the observation tool to collect data. In his study, he found very poor condition about the practice of reflective teaching in our ELT situation. He also found that teachers were surrounded by various limitations to implement the tools of reflection in ELT classroom to develop their professionalism. However, they had positive attitudes towards the use of it in ELT classroom.

Likewise, Phuyal (2008) conducted a study entitled "Practices of Reflective Teaching used by Primary Level English Teachers". The main objective of her study was to find out the practices of reflective teaching used by primary level English teachers. Eighty primary level English teachers of private school were the sample. She used the questionnaire as a tool to collect data and she found that majority of the primary level English teachers were not using reflective teaching for their professional development though some of them were using reflective teaching as a way to their professional development.

Similarly, Acharya (2012) conducted a study entitled "Reflective Practices by Secondary Level English Teachers". The main objective of her study was to find out the ways the secondary level English language teachers employ to develop reflective practice. Twenty secondary level English teachers were the sample population using non random sampling procedure . She used the classroom observation checklist and questionnaire as tools to collect data and found that majority of secondary level English teachers are familiar with the approaches of reflective teaching and using them successfully. Unfortunately, she also found that

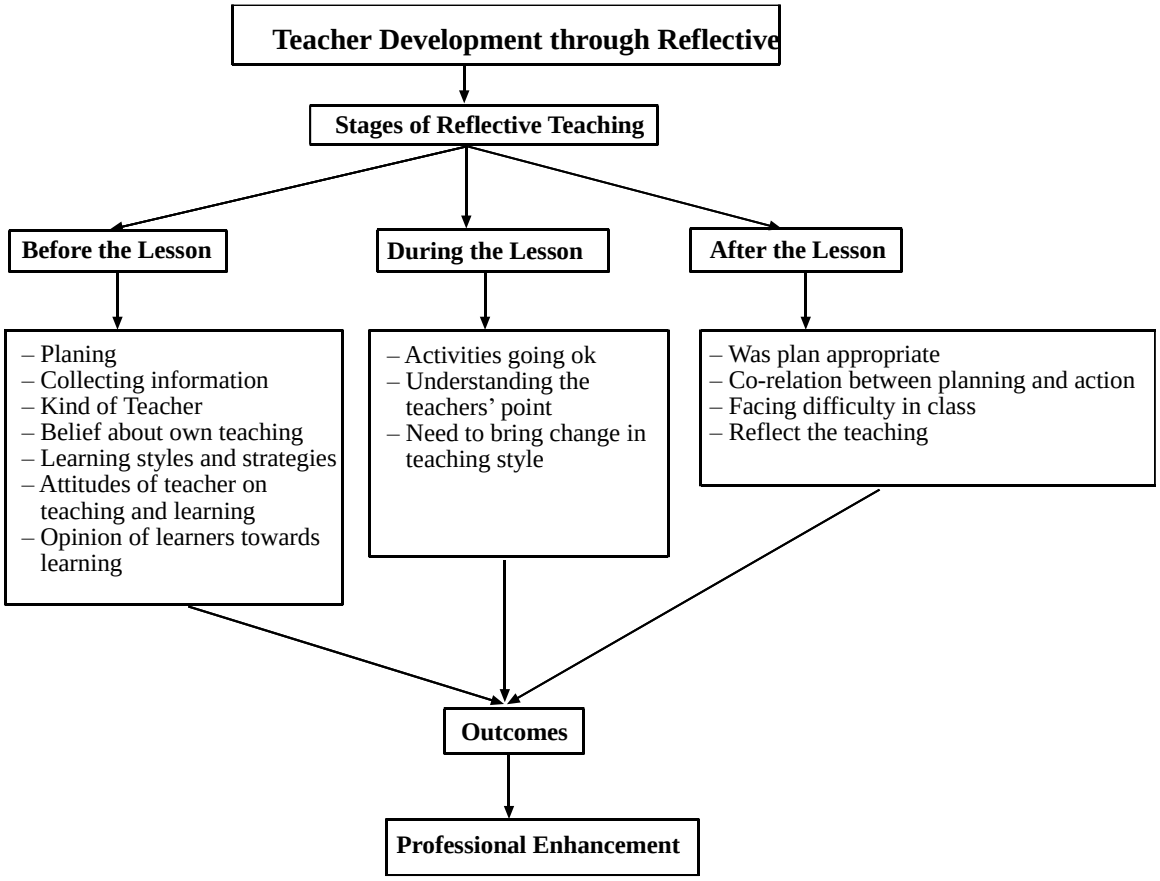
some teachers have taken it as a burden due to lack of physical facilities, availability of the materials, resources and lack of teaching training.

So my study focused on the different stages of reflecting teaching used by Lower secondary level English Teachers of private schools in Kathmandu Valley which was not studies before.

2.3 Implication of the Review for the Study

Out of four different studies reviewed, all were conducted regarding the practices of reflective teaching and teacher development. Although a number of studies have been carried out in reflective teaching, there is dearth of research work carried out on reflective teaching. These studies were to some extent related to my study. After reviewing these works, I have got lots of ideas regarding the reflective teaching. Specially, I got information on reflection. In order to conduct research they had used survey research design and I also followed the same i.e. survey research design. Therefore, I got ideas on the process of survey research design.

2.4 Conceptual Framework



This thesis is grounded on the concept that reflective teaching is one of the important method to develop professionalism in teaching. In reflective teaching, an instructor reviews the whole lesson that was deliberated in the class. S/he examines own practice on the light of received knowledge from pre-service training and other means. The skill of reflective teaching a lesson leads the teacher into pros and cons of own classroom, s/he will certainly carry on the strong part discards the weaknesses. To eradicate the weaknesses and develop the positive aspect of the lesson, s/he needs to practice reflective teaching.

CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

For the fulfillment of above mentioned objectives, I adapted the following methodological strategies:

3.1 Design of the Study

I selected survey research to fulfill the above mentioned objectives. It is mainly carried out to find out the opinion on certain issues, phenomena, attitude and behavior on certain issues, phenomena, attitude and behavior on certain educational program. Survey is the best research design carried out to find out public operation, behavior and attitude of different professionals to assess certain activities and study certain trends with in single point of time. So I selected survey research because my research also related with the practice of teachers on certain education program.

Nunan (1992, p.140), says, "The main purpose of a survey is to obtain a snapshot of condition, attitude and events at a single point of time".

Similarly, Kerlinger (1978) states "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter relationship of social and physical variables".

3.1.1 Process of Survey Research

I followed the following steps to fulfill the above mentioned objectives in relation to survey research design.

i.Identifying the broad areas of the research: identifying the research area which researcher is intended to carry out the research.

ii. Framing the topic: what is the main area of the research?

iii. Specifying objectives: what do we want to find out?

iv. Constructing hypothesis: how can we carry out our research? (Making possible guesses about research).

v. Expanding theoretical knowledge: what are the related areas to our research topic?

Vi. Writing research proposal and preparing a research tool: making plan about what do we to do, why and how do we want to know about?

- Identify target population: who do we want to know about?
- Determine Sample: how many subjects should we survey and how will we identify these?
- Preparing the research tool: how will the data be collected e.g. questionnaire/ interview/ observation, etc.
- Design survey procedure: how will the data collection actually be carried out?

vii. After the approval of the proposal going to the field

viii. Constructing the selected authority: requesting for the list of the population then sampling the required number of informants then getting permission from the authority and building good relation with the informants.

ix. Questionnaire was distributed to the informants requesting them to return the questionnaire on fixed date.

x. After the collection of data, data presented, analyzed and interpretation statistically and discriptively.

I selected this approach as it is a systematic method of collecting data through observation, questionnaire or interview about their personal belief , behavior and practices towards certain phenomena at a single point of time with in a small group. My research is related with the practice of reflective teaching in lower secondary level.

3.2 Population and Sample

The population of this study were the lower secondary level English language teachers teaching in different schools in Kathmandu valley. Forty teachers of twenty schools were the sample of the study.

3.3 Sampling Procedure

In this research, I selected twenty schools from different parts of Kathmandu valley using non-random purposive sampling procedure in the sense that the number of element in population is unknown and can not be identified. Two teachers from each selected school by using the same procedure. Therefore, there were altogether forty teachers.

3.4 Data Collection Tools

I used questionnaire to collect the required data for my study. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers by which we can elicit the required information. And I also used interview tool to get clear concepts of ideas obtained from the questionnaire.

3.5 Data Collection Procedures

In order to collect the data for the research study, first of all I prepared questionnaire. Then, I visited the selected schools of Kathmandu valley and consulted the administration of the schools and asked for their permission to carry out my research study in their schools. I also consulted the selected the selected teachers and informed them about my study and established rapport with them.

After getting permission, I requested each selected English teacher to return questionnaire in time. Then, I distributed the questionnaire. Later on, I collected their responses.

3.6 Data Analysis and Interpretation Procedure

After collecting data, it is necessary to analyze the data. There is an intimate relationship between data and analysis. To define this term Creswell (2003, p.191) says "The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, analyzing data, moving deeper and deeper into understanding the data, presenting the data, and making and interpretation of the larger meaning of the data".

In my study, data were analyzed which are as follows:

a. After collecting data, information of the questionnaire were transcribed separately and a diary was maintained. Everything what was found in questionnaire was written in a diary in order.
b. After arranging the data properly, data were observed again to obtain overall meaning of the responses and reviewed the school scene to be sure that the generated information is accurate and appropriate.
c. Then, information was put under the different topic i.e. before the lesson, during the lesson, after the lesson, other practice of reflective teaching for analysis and interpretation.
d. After transcribing, the data was coded and categorized under different themes. Then, I described the data using statistical tools, analyzed and finally interpreted.

Finally, information collected through questionnaire were analyzed and interpreted as per the theme directly addressing the research questions and objectives.

CHAPTER- FOUR

RESULT AND DISCUSSION

This chapter mainly discusses the presentation, analysis, and interpretation of the data collected from the questionnaire. I also used the interview tool for some questions which were not cleared by the questionnaire. Their responses were drawn on the questionnaire. The data were collected from forty lower secondary level English teachers of twenty different private schools in Kathmandu valley. This study was carried out to find out the practices of reflective teaching among lower secondary English teachers and the stages of reflective teaching that were employed to reflect upon their teaching. For this purpose, I tabulated the information and analyzed the data under the main headings:

a. Before the lesson
b. During the lesson
c. After the lesson and
d. Other activities for reflective teaching

4.1 Practice of Reflective Teaching among Lower Secondary Level English Teachers

The main objective of my research was to find out the practice of reflective teaching among lower secondary level English teachers in EFL classroom. In the questionnaire, there were twenty three questions (11 close-ended and 8 open-ended questions) under the main heading: before, during and after the lesson separately. And 12 structured interview questions.The table 1 represents their practice.

Table No. 1

Practice of Reflective Teaching

Stages of Reflective Teaching	No. of Teachers	Percentages
Before the Lesson	36	90%
During the Lesson	34	85%
After the Lesson	36	90%

As the responses of teachers, it was clear that above 90 % teachers have practiced reflection before the lesson. Similarly, above 85% of them have practiced reflection during the lesson and above 90% teachers have reflected their activities after the lesson. So it can be concluded that the majority of the teachers (in average 85%) have practiced the stages of reflective teaching for their professional development. I also used the interview tool to get the clear concept of the ideas of the questionnaire. I got that they were aware about their role in classroom, they wanted to adapt different teaching technique to bring newness in practice and activities bringing versatile in the way of teaching style. This means that they were practicing reflective teaching with the different activities and ways.

4.2 Stages of Reflective Teaching

In this section, I tried to extract the views of teachers on reflective practices focusing on different stages of reflective teaching and their use to develop reflective teaching in the language classroom. Thus, the teachers' response on the questionnaire has been presented, analyzed, and interpreted by focusing on the main stages.

4.2.1 Before the Lesson

A teacher, as a reflective practitioner should think about the lesson and ask several questions regarding objectives, teaching materials, methodology, and other related factors before going to the actual class. Enquiry of action is necessary to enhance professionalism in teaching. The first stage of reflective teaching i.e. before the lesson is important to make plan, think about several questions and go ahead.

4.2.1.1 Planning and Collecting Information about the Teaching

A professional teacher should always make plan about his/her teaching objectives, methodology and teaching strategies. It is necessary to make plan about how to collect information of own teaching for the improvement in the field of teaching. In this section, I wanted to find out whether the lower secondary English teachers plan and collect information about their own teaching before going to the actual class. The table 2 represents their practice.

Table No.2

Planning and Collecting Information Before the Lesson

Planning	**Responses**	**No. of Teacher**	**Percentage**
	Yes	40	100%
	No	-	-
Collecting	Yes	34	85%
	No	6	15%
	Total	**40**	**100**

The first question of this study was to explore lower secondary level English teachers' practice of making plan about own teaching before going to the class as a means of reflective teaching for their professional development. The table shows

that all the teachers make plan about the lesson. And 85% of the teachers collect information necessary for their teaching. So it is clear that majority of the teachers plan and collect information about their own teaching for their professional development.

4.2.1.2 Ways of Collecting Information

In the practice of reflective teaching, a professional teacher always thinks about ways to collect information about own teaching. There are different ways to collect information to reflective teaching for the professionalism. Every teacher can have different ways to collect information. The table 3 represents the ways the teachers use to collect information.

Table No. 3

Ways to Collect Information Before the Lesson

Ways to Collect information	No. of Teachers	Percentages
Resource materials	18	45%
Textbooks	6	15%
Authentic websites	20	50%

The table shows that half percentage of the teachers that mean 50% collect information from authentic websites. And only few teachers 15%of the teachers collect information from textbooks before going to the lesson so it can be concluded that most of them are familiar with different ways to collect information and majority of them collect information from authentic websites.

4.2.2 During the Lesson

After the teachers made plan about teaching objectives, students' learning style, methodology before make the lesson they enter into the actual teaching phase

where they try to observe their own teaching so this phase is also called reflection in action. The teachers become self aware to apply the plan which they have prepared. The responses of teachers presented under the different subheadings.

4.2.2.1 Type of Teacher

It is necessary to think about what kind of teacher I am and how should I play role in the classroom. This part reflects how the teachers play their roles in language classroom. Different teaching setting involves teachers in different kinds of roles. The table 4 shows their responses.

Table No. 4

Types of Teachers

Type of teacher	**No of Teachers**	**Percentages**
Democratic	25	62.5%
Motivated	28	70%
Creative	25	62.5%
Child friendly	30	75%
Facilitator	20	50%
Participative	10	25%
Risk taker	5	12.5%

From their responses shown on the table 4, it is clear that most of the teachers that is 75% play their roles as child friendly and only 12.5% of them opined that they took them as a risk taker. So it can be concluded that the majority of them are child friendly that is fruitful to make classroom atmosphere friendly as a result students' participation on teaching learning activities may increase and bring positive result.

According to them, they are democratic in the sense that they provide free atmosphere to discuss the topic and handle the class according to the students' interest being based on the lesson. They are child friendly as they behave as friends and listen to learners' problems being near and share their own experiences. They take them as a risk taker where they want to conduct new method and the new way of teaching by taking challenge to bring newness in the field of teaching. The teacher provides the students with the materials and opportunities to use the language and to do the task and facilitate them where necessary. They responded that they play role as a creative teacher as they teach lesson by adopting game, puzzle and other fun activities.

4.2.2.2 Activities Going Properly During the Lesson

Language teaching is not an easy job. A teacher needs to play two different roles together: one is teacher and another is observer. Teacher should observe whether everything is going ok during the teaching time. Therefore I wanted to find out whether the activities of the teachers went on well or not. The table 5 represents the condition of teachers' activities while teaching.

Table No. 5

Activities Going Properly During the Lesson

Responses	**No. of teacher**	**Percentage**
Yes	36	90%
No	4	10%
Total	**40**	**100%**

The above table shows that most of the teachers that means 90% of them handle the class according to their plan and all the activities were going orderly and only few that is 10% of the teachers' activities could not go according to their plan. So it can be concluded that majority of teachers' activities went well and smoothly according their plan during the actual teaching time.

4.2.2.3 Getting Teacher's Point while Teaching

Teaching and learning are the two parts of same coin: one can not exit without another so they are inter-related to each other. Every teacher should make the concept of lesson clear during the teaching time so that students can learn easily. As a result the rate of learning certainly increases and teacher can also develop their confidence and can be professionally best teachers.
Therefore, I wanted to explore whether the students' grasp
concept or not during the teaching time.

Table No. 6

Getting Teacher's Point while Teaching

Responses	**No. of teacher**	**Percentage**
Yes	40	100%
No	-	-
Total	**40**	**100%**

From their responses as shown on the table 6, it is clear that the students of all the participants were getting their lesson at the time of teaching. This means all the students were getting clear concept of the lesson what they taught.

4.2.2.4 Change the plan according to the Classroom Environment

Teaching should be versatile: same thing that always happens may cause monotony and boredom. A professional teacher makes plan for the actual teaching but sometimes the teacher's plan may not be matched with classroom environment. In this situation, teacher should change the plan quickly to handle the existing classroom situation to make teaching learning atmosphere interesting and funny. Therefore, I wanted to find out their capacity to handle the class. The table 7 shows their responses.

Table No. 7

Change the Plan According to the Classroom Environment

Responses	**No. of teacher**	**Percentage**
Yes	32	80%%
No	8	20%
Total	**40**	**100%**

From the table, it is clear that the majority of the teachers changed their plan according to the classroom environment at the time of teaching as thirty two that is 80% of the teachers of total respondents changed their plan and only eight that is 20% of the teachers did not change their plan on the basis of classroom environment while teaching.

In this question I further asked if the plan were appropriate why they wanted to bring change. They replied that sometimes plan may not be matched due the environmental change by various factors such as lesson nature, classroom management and so on. They added that they wanted to bring versatile newness and freshness in teaching activities by bringing some change as per the lesson.

4.2.3 After the Lesson

A teacher looks back to previous stages i.e. before the teaching and during the teaching when the lesson is over. This is the third and last stage of reflective teaching where the teacher reviews the plan, compares plan with consequences to be sure whether the objectives and teaching method, implementation part and whole procedure were appropriate. After that the teacher decides what to avoid and what to welcome in and make plan on the basis of review, observe and evaluation in his/her near future. And s/he modifies their practice according to the reflective result for professional development. The responses of the teacher presented under different subheadings.

4.2.3.1 Satisfaction of the Students towards Lesson

Students' satisfaction represents the success and failure of the teacher as teachers should always be devoted to make the concept clear of the lesson and their teaching reflects to what extent students were satisfied towards what they taught. The table represents their responses.

Table No.8

Satisfaction of the Students Towards Lesson

Responses	**No of Teacher**	**percentages**
Not at all	-	-
Very little	-	-
Little	2	5%
A lot	33	82.5%
A very great deal	5	12.5%
Total	**40**	**100%**

It is obvious that thirty three that is 82.5% of the teachers found the satisfaction of their students 'a lot' after the teaching. Among them, only two that is 5% of the participants got the satisfaction of their students 'little' after the teaching. This means majority of them were able to satisfy their students towards lesson and they were devoted towards their duties and responsibilities.

4.2.3.2 Ways of Collecting Information after the Lesson

Collecting information is the most reliable way to reflect on teaching. There are different ways to reflect upon own teaching when the lesson is over. It is necessary to collect information to know strengthens and weaknesses of one's own teaching and to improve in further step of teaching. The following table represents their responses.

Table No. 9

Ways to Collect Information after the Lesson

Ways to collect information	**No. of teacher**	**Percentages**
Checking students' response	30	75%
Self evaluation	25	62.5%
Feedback from mentor	5	12.5%
Maintaining diary	6	15%
Peer observation	20	50%

From their responses, it is shown that most of the teacher that is 75% collected information through checking students' response after the class and very few that is12.5% opined that they collected information by getting feedback from mentor to reflect on teaching. This means, they were familiar with different ways of collecting information to reflect on teaching and majority of them reflect on teaching from checking students' responses after the lesson.

I asked some teachers to be clear about the ways of collecting information and they replied that they have mentor, school invites mentor once in three months. Mentor observes their class first then the group of teachers sit with the mentor and s/he provides valuable suggestions for further improvement which helps to develop their professionalism. They keep a diary normally once a week and some teachers observe peer class and get and provide feedback to get the information about their own teaching.

4.2.3.3 Need to bring Changes in Teaching Style and Strategies

Time has made new demand from the schools to develop on the part of learners. A successful person does the same work that other person does but s/he always does it from different way. That means a professional teacher should arouse interest of the learners towards teaching by adapting new innovation, style, strategies and techniques. Therefore, I was interested in finding out whether they felt the need to bring changes in language their teaching style and strategies. The table below represents their opinion.

Table No. 10

Need to Bring Changes in Teaching Style and Strategies

Responses	**No. of teacher**	**Percentage**
Yes	33	82.5%%
No	7	17.5%
Total	**40**	**100%**

The table reveals that above 80% of the teachers responded that they needed to bring changes in teaching style and strategies and very few that is 17.5% of them opined that there was no need to bring changes in teaching style. So it is clear that majority of them accept new changes and innovation in teaching and there is need to bring changes in teaching according to the nature of the lesson and context of the teaching in the classroom that certainly brings variation in teaching and teaching can be comprehensible.

4.2.3.4 Reflect on Teaching after the Lesson

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

So, I wanted to find out whether the lower secondary English teachers reflected on their teaching after the class for their professional development.

Table No. 11

Reflect on Teaching after the Lesson

Responses	**No. of teacher**	**Percentage**
Yes	39	97.5%%
No	1	2.5%
Total	**40**	**100%**

The table shows that thirty nine that is 97.5% of the teachers reflect on their teaching and only one that is 2.5% of them did not reflect on teaching after the class. This means almost all the teachers reflect on their teaching after the class for their professional development.

4.2.3.5 Appropriateness of the Plan

Plan is a framework to do something systematically, appropriately and easily. In the field of teaching, teachers make plan about objectives, methodology, and other related factors before going to the actual teaching. And they teach according to the plan. A good teacher should always reflect on the appropriateness of the plan after the teaching. Therefore, I intended to find out the appropriateness of the teachers' plan that they had made before teaching. The table 12 shows the result.

Table No.12

Appropriateness of the Plan

Responses	**No. of teacher**	**Percentage**
Yes	40	100%%
No	-	-
Total	**40**	**100%**

From their responses, it is clear that all the teachers' plans were appropriate according to the lesson. They make the plan of whole aspects related teaching activities like teaching methods, style, way of collecting information and so on. This means their plan that had made before the lessons were good and matched with lesson.

4.2.3.6 Co- relation Between Plan and Action

Planning is important to do the task in a systematic way. In teaching action means teaching learning activities to make teaching learning activities easy, effective and vivid. While teaching, the plan should be matched with action. The table below represents whether the language teachers are conscious about their plan and activities or not.

Table No.13

Co-relation Between Plan and Action

Responses	**No. of teacher**	**Percentage**
Yes	40	100%
No	-	-
Total	**40**	**100%**

It is obvious that the plan the teacher made before the lesson matched with the activities that they followed in the actual classroom. This means, they all had made the plan very carefully and in a proper manner that was suit ed with the lesson in the class.

4.2.3.6 Facing Difficulties in the Class

Teaching is a challenging job where a teacher should face a lot of difficulties while teaching. But with the help of reflective teaching difficulties can be erased gradually. The table below shows the responses of the teachers.

Table No.14

Facing Difficulties in the Class

Responses	**No. of teacher**	**Percentage**
Yes	11	27.5%
No	29	72.5%
Total	**40**	**100%**

From the table, it is clear that most of the teachers that is 72.5% did not face any difficulty in the class and only 27.5% among them faced problems in the class at the time of teaching. This means that majority of them handled the class easily and they were well prepared in the lesson.

I further asked this question if the plan was appropriate what problems did
They face. They replied that sometimes they had classroom management problems like classroom disturbance and students did not pay attention towards lesson. So they sometimes faced problems.

4.2.3.8 Evaluation of Own Teaching

Evaluation is the process of judging the program as a whole. In the field of teaching, evaluation is essential factor to judge the whole education program like educational objectives, teachers' and students' behavior, achievement and other related factors. Therefore, I wanted to find out whether the English language teachers evaluated their own teaching or not. The table below shows the responses of teachers.

Table No.15

Evaluation of Own Teaching

Responses	**No. of teacher**	**Percentage**
Yes	40	100%
No	-	-
Total	**40**	**100%**

Their responses shown on the table it is clear that all the teachers evaluated their own teaching after the class to know what was wrong and what was good. So it is clear that they were conscious towards reflective teaching for the professional development.

4.2.3.9 Matching Teaching Activities with Objectives

Teaching is conducted to achieve some goals. So a professional teacher should be aware of whether their teaching is matched with teaching goals or not after the class. The table 16 shows their awareness towards teaching with goal which helps them to develop professionalism as well as to meet the goal of teaching.

Table No.16

Matching Teaching Activities with Objectives

Responses	**No. of teacher**	**Percentage**
Yes	40	100%
No	-	-
Total	**40**	**100%**

From the table, it is clear that all the teachers' teaching activities met their objectives. This means, the goal of the teaching is achieved and all the teachers were reflect their teaching after the class.

4.2.3.10 Positive Aspects of the Lesson

To do better in the future, a teacher needs to know his/her own strengthens and weaknesses. The positive and negative aspects of teaching helps teacher to avoid what was wrong and follow what is good. That can be done after the teaching through observing, reviewing, evaluating and reflecting. Therefore, I intended to find out whether they were familiar about their lesson after the teaching.

On the basis of their responses, it is clear that most of the teachers (60%) used student centered technique, interacted class where students enjoyed their teaching with full motivation, energy and learners consolidated knowledge by implementing in their daily activities. Similarly, some teachers (30%) responded that their lesson were understandable and creative. And only few (10%) of them opined that they used fun activities and teaching learning materials in the class. This means, the majority of the total teachers used interaction and learner centered technique where students were learning by doing as well as with active participation and discussion to do the activities.

4.2.4 Other Ways of Practicing Reflective Teaching

Besides three stages of reflective teaching, there can be other ways of practicing reflective teaching. An English language teacher should think a lot of aspects like teachers' own belief towards teaching, students' attitude towards learning, plan about future lesson and other like. The teachers' responses regarding this aspect are presented below under different heading.

4.2.4.1 Teachers' Views about Teaching and Learning

Every teacher has his/her own view, opinion or attitude towards teaching and learning. Teachers are the main source of teaching so it is necessary to be aware of own belief which is inevitable for the institutional development, career enhancement and to lift up the level of students' learning. Therefore, I wanted to find out the teachers' view on teaching and learning.

According to their responses, teaching and learning are life long or never ending process necessary to enhance knowledge and skills of the students for holistic development, heighten the creativity, uprising the competence. They further added that it is an ongoing, practical, collaborative effort between teacher and learner which provide the source of enhancing performance. So it is obvious that almost all of them hold positive attitude towards teaching and learning.

4.2.4.2 Influence of Teachers' Attitudes on Teaching

The inner resource, attitude and views of teachers are directly related to teaching which affects their teaching style, strategies, responsibilities, values and principles. So that I was interested to explore how do teachers' attitude influence their teaching.

From their responses, it is clear that these attitudes help to bring confidence, to do job with inner satisfaction and encourage them that intensify the rate of learning. And these attitudes help to handover knowledge and skills what they have learned. This means almost all the teachers' attitude helped to do their job with full of inner satisfaction, inspiration, confidence and help to teach being learner centered.

4.2.4.3 Opinion of the Learners about Learning and Teaching

The perception of students is the valuable feedback to the language teachers for improving their teaching. In this section, the teachers were asked to mention their learners' view on teaching and learning.

Regarding this questions they responsed that their learners favor interesting way of teaching, learning by doing principle, participating in group work and interaction class for self improvement as well as to gain good marks. They further clear that some of the students took learning as a means to make future better but a few students consider it as a tool to receive knowledge. So it can be concluded that majority of the students favor to get exposure and guidance from the teacher and enjoy new ways of teaching.

4.2.4.4 Influence of Learners' Attitudes Towards their Approach in Learning

In teaching and learning, learners' attitude play vital role. So a professional teacher should take into consideration the influence of learners' views towards their approaches in learning that is beneficial to use something different in alternative teaching methods and teaching materials for language teaching. Therefore, I wanted o explore how do these learners' views influence their approaches in learning.

The teachers responded that their learners were eager to learn and interested to do the given tasks and some learners considered learning and teaching as a burden. From the result, it is found that majority of the learners' attitude helps them to do the task with full of energy and curiosity that is fruitful to increase the rate of success in learning.

4.2.4.5 Making Lesson Better in Future

Everyone has certain type of vision to do the task and make it better. Like this, a teacher also has his/her own vision to make their job better in future. It is one of the practices of reflective teaching which adds energy for the professional development. So that I was interested to find out the language teachers' plan to make the lesson better in future.

The teachers responded that they would make their lesson better by bringing more variation in classroom activities along with following new ideas and techniques. They further opined that they would follow audio-visual aids, instructional materials and lesson plan to make lesson better and they would make their lesson better by analyzing, evaluating and reflecting more and more. So, it is clear that majority of the teachers wanted to make their lesson better by adapting new ideas, methods, and versatile teaching.

CHAPTER- FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

In this chapter, I have summarized the findings of my research. After that, I have drawn conclusion of the study along with further implication.

5.1 Summary of the Study

Findings of my study are based on the interpretation and analysis of the data collected from the questionnaire and interview tools. From the study, it is found that the lower secondary level English teachers have positive attitudes and there is actual practice of reflective teaching through maintaining the different stages of reflection to develop professionalism and to do the better in future class in EFL classroom of private schools in Kathmandu valley. The research was conducted only on prosperous private schools of Kathmandu valley so there is inconsistency in findings with regard to the previous research work done in this field. I got positive result and well practice of reflective teaching .The summary is as follows:

- The study showed that most of the lower secondary level English teachers (90%) were practiced the reflective teaching and they were maintained equal practice before going to the lesson.
- The data showed that more than 85% of the teachers maintained that practice of reflective teaching during the teaching time where they observe of their own teaching.
- I found that 90%of the teachers were practiced after the teaching lesson. The teachers were found aware practicing the reflective teaching even after the complication of their lesson.

5.2 Conclusion of the Study

I have intended to carry out this research in order to explore the practice of reflective teaching among English language teachers of lower secondary level in private schools of Kathmandu valley. Being based on the above findings delivered from the data gathered, I have come up with the following conclusion about this study.

- Most of the teachers were found aware to make plan and collect information before going to the lesson for the professional development. It is seen that they were conscious on their roles and responsibilities.
- Authentic websites and reference books were found the effective ways to collect information before lesson.
- Majority of the teachers were found democratic, motivated and child friendly. More than 90% of the teachers were taught being based on learner centered in the classroom.
- Positive and innovative type of attitude was held by the teachers towards teaching and learning. This means that majority of teachers were confident, adopted new changes that occur in the field of teaching.
- Fun activities and new ways of teaching techniques were recommended by the learners. From this it is clear that learners did the focus to do the work themselves: learning by doing.
- More than 85% of the teachers' activities were found to be satisfied during the teaching. It shows that majority of teachers made the plan carefully and followed it orderly and students were getting clear concept what they taught.

- Majority of the teachers had the ability of monitoring, evaluation their own activities and made appropriate modification according to the classroom situation, their experiences and immediate context. This shows that most of the teachers were familiar with reflection in teaching.
- It was found that more than 70% of the teachers were not facing difficulties in the class while teaching. This shows that most of them were good in handling class and well prepares in their lesson too.
- I found that there were co-relation between plan and teaching activities done by the teachers. So I came to learnt that they were able to meet the goal of teaching.

5.3 Implication of the Study

Based on the research findings and the conclusion drawn from them, I have outlined the following implication:

Policy Level

- The findings of the present study have given the implication that schools need to formulate on mechanism to monitor teachers' classroom. On the basis of monitoring, the schools should provide them feedback.
- Though many teachers practiced the reflective teaching in the classroom of private school, it is need to organize different pre and in-service training that helps teacher to develop professionalism and useful to follow new teaching techniques.

- The educational institutions or universities like TU (Tribhuwan University), PU (Pokhara University), KU (Kathmandu University), 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.

Practice Level

- Teachers should increase their reflective activities for their professional development.
- The teacher should provide time for observation of peers' classes and being observed by others that help them to analyze and evaluate their own teaching.
- It is necessary to make teaching plan focusing on the students' beliefs, interest and need then should look back whether it is wrong or right after the class by the teachers.
- Though many teachers follow student-centered techniques they need to adapt new techniques, methods and give priority for fun activities.
- Student-student interaction in the classroom should be encouraged. For that teachers need to understand students' problems and make their teaching remedial.
- The teachers should always be ready to make use of limited resources available in their context to enhance reflective practice for their professional development.

Further Research

- Reflective teaching is very important factor in teaches' development, it should be focused on other ways of reflection like workshop, mentoring, peer observation, action research.
- This study was conducted only in the Kathmandu so the finding of this study may not be applicable in the broad area because the practice of reflective teaching of lower secondary teacher of Kathmandu valley may differ from the lower secondary level teacher of remote areas. So that this research also can be conducted in these areas.
- The population of this study were only forty lower secondary level English teachers thus to make the more effective study on teacher development, further study can be conducted on different levels and in broad areas.

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Appendix A

QUESTIONNAIRES TO THE TEACHERS

Dear Sir/Madam

This questionnaire has been designed for the purpose of my research study entitled "Reflective Teaching in EFL Classroom: A Case of Lower Secondary Level" under the guidance of Mrs. Sarswati Dawadi, the lecturer of the Department of English Education, T.U. kirtipur. Your co-operation in completion of the questionnaire will be the great value to me. Please feel free to put your response required to the questionnaire. I assure your response will merely be used as information for the research and will have no harmful effect upon your career.

Thank You

Researcher

Shanti Paudel

Date: .....

Name (optional):

Name of the school:

Age:

Address:

Qualification:

Years of teaching experience:

Training (mention if you have any):

Reflective Teaching: It is a process of witnessing one's own experiences/teaching through observing, evaluating and reflecting and asking oneself what went wrong or why it went so well in order to bring about change in practice. Reflective teaching is a query to find outwhat to avoid, what to respect in future. There are three stages of reflective teaching: before the lesson, during the lesson and after the lesson through which we can reflect our own teaching for the professional development.

A. The questionnaires (close- ended type) are based on different stages of reflective teaching.

1. Do you know the stages of reflective teaching to enhance professionalism?

a. Yes b. No

i. If so, how often you reflect your own teaching?

a. Once a week b. Daily c. Once a month d. Not at all

ii. If so to What extent do you manage to follow the stages of reflective teaching in your classroom?

a. not at all b. very little c. little d. a lot e. a very great deal

2. Do you plan your teaching before going to the lesson?

a. Yes b. No

3. Do you collect information about your own teaching before going to the lesson?

a. Yes b. No

4. Is every thing going ok during your teaching?

a. Yes b. No

5. Are your students getting your points while teaching? l

a. Yes b. No

i. If so, to what extent do you find the satisfaction of your students towards lesson?

a. not at all b. very little c. little d. a lot e. a very great deal

6. Do you need to bring any changes in your teaching style and strategies?

a. Yes b. No

7. Do you reflect your teaching after the lesson?

a. Yes b. No

8. Was your plan appropriate?

a. Yes b. No

9. Was there co-relation between your planning and action?

a. Yes b. No

10. Did you face difficulty in the class?

a. Yes b. No

11. Do you evaluate your own teaching?

a. Yes b. No

12. Did you meet your goal?

a. Yes b. No

i. If not, where do you need to modify the lesson?

a. Method/ technique b. Teaching styles c. Plan d. Any other (mention)

13. Do you change your plan according to the classroom environment during the lesson?

a. Yes b. No

B. Answer the following questions.

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

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……

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2. What is reflecting teaching in your views? Do you think it is necessary in teaching and learning?

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……

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3. What are your views/attitudes about teaching and learning?

……
…….....

……

4. How do these attitudes influence your teaching?

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……

5. What kind of teacher you are?

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……

6. What views/opinion/ideas do your learners hold about learning and teaching?

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……

7. How do these views/opinion/ideas influence their approaches to learning?

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8. What were the positive aspects of your lesson?

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……

9. How can you make the lesson better in future?

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……

Appendix B

List of the Questions for the Interview to the Teacher

Name of the Teacher: Date:

Name of the School: Period:

Teaching Class: No. of Students:

A.Types of Teacher

1. How do you play the role as democratic?
2. How do you Risk taker?
3. What do you do to be child friendly?
4. What do you to be participative?
5. How do you play role as creative in your class?

B. Collecting Information

1. Do you have mentor?
2. How do you collect information from mentor?
3. How often did you maintain diary?
4. What benefits did you get from peer observation?

C. What problems did you face in your class?

D. Did you find anything wrong in the classroom?

E. If plan is appropriate why did you bring want to change plan according to the environment?

Researcher

Shanti Paudel

T.U. Kirtipur, Kathmandu

Appendix c

List of Schools

S.N.	Name of School	Adress	District
1	V.S. Niketan	Minbhawan	Kathmandu
2	Albert Einstein Academy	Jamal	Kathmandu
3	St. Xavier's School	Jawalakhel	Lalitpur
4	Vajra Academy	Chapagaun	Lalitpur
5	Yashawi Gurukul Boarding School	Dhobighat	Lalitpur
6	Annapurna Higher Secondary School	Jamal	Kathmandu
7	Golden Rays English School	Dhobighat	Lalitpur
8	Ideal Model School	Dhobighat	Lalitpur
9	DAV	Dhobighat	Lalitpur
10	Greyfort English Secondary School	Bhimsengola	Kathmandu
11	Moonlight Boarding School	Satdobato	Lalitpur
12	St. Marry;s School	Jawalakhel	Lalitpur
13	Babylon National School	Bhimsengola	Kathmandu
14	Manjushree Boarding School	Dhobighat	Lalitpur
15	Shankhadar Swankhwa Memorial School	Naya Thimi	Bhaktapur
16	Densh International School	Naya Thimi	Bhaktapur
17	Saraswati Boarding School	Chhetrapati	Kathmandu
18	Geetanjaqli Boarding School	Nayabazar	Kathmandu
19	PuspaKunja Boarding School	Tokha	Kathmandu
20	Greenland Boarding School	Dhapasi	Kathmandu