

**TEACHERS' PERCEPTIONS ON THE REFLECTIVE
PRACTICES IN ELT CLASSROOM**

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

**Submitted by
Sundar Lal Chaudhary**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu**

Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Sundar Lal Chaudhary** has prepared this thesis entitled “**Teachers’ Perceptions on the Reflective Practices in ELT Classroom**” under my guidance and supervision.

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DEDICATION

Dedicated

to

my parents

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: 10-08-2016

Sundar Lal Chaudhary

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Sundar Lal Chaudhary

ABSTRACT

This research work entitled **Teachers' Perceptions on the Reflective Practices in ELT Classroom** is an attempt to find out the secondary level English teachers' perceptions on the reflective practices in ELT classroom in terms of subject, teachers' behaviour and modes of reflective practices. I purposively selected 30 secondary level English teachers from 30 secondary schools of Saptary district as sample for this study. One secondary level English teacher was selected from each sample school. Non-random judgemental sampling procedure was used to select the sample. Questionnaire was used to collect the data for this study. The findings of the study showed that secondary level English teachers had positive perceptions on reflective practices of teaching as 73.33 % teachers got self-satisfaction and developed self-esteem after reflective practices of teaching. Similarly, it was found that 70 % teachers reflected on their teaching for deeper understanding of their own teaching profession, to improve their teaching activities and strategies, to be critical thinkers and confident on their subject matter and as it makes teaching interesting and lively.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter includes design and method of the study, population, sample and sampling strategy, study areas/field, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter included conclusions and recommendations at three different areas (policy related, practice related and further research related) followed by references and appendices.

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LIST OF SYMBOLS ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For example
ed.	:	Edition
ELT	:	English Language Teaching
etc	:	Et cetera
i.e.	:	That is
M.Ed	:	Master's Degree in Education
No.	:	Number
OUP	:	Oxford University Press
Prof.	:	Professor
SLC	:	School Leaving Certificate
T. U.	:	Tribhuvan University