

**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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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

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

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This study has been possible due to the co-operation, support and kindness of my research supervisor **Dr. Purna Bahadur Kadel**, Lecturer, Department of English Education, whom I sincerely respect and show my gratefulness. His kind help and scholarly guidance greatly helped me to complete this thesis on time without whose supervision, this work would never have appeared in this form.

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I am indebted to **Prof Dr. Govinda Raj Bhattarai**, **Prof Dr. Tirtha Raj Khaniya** and **Prof. Dr. Tara Datta Bhatta**, and the other Professors, Readers and Lecturers of the Department of English Education, Tribhuvan University, Kirtipur, for their invaluable and inspirational guidance and suggestions.

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Finally, I am grateful to my family and friends who directly and indirectly supported and encouraged me throughout the entire work.

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

CHAPTER ONE

INTRODUCTION

This study is based on **Teachers' Perceptions on the Reflective Practices in ELT Classroom**. This chapter includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of key terms.

1.3 Background of the Study

The job of teaching is a challenging task for language teachers as it examines one's commitment, expertise, skill and courage. It is an art that requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institution's rules and regulations as well as the availability of materials and how to facilitate understanding in others. Moreover, it requires the investment of a great amount of time, social understanding, intellectual and emotional energy on the part of teacher. Therefore, teaching cannot take place without learning different aspects of ELT as it is done in order to manage and facilitate the learning process.

Teaching can be seen as mediation between language and the learner within the formal context of the classroom. It is widely understood as an act of deliberating the knowledge, skills and attitudes to the learners with an aim of bringing positive change in them. Hansen (1999) conceives teacher's work as a calling, a moral and personal commitment that has to do with cultivating student's mind and spirits. According to him;

Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understandings which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities. . . . Other things being equal, a

person with a sense of calling comes inhabit the role of teacher more fully than does an individual who treats it as only a job ... will be more likely to exert a broader and more dynamic intellectual and moral influence on students As a calling teaching is public service that also yields personal fulfillment to the person who provides that service . . . (as cited in Day, 2004, p.16).

Different conceptions of teaching have different implications for teacher preparation. Love of teaching is at the premium in the task of teaching. Without commitment and passion towards teaching loses its value. Head and heart both are involved in a meaningful teaching because it is a challenging task of dealing with human brain, delicate in nature. Teaching is viewed as a kind of an artistic performance. So teaching technique depends upon the performance of an individual teacher and thus it cannot be predicted.

Teachers are primarily the learners as they are engaged in learning how to teach, throughout their lives. This view is supported by Liberman and Miller (1990). They say;

They are problem posers and problem solvers, they are researchers, and they are intellectuals engaged in unraveling the learning process both for themselves and for the young people in their charge. Learning is not consumption, it is the knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interests of learners. Assessment is not judgment, it documents progress over time.

Instruction is not technocratic; it is inventive, craft like, and above all an important human enterprise (as cited in Day, 2004, p.105).

Together with the definition and concept of teaching role of teacher comes as the central figure in the teaching process. The act of successful teaching demands various roles of the teacher. “Teachers are too often the servants of heads, advisers, researchers, textbooks, curriculum developers, examination boards or the Department of Education and Science, among others” (Hopkins 1985, as cited in Head and Taylor 1997, p.94). Similarly, there are different types of roles of a teacher as: controller, assessor, organizer, prompter, participant, resource and tutor.

In order to be able to handle all these roles and responsibilities, teachers should be equipped with sound knowledge and skills. For this they are engaged in the lifelong learning and the process on reflection. Teachers can adopt various methods and tools in order to develop themselves. For example, workshops, self-monitoring, case analysis, team teaching, action research, reflective teaching and analyzing critical incidents and so on. Among them, the practice of reflective teaching is one of the most powerful tools to develop teachers’ competence over subject matter, teaching techniques and styles.

In the process of English language teaching, teachers are directly involved. They have the responsibility to enhance practical, contextual and fruitful knowledge and skills in English language to the students. So they can enhance such knowledge and skill when they are capable of doing that. It means teachers need to learn themselves about how can they teach according to the need and capacity of the students. Thus, reflective technique is such means which can enhance their way of teaching.

1.4 Statement of the Problem

Reflection is a process of witnessing one's own experience in order to look at it in a new way. It is the ability to convert the abstract into the practical and the idea into action. In other words, reflection is a way of observing, evaluating and reflecting on one's action in order to bring about change in practice. It is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it.

The concept of reflective practice centers on the idea of life-long learning where a practitioner analyses experiences in order to learn from them.

Reflective practice is used to promote teachers' classroom practices who are continuously engaged in the reflection of situations they encounter in their ELT classroom. It seeks to offer a dynamic, reliable, and viable means by which the teachers can develop their teaching techniques. Reflective practice is teacher-initiated and teacher-directed practice that it involves teachers observing themselves, collecting data about their own classrooms and their roles within them, and using the data as a basis for self-evaluation.

Therefore, reflective practice is a meditative process that cultivates ideas with the help of experiences, expertise and insights. Reflective practice teaching is a lifelong learning process that helps English language teachers to find out their strengths as well as weaknesses. It improves teachers' presentation of subject matter as well as makes teachers creative and critical. Teachers can reflect through the help of diary writing, self-monitoring, case analysis and analyzing critical incidents. Hence, the statement of the problem for this study is whether teachers reflect on their subject matter, how often do they reflect on their teaching, what are the roles of reflective practice, whether reflective practice makes teachers competent on their subject matter and so on. Thus, based on the above curiosities about the roles of reflective practices in ELT classroom I am much interested to carry out this research work on the title 'Teachers' Perceptions on the role of Reflective practices in ELT Classroom'.

1.3 Objectives of the Study

The objectives of the study were as follows:

- (i) To find out the secondary level English teachers' perceptions towards the reflective practices in ELT classroom in terms of subject and modes of reflective practices.
- (ii) To suggest some pedagogical implications from this study.

1.4 Research Questions

The research questions of my study were as follows:

- (i) What are the perceptions of secondary English teachers towards reflective practices?
- (ii) How often do the secondary level English teachers reflect on their teaching?
- (iii) To what extent do reflective practices make teachers critical, confident and professional?
- (iv) What are the modes of reflective practice?
- (v) What are the pedagogical implications from this study?

1.5 Significance of the Study

New innovative ideas, exploration, principles, findings and theories are the essence for the related field. As the present study will find out the English teachers' perceptions towards the role of reflective practice, teachers, students, stakeholders and policy makers will be greatly benefited. Teachers will update themselves with the findings of this study and try to reflect on their own teaching. Likewise, this study will be very significant for the students who aim to be successful teachers in the future. In the same way, stakeholders and policy makers will update themselves with the findings of this study. They will be familiar with the importance and efficacy of reflective practice in teachers'

teaching activities. Moreover, this study will be beneficial for those who are directly or indirectly involved in teaching and learning profession.

1.6 Delimitations of the Study

This study was delimited to the following areas:

- i) There were 30 secondary level English teachers.
- ii) Similarly, it included the 30 secondary schools of Saptari district.
- iii) It used questionnaire as research tool to collect the data.

1.7 Operational Definition of the Key Terms

Mode: It refers to the way of doing certain action. In this study, modes refer to the activities and strategies that help the teachers to reflect upon their teaching.

Perception: It refers to the way that we think about someone or something the impression we have of it.

Profession: It is an occupation describing a job type, usually reserved for a recognized specific career, i.e. doctor, layers engineers, military officers, etc.

Reflective Practice: Reflective practice is a tool for improving our learning both as a student and in relation to our work and life experiences.

Teacher development: It refers to the development of the teacher. It is the personal growth a teacher achieves as a result gaining increased experience and examining his/her teaching systematically.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this chapter, related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study are included.

2.2 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to the present research work.

2.1.1 An Introduction to Perception

Simply, perception refers to the ability to see, hear or become aware of something through the senses. It is based on the experiences of previous knowledge. It refers to awareness, understanding and interpreting something very deeply and closely. Schiffman (1990, p.67) mentions the following characteristics of perception:

- Perception is always selective out of the innumerable impressions that fall on our sense organs, we pick up these that are useful.
- Perception is also a process of supplementing our past experiences that help us to supply many of the details which we assume to be there.
- Perception is combining or a synthetic activity that enables us to perceive definite patterns of meaningful figures which have some significance to us.
- Perception is also an analyzing activity. In this process, we try to cut out smaller units from larger masses and try to differentiate them. We must, however, note that both the aspects of analysis and synthesis occur at the same time.

Hence, perception refers to the way one thinks about someone or something or the impression one has of it. It is powerful device or key that can change the way of language teaching. Though it is important factor in learning, it is very difficult to measure because the perceptual process is not directly observable but the relation can be found between the various types of stimulus and their associated experiences and the perception. Thus, perception is concerned with the way that a person behaves towards something or somebody that shows how the people think and feel. Specially, perception may be expressed in such terms such as for or against, like or dislike, for some general or specific stimulus. Teachers' perceptions influence their classroom practice. Most of the time success of English language teaching depends on teachers' perceptions. Their perceptions guide them to use particular methods, techniques and classroom activities in the classroom.

2.1.2 An Introduction to Reflection

Simply, reflection refers to the ability to covert the abstract into the practical and the idea into action. Thinking back and moving ahead with action is reflection. It leads to invention that is a mulling process. It generates new idea to learn better.

According to Richards (1991, p. 1), "Reflection or critical reflection refers to a activity or process in which an experience is recorded, considered and evaluated, usually in relation to a broader purpose". Similarly, Zeichner and Liston (1987, as cited in Farrell, 1988, p.2) opine, "Reflective action entails the active, persistent and careful consideration of any belief or supposed form of knowledge". Thus, reflection is a way of observing, evaluating and reflecting on one's own action in order to bring about change in practice. It involves thinking about and critically analyzing one's action with the goal of improving professional practice.

2.1.3 Reflective Practice in Teacher Education

Simply, teacher education means all the trainings, formal and informal education that helps teachers to be perfect in their teaching activity. It is the whole process of producing teachers. It is simply concerned with training and teacher development. In other words, teacher education means all the formal and non-formal activities and experiences that help to qualify a teacher to discharge his responsibilities more effectively. Teacher education is based on the theory that teachers are made not born. Since teacher education is a continuous process which is considered as an art and a science.

Teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. Teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. Therefore, teachers should be made proficient with the help of different teaching trainings, reflective practices, workshops, seminars and conferences. Because teacher education is a life long activity that develops teacher's professionally.

The concept of reflection in teacher education developed during 1990's. Schon (1986) introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Schon (1986, as cited in Farrell 1988, p.12) states, "Reflective practice involves thoughtfully considering one's own experience in applying knowledge to practice while being coached by professionals in the discipline". Reflective practice is becoming a dominant paradigm in teacher education program worldwide in many schools, colleges and departments of education began designing teacher education and professional development programs based on this concept.

Writing in the area of teacher education, Bailey (1997, p. 3) says that, "The term reflective teaching has come to signify a movement in teacher education, in which student teacher or working teachers analyze their own practice and its

underlying basis, and then considered alternative means for achieving their ends...”. In this sense, reflective practice can be used at both pre-service and in-service level of teachers. Showing it’s essentially in teacher development, Richards and Lockhart (1996, pp.3-4) mentioned the following five assumptions:

- An informed teacher has an extensive knowledge base about teaching
- Much can be learned about teaching through self-inquiry.
- Much of what happens in teaching is unknown to the teacher.
- Experience is insufficient as a basis for development.
- Critical reflection can trigger a deeper understanding of teaching.

In reflective practice, the teachers apply the theory in classroom, observe and reflect on the results and adapt theory. The classroom becomes a kind of laboratory for the teachers where s/he can related teaching theory into practice. Thus, reflective practice has become a key driving force and an increasingly influential referent in the ELT classroom. it seeks to offer a dynamic, reliable and viable means by which the teacher can develop his or her teaching profession because it is teacher initiated and teacher directed activity. Reflective practice emphasizes practical, local, local, and existing professional knowledge, skill, and attitude, curiosity of teaching experience to be processed critically in and outside the classroom. After processing these facts as input one’s own, a new idea is developed and in turn acted out in the actual classroom as an experiment.

Hence, reflective practice can be beneficial process in teacher’s teaching profession for both pre-primary and in-service teacher. If the teachers involve in reflective practice regularly, they can gain a better understanding of their

own individual teaching style and can improve their effectiveness in the classroom.

2.1.4 Models of Teacher Education

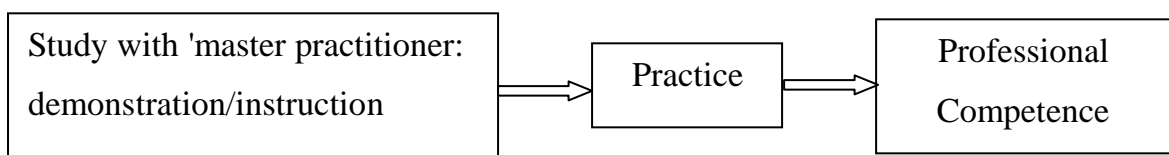
Wallace (2010, p. 5) suggests that there are currently three major models of professional education which have historically appeared in the following order:

a. The craft model

This is the oldest model of teacher professional development which was practiced until about the World War Second in 1945. According to Wallace (2010, p. 6), the prime focus of this model is that "The master teacher told the students what to do, showed them how to do it and the students imitated the master". The young trainees learn by imitating the experts' technique and by following expert's instructions and ideas. This model can be represented as follows (taken from Wallace, 2010, p. 6)

Fig. No. 1

The craft model



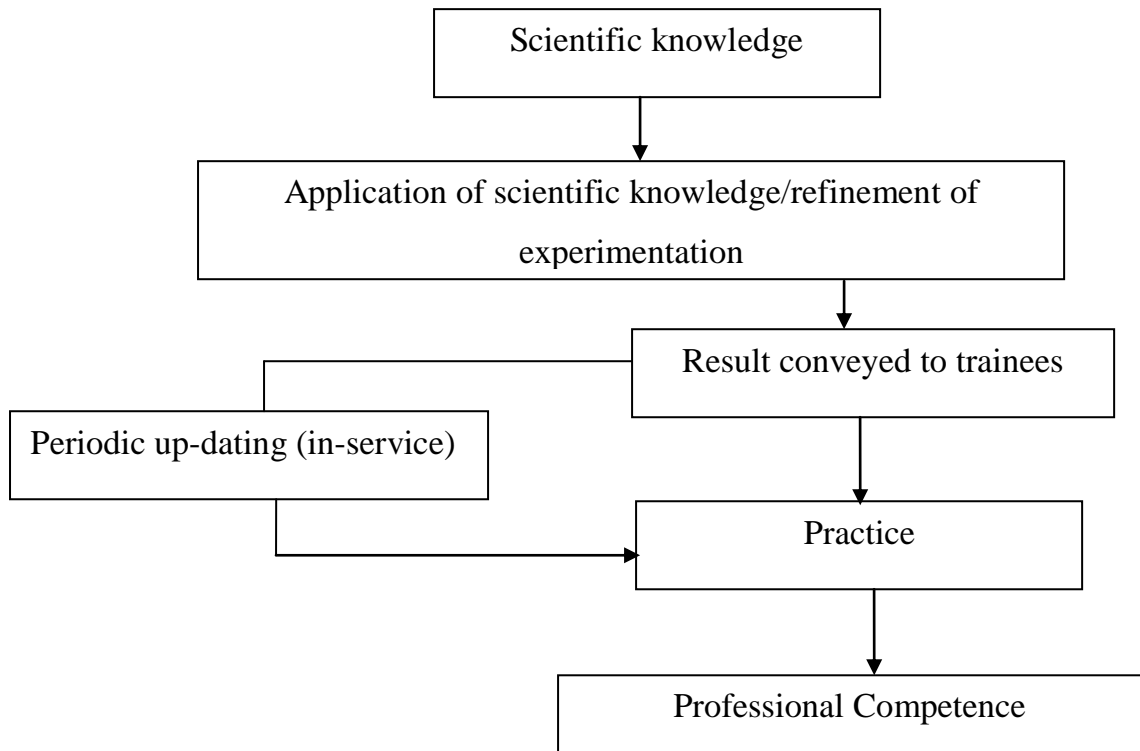
b. The applied science model

This model is based on the technical rationality of American sociologist Donald A. Schon. Wallace (2010, p. 8) states that the applied science model is "The traditional and probably still the most prevalent model underlying most training or education programmes for the professions, whether they be medicine, architecture, teaching or whatever". It focuses on the use of scientific

knowledge to achieve certain clearly defined objectives and rejects unscientific and mythical approach to teacher education. This model can be represented as follows (taken from Wallace, 2010, p. 9)

Fig. No. 2

The applied science model



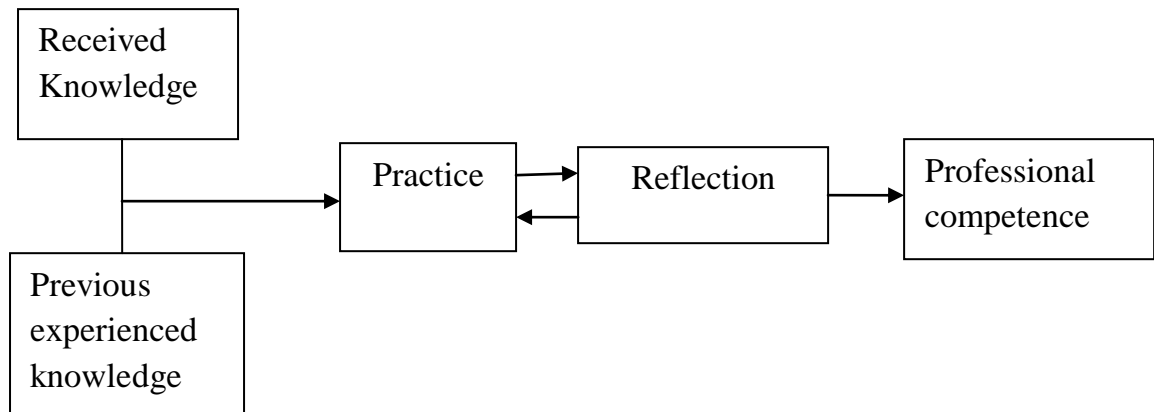
c. The reflective model

This model has become a dominant paradigm in language teachers education research and trainings. It is mainly based on Dewey's inquiry oriented concepts. The reflective model is based on the assumption that teachers develop professional competence through reflecting on their own practice. Reflection in this sense is the way to way of asking oneself what went wrong and why it went so.

According to Wallace (2010, p. 15), the reflective model of teacher education can be presented as follows:

Fig. No. 3

The reflective model



2.1.5 Modes of Reflective Practices for Teachers Professional Development

Development means change or growth. Underhill (1986) defines, teacher development as “The best kind of teacher that I personally can be” (as cited in Head and Taylor, 1997, p. 1). This definition leads to the idea that teacher development follows bottom up approach rather than top down approach. In the same regard, Head and Taylor (1997, p.1) say, “It is a self-reflective process because it is through questioning old habits that alternative ways of being and doing are able to emerge”. Through the teachers’ own efforts development is possible.

Profession is a type of job that needs special training or skill, especially one that needs a high level of education. It is a kind of occupation, vocation or career where specialized knowledge of a subject, field or science is applied. It requires prolonged academic training and a formal qualification that is based on scientific and philosophical facts acquired through scholarly endeavour.

Wallace (2010, p. 5) claims that the word profession had religious overtones as in the profession of faith (a statement of what one believes in); it also had the sense of dedication oneself to a calling (today we might call it a vocation).

Through different kinds of teaching practices, reflective practices, examining beliefs, values and principles, conversation with peers on core issues and collaborating with peers on classroom projects, teachers' professional development takes place. According to Richards and Farrell (2010, p.14), following activities are listed as modes of reflective practices for teachers' professional development:

- Workshops
- Self-monitoring
- Teacher support group
- Journal writing
- Peer observation
- Teaching portfolios
- Analysis of critical incidents
- Case analysis,
- Peer coaching
- Team teaching
- Action research.

Self-monitoring, journal writing, critical incidents, teaching portfolio and action research are the activities which come under individual activities.

Teachers, themselves are responsible to grow them professionally. It is based on teachers' inner motive and desire. Simply, observing and revising own performance is called self-monitoring. In the same way, teachers' written response in teaching events is what we call writing journal. Similarly, analysis of critical incidents in teaching involves the documentation and analysis of teaching incidents in order to learn from them and improve practice. In the same way, a collection of documents and other items that provides information

about different aspects of teachers' work is called teaching portfolio. Likewise, action research is the next individual activity for teachers' professional development which refers to a systematic approach to carry out investigation and collecting information that is designed to illuminate an issue or problem and to improve classroom practice. Similarly, through peer coaching, peer observation, team teaching teachers' professional development takes place which come under one to one activities.

Group based activities can also be used for teachers' professional development. Case study, action research, journal writing, and teacher support group can be done in group as the activities for teacher professional development. Moreover, institutional activities can also be done for teacher professional development. Under institutional activities workshop, action research, and teacher support group can be done. Hence, from the above discussion that although teachers' professional development is bottom-up in nature, it follows all the activities such as individual activities, one-to-one activities, group based activities and institutional activities.

For managing the teachers' own change or for teachers' professional development Head and Taylor (1997, p. 23) have suggested the following ideas:

- Uncovering hidden beliefs about change
- Starting with yourself
- Processing your beliefs
- Moving away from disabling beliefs
- Applying appropriate antidotes
- Focusing on enabling beliefs
- Initiating change
- Modeling new behavior
- Adopting new perspective
- Changing how you experience a situation

- Understanding the change process
- Understanding how to really make a difference
- Working with change in a broad context and
- Emotion of changes

The above listed ideas indicate that the teachers' professional development starts from oneself, grows oneself and continuous for the never-ending path. Being self-confident, reflective on own action and sense of change are the prerequisites for the teachers' professional development.

2.1.6 Importance of Reflective Practices

Reflective practice is very important in the field of teaching and learning process. It is extremely valuable and necessary technique which refers to the healthy questioning attitudes towards the practice of our profession. Reflective practice is a means of obtaining feedback and hence a key ingredient for continuous development of teachers to understand their own teaching styles and involves in critical reflective thinking practice about their own work.

Reflective practice is an approach to teaching that allows us to become more professional and better teachers. Essentially, it involves collecting data from our own teaching. Some teachers keep a journal after class every day. Reading those notes at a later point can make a good contribution to self-awareness and choosing different strategies. Some other teachers opt for tape recording their classes and listen to it at home. In this regard Head and Taylor (1997) report that the most reliable way to record what actually happens during a lesson is to make a video or video has advantage of recording non-verbal as well as verbal behaviour, and of revealing aspects of classroom activity, which normally remain in hidden to the teacher.

All the teachers can benefit from becoming reflective practitioner. What is most important for each of us, whether new to the profession, or those of us who have been actively engaged in teaching for many years, is to think about this activity in which we are engaged. We must think about what we wish to accomplish in the classroom, why we have chosen these goals, and how we wish to achieve them. Once we have engaged in the active process of teaching, we must regularly reflect on what is happening and has happened in our classrooms. In this way we also engage in a process called "reflection-on action". This occurs as we think about what we are going to do, and later what we have done suggest that not only should one engage in reflection, but one should reflect with colleagues who can help them to improve their teaching strategies.

Reflective teaching involves critical examination of our motivation, thinking, and practice. We cannot say that we are reflective teachers, if we only plan our lessons carefully and mark learners' papers. Reflective teaching is a skill that can be developed over time. The primary benefit of reflective teaching for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom. Teachers who explore their own teaching through critical reflection "develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well improve the kind of support they provide their students" (Richards, 1991, p.5). In the same way, according to Ur (2000) "Reflection on daily classroom events is the first and most important basis for professional progress' (p. 319). Thus, reflective teaching creates a context which promotes professional dialogue and it has innumerable importance in teaching and learning.

2.2 Review of Related Empirical Literature

This section is an attempt to review the related studies, articles and reports. The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which s/he is interested. Here, some of the previous studies have been reviewed considering them as related literature and also as evidence to the present study.

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

Similarly, Bhatta (2009) carried out a research on "Classroom observation and feedback for Teacher Professional Development". His objective was to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. He selected 30 English language teachers as a sample of population. He used interview and observation as tool of data collection. The findings of the study showed that a very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed.

Likewise, Khanal (2011) conducted a research entitled "Strategies for professional development: A case of secondary level English teachers". The objective of his study was to identify the strategies used by secondary level

teachers of English for their professional development. His study was based on survey design. The sample population for this study consisted of six English language teachers. He selected sample population using non-random judgemental sampling procedure. Under tools of data collection, observation and interview were used. The findings of the study showed that the strategies used by teacher having below five years of experiences were self-monitoring, workshop, conferences and seminars for their professional development whereas experienced teachers used different strategies in the classroom where the teachers having the experience below five years faced problems or they were less skilled.

Pangeni (2012) carried out a research on “A case analysis for teachers’ professional development”. The objective of his study was to find out the teachers’ practices of case analysis for their professional development. He selected 40 secondary level English teachers as sample from Palpa district using non-random judgemental sampling procedure. Under tools of data collection, questionnaire was used to elicit the required information for the present study. The questionnaire consisted of both closed-ended and open-ended question. The findings of his study showed that majority of the teachers were aware of case analysis and professionalism. Most of the teachers believe that action research is very effective strategy of case analysis for professional development of teachers. They viewed that it provided authentic account of one’s teaching and helpful for planning one future.

2.3 Implications of the Review for the Study

Different previous research works have been reviewed considering them as useful to the present research work. These research works have been carried out with different objectives, methodology and research question and in different situation. Various ideas were found after reviewing them about teacher development, reflective teaching, its importance and ways of practicing

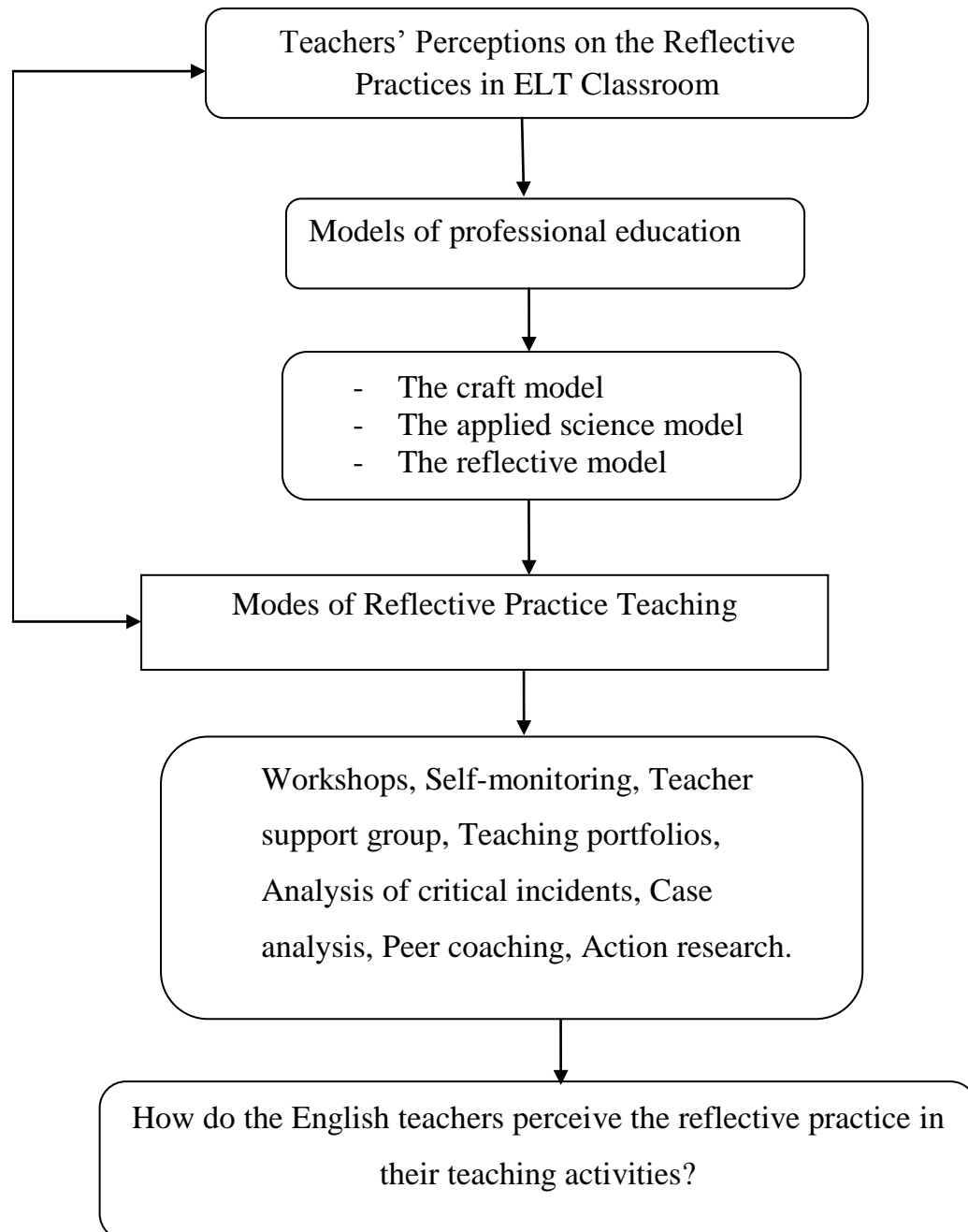
reflective teaching. The ideas about how to conduct survey research were found out.

For example, from Phyak's (2007) research study, it was found that if we reflect on a particular problem and adapt different techniques in teaching, the use of English in class and outside the class will increase. So after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my research work. In order to conduct those research works the researchers had used survey research design. As my study is based on survey research design, I got ideas on the process of it after reviewing those research works. As above researchers have used questionnaire as research tool of data collection, these works have direct implication to my research study because I also used questionnaire for data collection.

Therefore after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

2.4 Conceptual Framework

The conceptual framework of the present study is given below.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, design and method of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure are included.

3.1 Design and Method of the Study

While carrying out any research work, researchers have to follow a certain research design. There are different research designs, such as experimental, quasi-experimental, survey, historical, ethnographic, case study, action research and so on. Among them, this research study was based on survey research design. Survey research is the most commonly used method of investigation in educational research. Therefore, survey research design is considered most reliable to the present topic of this study. To define the survey research, various scholars have put forward their unique views. According to Kidder (1981, p.81) “Survey is the best research design carried out in order to find out public operation, and the behaviours and attitudes of different professional to access certain activities and to study certain trends almost at a single point of time”. Similarly, according to Cohen and Manion (1985):

Survey are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research generally to obtain a snapshot of condition, attitudes and /or events at a single point of time (as cited in Nunan, 2010, p. 140).

Similarly,. The main purpose of a survey is to obtain a snap-shot of conditions, attitudes and/or events at a single point of time. Survey is always done in the natural setting. So, I have selected this research design because it provided me an authentic and reliable data to procede my research work. It helped me to find out the perceptions of English teachers on the role of reflective practices in ELT classroom. Thus, Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedures

Step 7: Identify analytical procedures

Step 8: Determine reporting procedure

3.2 Population, Sample and Sampling Strategy

All the secondary level English teachers of Saptary district were the population of this study. Because of small-scale study, it was difficult to collect data from each and every member of the population. Therefore, the required sample consisted of 30 secondary level English teachers and 30 schools of the same level. Sample of this study was selected from Saptary district. One secondary level English teacher was selected from each sample school. Purposive non-random sampling procedure was used to select the schools and teachers as sample for this study.

3.3 Study Areas/ Field

Saptary district, secondary level schools of the same place and English teachers of the same place were the research areas for this study. Teachers' perceptions on the reflective practices in ELT classroom was the field of this study.

3.4 Data Collection Tools and Techniques

The tool of data collection for this study was questionnaire. Two types of questions i.e. closed-ended and open-ended questions were included under the sheet of questionnaire.

3.5 Data Collection Procedure

In order to collect the authentic data after the determination of prerequisites, I visited the selected thirty secondary level schools of Saptary district and established rapport with the head teachers. After clarifying of the purpose and getting approval, I visited the teachers and handed over the questionnaires and requested them to complete it within a week as per the constrained of time. Then I collected the questionnaire from them for further research step.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study.

Questionnaire was used to collect the data. Thus, the collected data were put under different headings and then analyzed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Systematically collected data will be analyzed and interpretation will be made on the basis of results.

4.2 Analysis of Data and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the collected data. In this study, questionnaire was used in order to find out the secondary level English teachers' perceptions towards the reflective practices in ELT classroom in terms of subject and modes of reflective practices. Thus, the following section deals with the analysis and interpretation of the collected data:

4.2.1 Teachers' Reflection on Teaching

This section is concerned with the secondary level English teachers' reflection on their teaching. Hence, regarding the statement "*How often do you reflect on your teaching?*", I got the following responses from the English teachers.

They are given in the table below:

Table 1

Teachers' Reflection on Teaching

Question aspect	No. of the teachers	Percentage	Responses
How often do you reflect on your teaching?	20	66.67%	Sometimes
	8	26.66%	Always
	2	6.67%	Rarely

The table 1 shows that out of 30 secondary level English teachers, 66.67% of the teachers responded that they sometimes reflected on their teaching. Similarly, 26.66% of the teachers responded that they always reflected on it whereas 6.67% of the teachers rarely reflected on their teaching activities. Thus, it can be concluded that teachers' reflective practice of teaching is satisfactory.

4.2.2 Reason behind Reflection on Teaching

This section is concerned with the reason i.e. why secondary level English teachers reflect on their teaching? Hence, regarding the question "*Why do you reflect on your teaching? Please mention it*", I got the different responses from the secondary level English teachers.

They are given in the table below:

Table 2

Reason behind Reflection on Teaching

Question aspect	No. of the teachers	Percentage	Responses
Why do you reflect on your teaching? Please mention it.	21	70%	<ul style="list-style-type: none"> - 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 - As it makes teaching interesting and lively
	9	30%	<ul style="list-style-type: none"> - As it is beneficial for teachers' professional development - As it promotes professional development of teachers and has innumerable importance in teaching and learning

The table 2 shows that out of 30 secondary level English teachers, 70% of the teachers responded that they 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. Similarly, 30% of the teachers stated that they reflected on their teaching as it is beneficial for teachers' professional development, promotes professional development of

teachers and has innumerable importance in teaching and learning. Thus, it can be concluded that reflective practice of teaching is important for English language teachers.

4.1.3 Roles of Reflective Practice Teaching

This section is concerned with the roles of reflective practice teaching. Hence, in order to find out the roles of reflective practice of teaching, secondary level English teachers were given a question. The question was, “*Could you write some of the roles of reflective practice of teaching?*”. In response to this question, I got different answers from the secondary level English teachers. They are given in the table below:

Table 3

Roles of Reflective Practice Teaching

Question aspect	No. of the teachers	Percentage	Responses
Could you write some of the roles of reflective practice of teaching?	15	50%	<ul style="list-style-type: none"> - Help teachers to adapt their teaching activities and methods - Make teachers creative and critical
	10	33.33%	<ul style="list-style-type: none"> - Help in teachers’ self awareness to choose different teaching activities and styles - Bring change in teachers’ classroom performance.
	5	16.67%	<ul style="list-style-type: none"> - Bring newness in teaching activities - Solve classroom related problems

The table 3 shows that out of 30 secondary level English teachers, 50% of the teachers responded that the roles of reflective practice of teaching is to help teachers to adapt their teaching activities and methods and make teachers creative and critical. Likewise, 33.33% of the teachers stated that the roles of reflective practice of teaching are to help teachers' self awareness to choose different teaching activities and styles and to bring change in teachers' classroom performance. In the same way, 16.67% of the teachers stated that the roles of reflective practice teaching are to bring newness in teaching activities and solve classroom related problems.

4.2.4 Reflective Practice of Teaching Improves Teachers' Presentation of Subject Matter

In order to find out secondary level English teachers' perception whether reflective practice of teaching improves teachers' presentation of subject matter or not, they were given a statement. The statement was, "*Do you think that reflective practice teaching improves teachers' presentation of subject matter?*" Hence, in response to this statement, I got the following data which are given in the table below:

Table 4

Reflective Practice of Teaching Improves Teachers' Presentation of Subject Matter

Statement	No. of the teachers	Percentage	Responses
Reflective practice teaching improves teachers' presentation of subject matter	20	73.33%	Strongly agree
	7	23.33%	Agree
	3	10%	Neutral

The table 4 shows that out of 30 secondary level English teachers, 73.33% of the teachers strongly agreed to the statement that reflective practice teaching improves teachers' presentation of subject matter. Similarly, 23.33% of the teachers agreed whereas 10% of the teachers responded that they were neutral to the above statement.

4.2.5 Teachers' Perceptions on Reflecting Practice

This section is concerned with the perceptions of secondary level English teachers towards their frequency of reflective practice. Hence, in order to find out such perception English teachers were given a question. The question was, *"How often do you reflect on your past, present teaching and promise to improve it in the future?"* In response to this question, I got different answers from the secondary level English teachers. They are given in the table below:

Table 5

Teachers' Perceptions on Reflecting Practice

Question aspect	No. of the teachers	Percentage	Responses
How often do you reflect on your past, present teaching and promise to improve it in the future?	17	56.67%	Sometimes
	8	26.66%	Always
	5	16.67%	Rarely

The table 5 shows that out of 30 secondary level English teachers, 56.67% of the teachers responded that they sometimes reflected on their past, present teaching and promised to improve in the future. Similarly, 26.66% of the teachers stated that they always reflected on it whereas 16.67% of the teachers responded that they rarely reflected on their past, present teaching and promise to improve in the future.

4.2.6 Benefits from Reflective Practice of Teaching

This section is concerned with the benefits that teachers get after reflective practice of teaching. Hence, in order to find out the benefits that secondary level English teachers get after reflective practice of teaching, they were given a question. The question was, “*Would you get a sense of satisfaction as well as self-esteem from reflective practice teaching? Please write your views*”. In response to this question, I got different answers from the secondary level English teachers. They are given in the table below:

Table 6

Benefits from Reflective Practice of Teaching

Question aspect	No. of the teachers	Percentage	Responses
Would you get a sense of satisfaction as well as self-esteem from reflective practice teaching? Please write your views.	22	73.33%	- Get self-satisfaction - For self-esteem
	8	26.67%	- Points out teachers' strengths and weaknesses

The table 6 shows that out of 30 secondary level English teachers, 73.33% of the teachers responded that they got self-satisfaction and developed self-esteem after reflective practice of teaching. Similarly, 26.67% of the teachers responded that they reflected on their teaching in order to find out their strengths and weakness.

4.2.7 Reflective Practice of Teaching Makes Teachers' Curious, Critical and Truthful

This section is concerned with the effect of reflective practice teaching. Hence, in order to find out the effect of reflective practice teaching, secondary level English teachers were given a question. The question was, “*Reflective practice teaching makes teachers' curious, critical as well as truthful? What do you think?*”. In response to this question, I got different answers from the secondary level English teachers. They are given in the table below:

Table 7

Reflective Practice of Teaching Makes Teachers' Curious, Critical and Truthful

Question aspect	No. of the teachers	Percentage	Responses
Reflective practice teaching makes teachers' curious, critical as well as truthful. What do you think?	18	60%	Strongly agree
	7	23.33%	Agree
	5	16.67%	Neutral

The table 7 shows that out of 30 secondary level English teachers, 60% of the teachers responded that they strongly agreed, 23.33% of the teachers responded that they agreed and 16.67% of the teachers responded that they were neutral to the statement that reflective practice teaching makes teachers' curious, critical as well as truthful.

4.2.8 Reflective Practice Evokes Individual Talents of Teachers

Regarding the statement whether reflective practice of teaching evokes individual talents of teachers or not, I got different responses from the secondary level English teachers. They are given in the table below:

Table 8

Reflective Practice Evokes Individual Talents of Teachers

Statement	No. of the teachers	Percentage	Responses
Reflective practice evokes individual talents of teachers.	19	63.33%	Strongly agree
	8	26.67%	Agree
	3	10%	Neutral

The table 8 shows that out of 30 secondary level English teachers, 63.33% of the teachers responded that they strongly agreed, 26.67% of the teachers responded that they agreed and 10% of the teachers responded that they were neutral to the statement that reflective practice of teaching evokes individual talents of teachers.

4.2.9 Reflective Practice Teaching Makes Teachers Competent and Confident on the Delivery of Subject Matter

Regarding the statement, *“Through reflective practice teaching, teachers will be competent as well as confident on their subject matter”*, I got different answers from the secondary level English teachers.

They are given in the table below:

Table 9

Reflective Practice Teaching Makes Teachers Competent and Confident on the Delivery of Subject Matter

Statement	No. of the teachers	Percentage	Responses
Through reflective practice teaching, teachers will be competent as well as confident on their subject matter.	21	70%	Strongly agree
	7	23.33%	Agree
	2	6.67%	Neutral

The table 9 shows that out of 30 secondary level English teachers, 70% of the teachers stated that they strongly agreed, 23.33% of the teachers responded that they agreed and 6.67% of the teachers responded that they were neutral to the statement that through reflective practice of teaching, teachers will be competent as well as confident on their subject matter.

4.2.10 Feelings of Teachers after Doing Reflective Practice Teaching

Regarding the statement, “*I feel more confident to adapt my lesson after doing reflection on my teaching*”, I got different answers from the secondary level English teachers.

They are given in the table below:

Table 10

Feelings of Teachers after Doing Reflective Practice Teaching

Statement	No. of the teachers	Percentage	Responses
I feel more confident to adapt my lesson after doing reflection on my teaching	20	66.67%	Strongly agree
	6	20%	Agree
	4	13.33%	Neutral

The table 10 shows that out of 30 secondary level English teachers, 66.67% of the teachers responded that they strongly agreed, 20% of the teachers agreed and 13.33% of the teachers stated that they were neutral to the statement that I feel more confident to adapt my lesson after doing reflection on my teaching.

4.2.11 Advantages of Reflective Practice Teaching in EFL Classroom

This section is concerned with the advantages of doing reflective practice of teaching. Here, in response to the question, “*Do you see the advantages of reflective practice of teaching in the EFL classroom? Please give reason*”, I got different answers from the secondary level English teachers.

They are given in the table below:

Table 11

Advantages of Reflective Practice Teaching in EFL Classroom

Statement	No. of the teachers	Percentage	Responses
Do you see the advantages of reflective practice teaching in the EFL classroom? Please give reason	14	46.67%	<ul style="list-style-type: none"> - Help the teachers to present their subject matter confidently and boldly in the classroom. - Make teachers creative, researcher and critical thinkers
	11	36.66%	<ul style="list-style-type: none"> - Make teachers' self awareness towards their students' satisfaction. - Make the teachers best among the others - Improves in teachers' classroom performance. - Help teachers in professional development
	5	16.67%	<ul style="list-style-type: none"> - Bring newness in teachers' classroom performance - add newness in teachers' professional knowledge

The table 11 shows that out of 30 secondary level English teachers, 46.67% of the teachers stated that the advantages of reflective practice of teaching were as follows: help the teachers to present their subject matter confidently and boldly

in the classroom and make teachers creative, researcher and critical thinkers. Similarly, 36.66% of the teachers stated that the advantages of reflective practice of teaching were as follows: make teachers' self awareness towards their students' satisfaction, make the teachers best among the others, improve teachers' classroom performance and help teachers in professional development. In the same way, 16.67% of the teachers responded that reflective practice of teaching brought newness in teachers' classroom performance and added newness in teachers' professional knowledge.

4.2.12 Modes of Reflective Practice Teaching

This section is concerned with the modes of reflective practice teaching. Hence, in order to find out the different modes of reflective practice teaching, secondary level English teachers were given a question. The question was, "*What are the modes of reflective practice teaching?*".

In response to this question, I got different answers from the secondary level English teachers. They are given in the table below:

Table No. 12

Modes of Reflective Practice Teaching

Question aspect	No. of the teachers	Percentage	Responses
What are the modes of reflective practice teaching?	16	53.33%	- Workshop, action research, case analysis, seminar, conference, self-monitoring and analysis of critical incidents
	14	46.67%	- Teacher support group, journal writing, peer observation and team teaching

The table 12 shows that out of 30 secondary level English teachers, 53.33% of the teachers responded that workshop, action research, case analysis, seminar, conference, self-monitoring and analysis of critical incidents whereas 46.67% of the teachers stated that teacher support group, journal writing, peer observation and team teaching were the modes of reflective practice of teaching.

4.2.13 Usefulness of Keeping a Diary

Regarding the statement, “*Keeping a diary help me to revise my teaching aims*”, I got different answers from the secondary level English teachers.

They are given in the table below:

Table No. 13

Usefulness of Keeping a Diary

Statement	No. of the teachers	Percentage	Responses
Keeping a diary help me to revise my teaching aims.	16	53.33%	Strongly agree
	9	30%	Agree
	5	16.67%	Neutral

The table 13 shows that out of 30 secondary level English teachers, 53.33% of the teachers responded that they strongly agreed, 30% of the teachers stated that they agreed and 16.67% of the teachers stated that they were neutral to the statement that keeping a diary help me to revise my teaching aims.

4.2.14 Teachers' Perceptions towards Workshop as a Mode of Reflective Practice Teaching

Regarding the statement, "*I am much interested in attending workshops to increase my subject matter of teaching*", I got different perception from the secondary level English teachers.

They are given in the table below:

Table 14

Teachers' Perceptions towards Workshop as a Mode of Reflective Practice Teaching

Statement	No. of the teachers	Percentage	Responses
I am much interested in attending workshops to increase my subject matter of teaching.	16	53.33%	Strongly agree
	8	26.67%	Agree
	6	20%	Neutral

The table 14 shows that out of 30 secondary level English teachers, 53.33% of the teachers responded that they strongly agreed, 26.67% of the teachers responded that they agreed and 20% of the teachers were neutral to the statement that I am much interested in attending workshops to increase my subject matter of teaching.

4.2.15 Analysis of Critical Incidents as a Mode of Reflective Practice Teaching

Regarding the statement, "*Analysis of critical incidents makes the teachers confident and creative in their classroom presentation*", I got different perceptions from the secondary level English teachers.

They are given in the table below:

Table 15

Analysis of Critical Incidents as a Mode of Reflective Practice Teaching

Statement	No. of the teachers	Percentage	Responses
Analysis of critical incidents makes the teachers confident and creative in their classroom presentation	12	40%	Strongly agree
	10	33.33%	Agree
	8	26.67%	Neutral

The table 15 shows that out of 30 secondary level English teachers, 40% of the teachers responded that they strongly agreed, 33.33% of the teachers stated that they agreed and 26.67% of the teachers responded that they were neutral to the statement that analysis of critical incidents makes the teachers confident and creative in their classroom presentation.

4.2.16 Self-monitoring as a Mode of Reflective Practice Teaching

Regarding the statement, “*Self-monitoring is one of the modes of reflective practice teaching*”, I got different perceptions from the secondary level English teachers.

They are given in the table below:

Table 16

Self-monitoring as a Mode of Reflective Practice Teaching

Statement	No. of the teachers	Percentage	Responses
Self-monitoring is one of the modes of reflective practice teaching.	11	36.67%	Strongly agree
	10	33.33%	Agree
	9	30%	Neutral

The table 16 shows that out of 30 secondary level English teachers, 36.67% of the teachers responded that they strongly agreed, 33.33% of the teachers responded that they agreed and 30% of the teachers stated that they were neutral to the statement that self-monitoring is one of the modes of reflective practice teaching.

4.3 Summary of Findings

This section is concerned with the findings of this study. Hence, the findings of this study are as follows:

- It was found that out of 30 secondary level English teachers, 66.67% of the teachers sometimes reflected on their teaching.
- Similarly, it was found that out of 30 secondary level English teachers, 70% of the 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.

- Likewise, it was found that roles of reflective practice of teaching are to help teachers to adapt their teaching activities and methods and make teachers creative as well as critical as 50% teachers said this.
- In the same way, 73.33% of the teachers strongly agreed to the statement that reflective practice teaching improves teachers' presentation of subject matter.
- Similarly, it was found that 56.67% of the teachers responded that they sometimes reflected on their past, present teaching and promise to improve in the future.
- Likewise, it was found that 73.33% of the teachers got self-satisfaction and developed self-esteem after reflective practice of teaching.
- In the same way, it was found that 60% of the teachers strongly agreed to the statement that reflective practice teaching makes teachers' curious, critical as well as truthful.
- Similarly, it was found that 63.33% of the teachers strongly agreed to the statement that reflective practice of teaching evokes individual talents of teachers.
- Likewise, it was found that 70% of the teachers strongly agreed to the statement that through reflective practice of teaching, teachers would be competent as well as confident on their subject matter.
- In the same way, it was found that 66.67% of the teachers strongly agreed to the statement that I feel more confident to adapt my lesson after doing reflection on my teaching.
- Similarly, it was found followings were the advantages of reflective practice of teaching: help the teachers to present their subject matter confidently and boldly in the classroom and make teachers creative, researcher and critical thinkers as 46.67% of the teachers said this.
- Likewise, it was found that workshop, action research, case analysis, seminar, conference, self-monitoring and analysis of critical incidents are the modes of reflective practice teaching as 53.33% of the teachers said this.

- In the same way, it was found that 53.33% of the teachers strongly agreed to the statement that keeping a diary help me to revise my teaching aims.
- Similarly, it was found that 53.33% of the teachers strongly agreed to the statement that I am much interested in attending workshops to increase my subject matter of teaching.
- Likewise, it was found that 40% of the teachers strongly agreed to the statement that analysis of critical incidents makes the teachers confident and creative in their classroom presentation.
- It was found that 36.67% of the teachers strongly agreed to the statement that self-monitoring is one of the modes of reflective practice teaching.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.2 Conclusions

The present research study has explored the secondary level English teachers' perceptions towards the reflective practices of teaching in ELT classroom in terms of subject and modes of reflective practices. In this research study, 30 secondary level English teachers from Saptary district were sampled. Similarly, 30 secondary level schools were selected from the same place as sample and from each school one teacher was selected. Purposive non-random judgemental sampling strategy was used to select the sample of this study. Questionnaire was used as research tool in this study for the collection of data. Hence, after analysis and interpretation the data which were collected from questionnaire, it was found that secondary level English teachers had positive perception towards reflective practice of teaching as 66.67% of the teachers sometimes reflected on their teaching. Similarly, it was found that 70% of the 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. In the same way, workshop, action research, case analysis, seminar, conference, self-monitoring and analysis of critical incidents were the modes of reflective practice of teaching as 53.33% of the teachers positively responded towards them.

5.2 Recommendations

Every research study should have its recommendations in one way or another. So, this research work has also some recommendations. It is hoped that the findings as summary and the gist as conclusions will be utilized in the following mentioned levels. The recommendations on these levels have been presented separately below:

5.2.4 Policy Related

The following policy related recommendations can be made:

- There should be regular provision of practical and skill-based training, seminar and workshop to all the ELT teachers that encourage them towards reflective practice of teaching.
- Similarly, secondary level English teachers should be trained and encouraged by the concerned authority or government regarding the usefulness of reflective practice of teaching in ELT classroom.
- There should be frequent observation and monitoring programme in ELT classroom from the authorized agencies regarding implementation of reflective practice of teaching.

5.2.5 Practice Related

The following practice related recommendations can be made:

- Rewards and punishment should be maintained among the teachers who perform best delivery of subject matter and up to date with the new innovation in ELT.
- Concerned authority should develop teachers' and curriculum designers' awareness towards the usefulness of analysis of critical incidents, case analysis and keeping a diary as mode of reflective practice of teaching.

- Teachers can carry out an action research in order to find out the usefulness of reflective practice of teaching.

5.2.6 Further Research Related

The following further research related recommendations can be made:

- The further researcher can conduct research work on other related issues of reflective practice of teaching. For example, challenges and issues in the practice of reflective teaching.
- Similarly, the further researcher can explore the effectiveness of reflective practice of teaching in ELT classrooms.
- This research study is based on the teachers of secondary level so other researchers can conduct research work on other levels like primary, lower secondary, bachelor and master.

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Appendix 1

Questionnaire for the Teachers

Dear Sir/Madam

This questionnaire is a part of my research study entitled "**Teachers' Perceptions on the Reflective Practices in ELT Classroom**", under the supervision of **Dr. Purna Bahadur Kadel**, Lecturer of the Department of English Education, T.U., Kirtipur. Role of reflective practice is very important in ELT classroom. Through regular reflective practices teachers will be more confident and proficient on their subject matter. Though reflective practice is important for teachers' development, teachers have their own understandings and perceptions towards it. Therefore, this study is going to be carried out in order to find out secondary level English teachers perceptions on the role of reflective practices in ELT classroom. Hence, your cooperation in completion of this questionnaire through the authentic and reliable information will be of great value to me.

Thank You

Researcher

Sundar Lal Chaudhary

T.U., Kirtipur, Kathmandu

Name of the teacher:

Date:

Name of the school:

Class:

1. How often do you reflect on your teaching?

- (a) Always
- (b) Often
- (c) Sometimes
- (d) Rarely
- (e) Never

2. Why do you reflect on your teaching? Please mention it.

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3. Do you think that reflective practice of teaching makes teaching interesting and lively?

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4. Could you write some of the roles of reflective practice of teaching?

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5. Do you think that reflective practice of teaching improves teachers' presentation of subject matter?

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral

6. Reflective practice of teaching makes teachers creative as well as critical. What do you think? Please write your views.

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7. How often do you reflect on your past, present teaching and promise to improve it in the future?

- (a) Always
- (b) Often
- (c) Sometimes
- (d) Rarely
- (e) Never

8. Would you get a sense of satisfaction as well as self-esteem from reflective practice of teaching? Please write your views.

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.....

9. Reflective practice of teaching makes teachers' curious, critical as well as truthful? What do you think?

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral

10. Reflective practice evokes individual talents of teachers.

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral

11. Through reflective practice teachers will be competent as well as confident on their subject matter.

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral

12. Reflective practice of teaching helps English language teachers to find out their strengths as well as weaknesses.

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral

13. Do you think that it is necessary for language teacher to evaluate their teaching activities themselves?

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14. I feel more confident to adapt my lesson after doing reflection.

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral

15. Do you see the advantages of reflective practice of teaching in the EFL class? Please give reason

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16. What are the modes of reflective practice of teaching?

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.....

17. Keeping a diary help me to revise my teaching aims.

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral

18. I am much interested in attending workshops.

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral

19. Analysis of critical incidents makes the teachers confident and creative in their classroom presentation.

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral

20. Self-monitoring is one of the modes of reflective practice teaching?

- (a) Strongly Agree
- (b) Agree
- (c) Strongly Disagree
- (d) Disagree
- (e) Neutral