

**PRACTICES OF REFLECTIVE TEACHING USED BY PRIMARY
LEVEL ENGLISH TEACHERS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education**

**Submitted by
Laxmi Kumari Phuyal**

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

2009

**PRACTICES OF REFLECTIVE TEACHING USED BY PRIMARY
LEVEL ENGLISH TEACHERS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)**

By

Laxmi Kumari Phuyal

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2009

TU Reg. No:

Second Yea Examination

Roll No: 280342/2064

Date of Approval of the

Thesis Proposal: 2065/03/26

Date of Submission: 2065/11/15

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss. Laxmi Kumari Phuyal** has completed the thesis entitled "**Practices of Reflective Teaching Used by Primary Level English Teachers**" under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2065/...../.....

Mrs. Hima Rawal (Guide)

Lecturer

Department of English Education

University Campus

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

T.U., Kirtipur

Chairperson

Mrs. Madhu Neupane

Lecturer

Department of English Education

T.U., Kirtipur

Member

Mrs. Hima Rawal (Guide)

Lecturer

Department of English Education

T.U., Kirtipur

Member

Date: 2065/...../.....

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee:

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

T.U., Kirtipur

Signature

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U. , Kirtipur

Member

Mrs. Hima Rawal (Guide)

Lecturer

Department of English Education

T.U., Kirtipur

Member

Date: 2065/...../.....

DEDICATION

Dedicated

To

*My father Mr. Pashupati Nath Phuyal and my loving mother
Mrs. Jamuna Devi Phuyal who devoted all their penance for
making me stand on this position.*

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Data: 2065/11/ 15

.....
Laxmi Kumari Phuyal

ACKNOWLEDGEMENTS

First of all, I am heartily grateful to my thesis guide **Mrs. Hima Rawal**, lecturer, Department of English Education, Tribhuvan University Kirtipur who encouraged me continuously providing her invaluable guidance to lead me in right path during my research work.

Secondly, I would like to extend my sincere gratitude to **Dr. Chandreshwar Mishra**, Reader and Head, Department of English Education for providing me with an opportunity to carryout this research work. I am equally grateful to my Guruma **Mrs. Madhu Neupane**, Lecturer, Department of English Education for her supportive suggestion.

I am really indebted to **Dr. Jai Raj Awasthi**, Professor, Department of English Education for his advice and encouraging idea, to do this research work.

I would equally like to thank **Prof. Dr. Shanti Basnyat, Dr. Tirth Raj Khaniya, Prof. Dr. Govinda Raj Bhattarai, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari, Dr. Anju Giri, Mr. Vishnu Singh Rai, Mrs. Tapasi Bhattacharya, Mr. Laxmi Bahadur Maharjun**. I have due regards to **Mr. Prem Bahadur Phyak, Mr. Bhesh Raj Pokhrel, Mr. Bal Krishna Sharma, Mrs. Saraswati Dawadi, and Mr. Durga Pokhrel** for providing help and instructions in my regular class during the academic years.

I would also like to thank all the primary level English teachers of selected private schools of Kathmandu valley for providing me with the unforgettable help to collect the data related to the research and to complete my research work.

My special thanks goes to all my respected brothers **Mr. Ramesh Prasad Phuyal, Mr. Nityananda Phuyal, Mr. Ganesh Prasad Phuyal, Mr. Kumar Prasad**

Phuyal and Mr. Gayatri Pd. Phuyal for their encouragement and financial support in my way of achieving educational advantages including this research. My thanks also go to my colleagues **Kusum Subedi** and **Susil Chapagain** for their kind co-operation and advice for my whole study of master's degree.

My thanks equally go to my sisters **Uma Pokhrel** and **Sapana Chauhan** for their kind co-operation and loving environment during my study time.

Finally, I am indebted to **Shekhar Ghimire** and **Samir Dulal** for their excellent computer work.

Laxmi Kumari Phuyal

ABSTRACT

This researcher work entitled "Practices of Reflective Teaching Used by Primary Level English Teachers" aimed to find out the practices of reflective teaching used by primary level English teachers. The study was mainly conducted considering the significance of reflective practice for making improvement in EFL classroom. To achieve the objectives, the researcher designed one main tool i.e. questionnaire. She analyzed and interpreted the practices of reflective teaching based on their responses regarding to what extent they use different tools of reflective practices given in the questionnaire. To analyze each tool of reflective practice, the researcher used simple statistical devices like table and percentage. This study shows that majority of the primary level English language teachers were not found practicing reflective teaching for their professional development though some of them responded that they use reflective teaching as a way to their professional development.

This thesis consists of four chapters. Chapter one is an introductory chapter. It includes the general background, objectives of the study, the review of the related literature, significance of the study and the definitions of the specific terms. Chapter two includes the methodology adopted to carry out the research. In other words, it includes the sources of data, population of the study, sampling procedure, tools and process of data collection and limitations of the study. Chapter three consists of the analysis and interpretation of data. Chapter four consists of the findings and recommendations of the study. Lastly, this chapter is followed by references and appendices.

Table of Contents

	Page
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Acknowledgements	v
Abstract	vii
Dedication	viii
Contents	ix
Symbols and Abbreviations	xi

CHAPTER-ONE: INTRODUCTION

1.1	General Background	1
1.1.1	Importance of English Language Teaching in Nepal	1
1.1.2	Language Teachers' Training	2
1.1.3	Professional Development of Teachers	3
1.1.4	Teacher Training Through Reflective Practices	4
1.1.5	Reflection and Reflective Practice	6
1.1.6	Reflective Teaching and Teacher Development	9
1.1.6.1.	Self-Monitoring	12
1.1.6.2	Writing a Teaching Journal	12
1.1.6.3	Peer Observation	13
1.1.6.4	Teacher Support Groups	13
1.1.6.5	Reflective Conversation	14
1.1.6.6	Action Inquiry	14
1.1.6.7	Teaching Portfolio	14

1.2	Review of the Related Literature	15
1.3	Objectives of the Study	19
1.4	Significance of the Study	19

CHAPTER-TWO: METHODOLOGY

2.1	Source of Data	20
2.1.1	Primary Sources of Data	20
2.1.2	Secondary Sources of Data	20
2.2	Population of the Study	20
2.3	Sampling Procedure	20
2.4	Tools for Data Collection	21
2.5	Process of Data Collection	21
2.6	Limitations of the Study	21

CHAPTER-THREE: ANALYSIS AND INTERPRETATION OF DATA

3.1	Practices of Reflective Teaching used by Primary Level English Teachers	22
3.1.1	Maintaining Teaching Dairy	23
3.1.2	Observing Colleagues	25
3.1.3	Being Observed by Others	26
3.1.4	Sharing Experiences	29
3.1.5	Audio or Video Recording	31
3.1.6	Discussing with Colleagues	33
3.1.7	Attending any Professional Conferences or Seminars	35
3.1.8	Obtaining Feedback from Students	37
3.1.9	Doing Action Research	40
3.1.10	Reflective Teaching	42

CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS

4.1	Findings	44-45
4.2	Recommendations	46-47

References

Appendices

ABBREVIATIONS AND SYMBOLS

etc	-	et cetera
eg.	-	for example (exemplia gratia)
i.e.	-	That is/ id-est
p	-	page
NESP	-	National Education System Plan
ELT	-	English Language Teaching
FOE	-	Faculty of Education
EFL	-	English as Foreign Language
ESL	-	English as a Second Language
KU	-	Kathmandu University
MOE	-	Ministry of Education
NCED-	-	National Centre for Educational Development
PU	-	Purwanchal University
POU	-	Pokhara University
T.U.	-	Tribhuvan University