

CHAPTER ONE

INTRODUCTION

1.1 General Background

Human life is always full of emotions, thoughts, and feelings. Human beings need to express the emotions, thoughts, and feelings in their daily life. There are different verbal and nonverbal ways for sharing these elements in life.

Language is one of the most popular and widely used medium to express these things. Language helps to compensate almost all communicative gaps between human beings. Language is a human specific property and not possessed by other living beings. Language is one of the most important characters, which differentiates human beings from other beings.

According to Bloch and Trager (1942, p. 5) "A language is a system of arbitrary vocal symbols by means of which a social group co-operate". Oxford Advanced Learner's Dictionary of Current English (2000, p. 721) defines language as "The use of human of system of sounds and words to communicate." Likewise, Richards et al. (1999, p. 196) state "The system of human communication which consists of the structural arrangement of sounds in to larger units e.g., morphemes, word, sentence, utterances". These definitions indicate that language is a complex phenomenon used for human communication. Language is a social phenomenon. It is a means of nourishing and developing culture and establishing human relationship. However, different forms of language is used and adopted to suit the different modes of communication.

1.1.1 Importance of English Language Teaching in Nepal

Language is used as a means of communication among human beings. There are several languages in the world and English is one of them. It is used as the first language for many speakers in the western countries. Nowadays, it is also used as the second or foreign language worldwide. In fact, one out of seven people in the world speak English language with some level of competence. It

has also been very beneficial for the people to carry out various works in our country. This has been a passport to see the world for them. According to Kansakar (1998), English has also been used for carrying out international relation in Nepal. Firstly, when it is considered as the international language, it has earned its more popularity. Secondly, as it is the language of science and technology, everybody is compelled to learn the language. "Considering this fact in mind, Junga Bahadur Rana, the then Prime Minister of Nepal, established an Elementary School (a Primary school) on the ground floor of Thapathali Durbar, Dhakhachowak in 1853" (Sharma, 2000, p. 36). Even if it was not open for the public it is assumed as the initiation of that language in the formal teaching in Nepal.

A radical change in politics with the establishment of democracy in 1950 A.D. also brought about change in education. It increased the access of English education along with other subjects to the public. But instable policies towards teacher training and instability of the government could not help to grow the quality education in ELT along with other subjects.

1.1.2 Language Teachers' Training

The teacher education programme is a must for the quality development in ELT along with others. Though some teacher education programmes like Basic Education Teacher Training Center in 1948, Remote Area Teacher Training in 1973, and Women Teacher Training in 1971 etc. were established to train the primary teachers and to give equal access for women and girls to education, they could not get continuity. So, they did not bring any considerable change in teacher education.

At present, Ministry of Education and Sports (MOES) and Faculty of Education (previously known as the Institute of Education) are running in-service and pre-service teacher trainings respectively. In-service teacher training programmes are being conducted by National Center for Education Development (NCED) and the Secondary Education Development Center (SEDC). Pre-service teacher training education is being conducted by faculties

and schools of different universities and HSEB affiliated schools (Awasthi, 2003).

Nowadays, Nepal English Language Teachers Association (NELTA) is also playing a considerable role to grow professional skills, attitude, and knowledge of English language teachers from primary to tertiary level. Its eleventh international conference brought new insights in developing professional skills by means of self-awareness towards one's own doing (reflective practice) on the part of in-service trainees in the field of ELT. Reflective practice is the concept of self-training by utilizing self-practice during the experience. It is useful in each and every field of professional development including the field of ELT.

1.1.3 Professional Development of Teachers

Profession refers to the type of job, which needs special type of skill or knowledge. Teaching is also considered to be a type of art, which needs special skill and knowledge. Learning is regarded as a lifelong process which is as natural as breathing. So, a teacher involved in teaching profession should always be ready to grasp the new ideas, techniques, skills, experiences. The teacher should look back or evaluate the effectiveness of his/her past actions and experiences for improvement of the future practices. This is the basis for professional development. According to Wajnryb (2002, p. 9),

The teacher does not learn solely by acquiring new information or knowledge about teaching, but through thinking about new ideas in the light of past experience, fitting new ideas into her thinking and reappraising old assumption in light of new information.

Similarly, according to Richards et al. (1999, p. 312),

...In teacher education programmes, activities which seek to develop reflective approach to teaching aim to develop the skill of considering the teaching process thoughtfully, analytically and objectively as a way of improving classroom practice.

Ur (1996) focuses on teacher's active role for the professional development of his/her own. According to her, teacher's development takes place when teachers, as individuals or in a group consciously take advantages of such resources to forward their own professional learning. Ur (2005) also says that a teacher can and should advance in professional expertise and knowledge throughout his or her career and such advances do not depend on formal course or external input. Luitel (2000) gave out a procedure and an example of action research in the language classroom based on practical experience gained in course of the observation of ELT classroom in Nepalese schools. He demonstrated that reflection is an essential stage for action research. Neupane (2006) says that teaching is one of the challenging professions. She further stated that if teachers are reflective they can help their students to be reflective and creative. Bhattarai (2005) stated that the action research would be an effective way of professional development, which is conducted in the form of reflective cycle as part of regular classroom activities.

1.1.4 Teacher Training Through Reflective Practice

The teacher training is a course conducted by teacher trainer in order to provide professional teachers (pre-service and in-service teachers) the suitable skill and way to teach a particular body of knowledge to the student. Ur (2005, p. 3) reserves 'training' for "the process of preparation for the professional teaching including all aspects of teacher development." According to Hornby (2000), training is the process of learning the skills that are needed to do a job. It is worthwhile to say about ELT teacher education and NELTA in introducing and making teacher training familiar in terms of reflective practices. NELTA, being a professional organization of English teachers from pre-primary to tertiary level, runs various ELT programmes throughout the country. It has its own teacher training and language improvement packages for primary to secondary level teachers. More than one thousand English teachers from different parts of country have received short-term training in the past, and this has remained a regular activity of NELTA programme. It also provides Platform for sharing

ideas and experience, which is the significant device for the professional learning through reflective practice. For this, NELTA publishes newsletters and journals on a regular basis. In fact, these things are helpful to improve professionalism which has eyes of reflective practice.

But the matter is that if we as professionals (particularly in-service and pre-service English language teachers as well as academicians) are not aware of the fact that NELTA has been supporting us economically and academically for long, we cannot properly utilize the opportunities.

Reflective teaching is useful if ELT academicians and teacher trainers make policy of teacher training conducted in school levels (as well as university level) by keeping the model (reflective model of teacher learning) in mind. Teachers' training is designed mainly based on the three models; the craft model, the applied science model, and reflective model as suggested by Wallace (1993).

1.1.4.1. The Craft Model

The trainee learns from the example of a master teacher, whom she observes and imitates. Professional action is seen as a craft, rather like shoemaking or carpentry, to be learned most effectively through an apprenticeship system (a novice who works as an employer for a fixed period of time in order to learn the particular skills needed in their job in the apprenticeship system) and accumulated experience. This is a traditional method, still used as substitute for postgraduate teaching courses in some countries.

1.1.4.2. The Applied Science Model

The trainee studies theoretical courses in applied linguistics and other allied subjects, which are then, through the construction of an appropriate methodology, applied to classroom-practice. Many-university and college-based teacher-training courses are based, explicitly or implicitly, on this idea of teacher learning.

1.1.4.3 The Reflective Model

This model is used by the teacher development groups and in some recently designed training courses. So, it is such a model which respects professional teachers (pre-service and in-service) as both the trainee and trainer, as well as discoverer of new theory of the English language teaching based on practical experience of making trainees and trainers themselves. This is possible only if working teacher uses reflective practice/cycle in their daily teaching, and then they naturally develop their professional skills.

In fact, self-training by utilizing self practice during the experience of daily teaching is the teacher training in the eyes of reflective practice.

1.1.5 Reflection and Reflective Practice

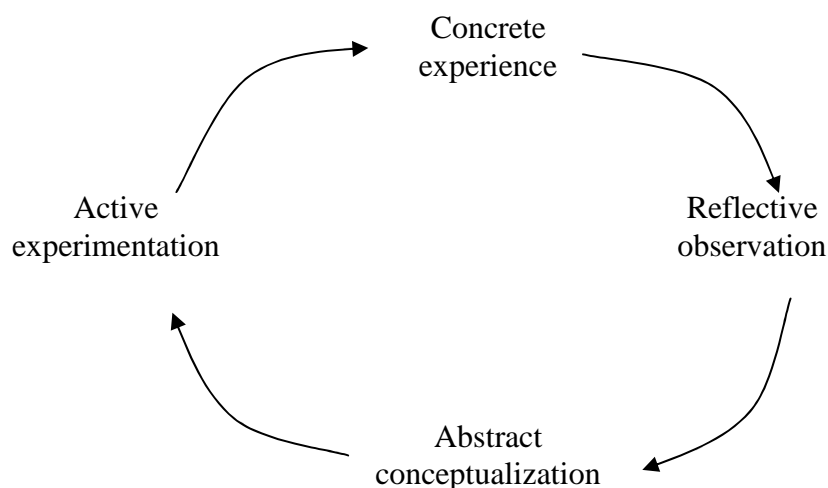
The reflective model of teacher training integrates all models into one. Reflective practice emphasizes practical, local, and existing professional knowledge, skill, and attitude, curiosity of teaching experience to be processed critically in and outside the classroom. After processing these facts as input of one's own, a new idea is developed and in turn acted out in the actual classroom as an experiment. If it is proved the best, this idea will be discovered as new theory of practical teaching. If not, the cycle of experience, process, new idea and action will be reprocessed or other idea can be sought and acted out again to reach the theory from practice (Underhill, 2006). In the reflective model,

The trainee teaches or observes lessons or recalls past experience; then reflects alone or in discussion with others, in order to work out theories about teaching and then tries these out again in practice. Such a cycle aims for continuous improvement and the development of personal theories of action (Schon, as cited in Ur, 2005, p.5)

In this way, 'reflective' means thinking deeply about things and practice means doing things regularly. Altogether the terms 'reflective and 'practice' make a phrase with a new sense of thinking deeply on the practice or experience which teachers have to perform while doing their professional job (i.e. teaching). 'The

aim of reflective practice is to make new sense of our experience through a process of inquiring into it so that we can move forward in practical ways that make a difference' (Underhill, 2006). In fact there is no single definition of reflection, and developing our own definitions of reflection is also part of the reflective process. The basic idea is that a teacher learns about his teaching and tries to improve it by observing and understanding what is happening in his own classroom, reflecting on it, learning from it and trying out something slightly different and so on. Reflection involves a structural approach to learning from experience. Learning from experience is experimental learning. Kolb's (as cited in Ur, 2005, p. 6) theory of experiential learning elaborates the idea of 'experience + reflection'. He defines four modes of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In order for optional learning to take place, the knowledge acquired in any one mode meets to be followed by further processing in the text, and so on in a recursive cycles as in the following :

Figure 1: Experiential Learning



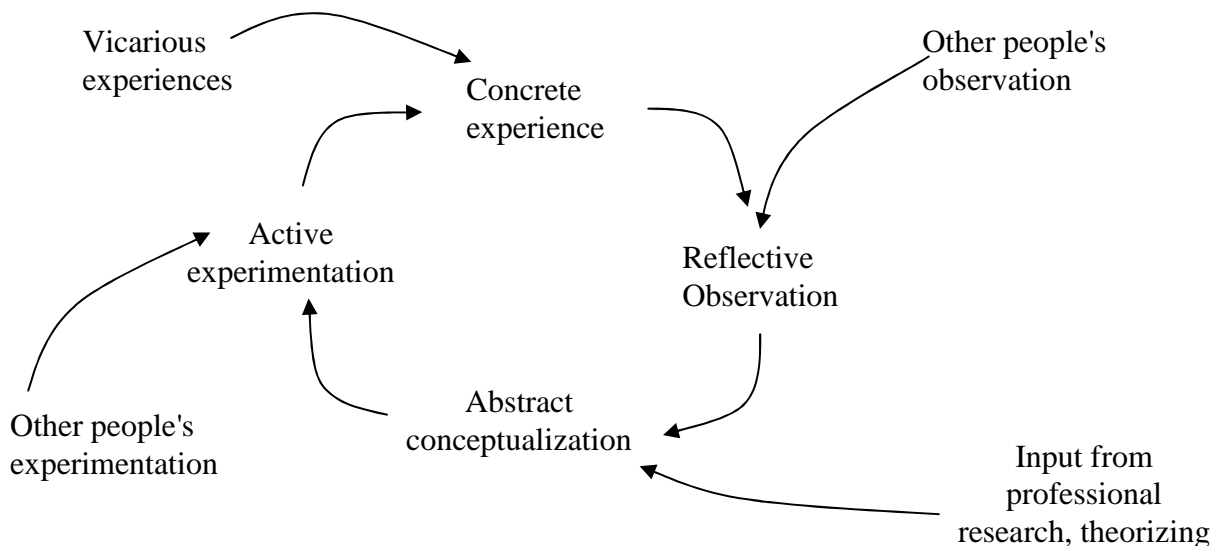
(Source: Kolb, as cited in Ur, 2005, p.6)

According to Ur (2005) this model (Experimental Learning Model) however needs to be enriched by external sources of input, because she says that only first hand experience (only one's own experience) may be not enough so that

vicarious experiences (second hand, such as observation, anecdote, video, transcripts), description of other people's observations can add to our own. Theoretical concepts can come from foreign language researchers' and thinkers' ideas or descriptions of experiments from writers or other professionals. And the initial stimulus for learning cycle of this kind can occur of course, at any of the eight points, not just at the point of experience and she says it 'Enriched Reflection' as given below:

Figure 2: 'Enriched Reflection'

'Enriched Reflection'



According to Underhill (2006), reflective practice also encourages us to ask questions like how can I use my own uncertainties and questions as a resource for my learning? How can I enrich my experience and learn from it more fully? How can I learn 'from', 'with', 'through' and 'for' other people? How can I 'harvest' my experience to nourish my professional development? How can I enrich that learning with other perspectives in addition to my own? How can I improve what I do? How can I get to see my own blind spots? How can I test my new learning in my next bit of practice? How will I know that I have done? The purpose of reflective practice is to change things, not just to think about them. Proponents of reflective practice would say that without such a discipline

we may 'miss' our experience, and fail to learn from the opportunities that our experience offers.

Reflective practice brings attitude, curiosity, and interest to inquire one's own experience to be aware of it and to change things (existing teaching here). It uses problem and uncertainties seen in the classroom as well as in the course book as the opportunities for learning new things or inventing new ideas as mentioned above. It is useful to draw some ideas from the literature on reflective practice mentioned by Underhill (2006) to understand it clearly. For example;

- i) To check one's performance is a significant professional act but not to check it is irresponsible.
- ii) Though the reflective practice is significant for the professional learning, no modern university and sciences are aware of it.
- iii) Teachers are often unaware of what they do when they teach.
- iv) Experience without reflection is insufficient.
- v) Critical reflection is essential for greater understanding.
- vi) A reflective approach to teaching is one in which teachers collect data about teaching, examine their attitude, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching.

1.1.6 Reflective Teaching and Teacher Development

Reflecting or reflective practices have been defined in various ways. Pennington, (as cited in Farrell, 1998, p.47), "defines reflective teaching as deliberating in experience and that of mirroring experience". Some other scholars like Richard view that critical reflecting is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action.

Reflective teaching has been practical opinion to address professional development issue. It promotes critical thinking, self-evaluation and self-

directed learning. It encourages the practitioners in the field of language teaching to share their insight and to generate their own theories of teaching through the reconstruction of experience. Reflective practices can reconstruct their own educational perspective. By reflecting on their own individual teaching style or practices, they can improve their effectiveness in the language classroom. It leads the teachers who are professionally developing in realistic context towards becoming expert teachers. Therefore, reflective teaching is an indispensable tool for language teachers in facilitating for lifelong learning as well as professional development.

Learning is regarded as lifelong process. It starts from cradle and ends in grave. So, a teacher involved in teaching profession should always be up to date with the latest researches and developments of educational sector. Reflective teaching views that teacher not only learns solely by acquiring new information or knowledge about teaching but also through thinking about new ideas in the light of past experiences, fitting new ideas into her thinking and reappraising old assumption in light of new information. Richards et al. (1999) stated that it is an activity used in teachers' preparation programme, which aims to provide student teachers with a controlled teaching experiences and a chance to consider the nature of teaching thoughtfully and objectively. This approach of teacher education is based on the assumption that teachers can improve their understanding of teaching and quality of their own teaching by reflecting critically on their teaching experiences. Teachers' experience gained inside or outside the classroom have a significant role to guide for continued professional development. But these experiences themselves have passive role to play unless and until reflection is done on these activities. It is considered that meaningful knowledge about pedagogy and theories of learning as well as social, historical, and political foundation of education are crucial for productive and meaningful reflection. (www.onestopenglish.com)

There are three stages of teacher development. Stage one is related to the analysis of the effect of strategies used. The second stage entails reflecting about the assumption in a particular classroom practice as well as its relevant consequences. The last stage involves questioning the moral and ethical dimensions of decisions related to gain maximum effect for professional growth and development (www.onestopenglish.com). Similarly, there are three important elements required for reflection to occur. Practical experience, a meaningful knowledge bases and the interaction with other human beings. Practical experiences are the base for learning but it cannot take place without reflection (www.onestopenglish.com).

Teachers as human beings are not omniscient in their knowledge and skilled all through their profession as teaching. A teacher should advance in professional expertise and knowledge throughout his/her career and such professional development does not depend on formal course and external input. Professional development is perceived as a variety of activities in which teachers are involved to be able to improve their practices. Special stress is laid on teaching experience and expertise, on the conveniences of attending seminar and conferences and on subscribing to professional journals and publications. Similarly, some other prominent issues to be taken into consideration are individual and group reflection and interaction with colleagues. The role of reflective teaching as exploring one's own classroom practice is even more significant for a language teacher to develop himself or herself professionally. Reflective teaching implies more systematic process of collecting, recording and analyzing one's thoughts and observation as well as those of students' and then going into making changes. The role of teacher diary and students diary, peer observations audio and video recordings of lesson, students' and colleagues' feedback, sharing ideas/experiences with colleagues, conferences and seminars for language teaching issues or agendas are very contributory for language teachers to further develop him or her professionally. These are some fundamental issues that a language teacher must be familiar with so as to

change his/her classroom practice and ultimately to develop his/her professionalism.

According to Underhill (2006), the seven most frequently adopted approaches for developing skill of reflective practices are as follows:

- 1.1.6.1 Self-monitoring
- 1.1.6.2 Writing a teaching journal
- 1.1.6.3 Peer observation
- 1.1.6.4 Teacher support groups
- 1.1.6.5 Reflective conversation
- 1.1.6.6 Action inquiry
- 1.1.6.7 Teaching portfolio

1.1.6.1 Self Monitoring

The aim of self-monitoring is to find ways of looking at our own experience from others' perspectives. Self-distancing is very much important in this type of reflection. We have to examine our own action and activities as if we are examining others' activities. Ways of doing self monitoring reflective proactive are journal writing and audio and video recording. We can ask ourselves the following questions:

-) What did/ didn't I work well?
-) What would I do differently next time?
-) What did the students learn?
-) Who is doing most of the talking?
-) What attitudes do I hear in the qualities of my voice?
-) What is odd about my body movement and so on?

If we explore in such questions, we can monitor ourselves and make a sense of our experience.

1.1.6.2 Writing a Teaching Journal

Writing journal is one of the most rewarding activities for self-understanding and self discovery. Understanding who we are can help us to lead the lives we want to have. "Writing for self-discovery relies upon thought and reflection more than emotion and confusion" (Miller and Webb, 1992, p.30).

While writing a journal, we jot down our feelings, thoughts, incidents, concerns, etc. To write a reflective journal we can ask ourselves the following questions:

-) How did I feel when I came out of the classroom?
-) Why did I feel in such a way?
-) What did the students learn and did not learn from this unit?
-) What helped or prevented learning?
-) What have I learnt from this?

If we read our journal regularly, we can see patterns, strength, and blind spots of our teaching. New ideas begin to develop. From this we can make a sense of our experience.

1.1.6.3 Peer Observation

The main purpose of peer observation is to get feedback of our own teaching from our colleagues. The feedback should be non judgmental, supportive and honest. We can ask our peer observer to prepare a checklist for observation. After the observation, the observer writes a short narrative on teaching and provides feedback.

1.1.6.4 Teacher Support Group

Teacher support group is a group of teachers formed voluntarily by two or more people to learn together. It helps to develop mutual trust and support for

each other. It is not concerned with administrative work. Teachers of such group meet together to discuss and share understanding, to improve materials, to offer support to each other, to read teaching journal, to design, discuss and carryout classroom experiments, to read and discuss articles, etc. This type of teacher support group plays an important role in reflection and therefore in gaining professional expertise.

1.1.6.5 Reflective Conversation

This kind of conversation between two people is to facilitate the reflection on the experiences. The facilitator's main aim is to listen attentively and supportively to the speaker and to help their self-discovery talk. This can be done by asking questions, checking understanding, and summarizing what the speaker has said. This type of reflective conversation helps people to find the crux of the problem and to solve it.

1.1.6.6 Action Inquiry

A systematic way of learning from our practice and putting that learning back to our practice is called action inquiry approach. In this approach, we undertake to explore some aspects of our practice by trying out small action experiments around some issues or problems that interest us. Such experiment may involve one of the three:

-) Doing something different from usual
-) Refrain from doing something that is usually done
-) Doing what is usually done but observing it more carefully

The cycle of observation planning and acting should be followed in this approach.

1.1.6.7 Teaching Portfolio

A portfolio is a selection of things that illustrate us working and learning are our best. The portfolio contains a variety of exhibits, which offer different perspectives on us as a learning professional. We can include teaching plan,

samples of student work, feedback, achievement, photos, drawings, poems, observation report, and discussion in our teaching portfolio. Such things help us to reflect on our working and provide idea for further improvement.

1.2 Review of the Related Literature

Though a number of teachers and research scholars have carried out several studies in the field of ELT, a very few researches have been done in the field of teachers' professional development. Some researches which are directly and indirectly related to my study are reviewed as follows:

Ur (1991), while talking about personal reflection, says that the first and most important basis for professional progress is simply the teachers' own reflection on daily classroom events. But she adds that very often this reflection is quite spontaneous and informal. Therefore, it is helpful only up to a certain point because it is not organized and it is solitary. So, she stresses on the need of systematic journal writing for teachers' professional development, as it is more productive as well as contributory to further reflection and learning. Similarly, Head and Tylor (1997) report that the most reliable way to record what actually happens during a lesson to make a video or audio recording effective is also means of reflective teaching. They added that video has the advantage of recording non-verbal as well as verbal behavior, and of revealing aspects of classroom activity, which normally remain hidden to the teacher.

Killon (as cited in Head and Taylor, 1997) states that journal writing becomes a place for learners to record observations, toy with various perspectives, analyze their own practice, interpret their understanding of topic, keep records, make comments, or reconstruct experiences. Journal can be kept private or shared with colleagues for responses, feedback, interpretation or comments. Similarly, Chand (1999) conducted a research entitled "A Comparative Study on Teacher's Attitude towards Teaching Profession", and found that almost all experienced teachers had positive attitude but some of the private school

teacher had less positive attitude towards their profession. In the same way, Burns (1999) states that cumulative effect of recording observations and reflection through notes or journals are very illuminating as over time. They build a picture of classroom participants and interactions and provide a record of the processes of problematising and elucidating the teaching and learning issues. Similarly, Khaniya (2000) differentiates professionals from academicians and concludes that the department of English Education should be autonomous to bring about changes in its academic programs to make it attractive for many ELT professionals; otherwise, its products will suffer a lot. These views as expressed by the experts in the field of ELT stress on the need of teacher's professional development for which reflective teaching is the best means.

Licklider's (as cited in Ferraro, 2000) review of adult learning theory found that self directness-including self-learning from experience in natural setting is an important component of adult learning.

Similarly, Kettle and Sellers (as cited in Ferraro, 2000) studied the development of third-year teaching students. They analyzed the students' reflective writings and interviewed them extensively about their reflective practices. They found that the use of peer reflective groups encouraged student teachers to challenge existing theories and their own preconceived views of teaching while modeling for them a collaborative style of professional development. It would also be useful through out their teaching careers.

Likewise, Neupane (2001) conducted a research entitled "An Investigation into Short Term English Language Training provided by SEDUs" and found that the training had improved all strategies as well as approaches, methods and techniques used according to the new trend of teaching English and the training also made English teachers aware of the ways and contents of new English curriculum of secondary level. He used three sorts of study tools i.e. interview schedule, written test and class observation form to collect the data. Likewise, Dickey (as cited in Richards and Farewell, 2005) reports that he had benefited

from using the video for self, monitoring almost immediately. He found that videos of his classes made him aware of some bad habits that he had developed over time and watching them helped him attempt to address those problems that he might have missed if he had not videotaped his classes.

Gonzalez, a Brazilian language teacher, (as cited in Richards and Farwell, 2005) conducted a study on the use of video analysis to monitor his correlation of errors in his class and surprised with the finding that he had ignored about 80% of errors students made. He also discovered that usually and strongly he had employed to correct a student was simply to interrupt, find and provide the correct word or grammatical form. But about half of the time he had done it, the student had not repeated the correct form or tried to correct the error. The study done by a Brazilian language teacher is equally applicable to Nepalese context and supports the argument that the use of audio-video recording device in the language classrooms is very effective means of reflective teaching. Likewise, Richards and Farrell (2005) reported, "The goals of collegiate forms of professional development are to encourage greater interaction between teachers, peer based learning through monitoring and sharing skills, experience, and solutions to common problems" (p. 12).

Richards and Farrell (2005) referring to a learning circle of ten primary school teachers and their collaborative effort to explore strategies for teaching grammar to the primary students report that the members of the learning circle found the sharing of ideas very useful as they picked up skills- to approach language teaching in a holistic fashion in line with current trends.

Similarly, Ho and Richards (as cited in Richards and Farrell, 2005) state that writing a journal provides an opportunity to teachers to use the process of writing to describe and explore their own teaching practices. They refer to a survey and reported that in the survey of thirty-two teachers who had kept journals, 71 percent of them found it useful, 25 percent found it fairly useful, and only four percent did not enjoy writing a journal.

In the same way, Pandey (2007) conducted a research on "A study on the Reflective Practices of Secondary Level English Teachers' and found that language teachers have positive attitudes towards reflective practice though they are not trained in reflective practice formally. Similarly, he found that many language teachers do not record their best way of teaching. He has also recommended some ideas from the findings of the research. He recommends that all the in service teachers should be provided training in reflective practice and the teachers' training course should include reflective method to some extent . He has also recommended that teachers support group should be managed within a school and among schools to share their opinions about their own strengths and weaknesses among colleagues and to attend in reflective conversation. Phuyal (2008) conducted a study entitled "Teacher Development Through Reflective Teaching: Perceptions and Practices of English Language Teachers." The main objective of his study was to explore English language teachers' prevalent perceptions and practices of reflective teaching for their professional development. In his study he found very deplorable condition of the use of reflective teaching in our ELT situation. He tried to explore language teachers' prevalent perceptions and practices of reflective teaching using its various tools. Unfortunately, he could find them not practicing the tool of reflective teaching as a means of their professional development. They were apparently surrounded by various limitations to implement the tools of reflection in ELT classrooms as a way to their professional development. However, they had shown positive attitudes towards its use in ELT classroom.

In conclusion, the researcher considers teacher development as an ongoing process for teachers' capacity building and autonomy empowering them with recently updated knowledge and skill in the field of ELT. It also helps language teachers for creating their own meaning out of regular practices.

Though various research works have been conducted in the field of ELT, there is lack of research in the area of reflective practice in Nepal. Although some

articles have been written and some observations have been done about this agenda, none of them have attempted to see how far the primary level English teachers adopt reflective practices for their own professional development. For this reason, this research has been conducted to fill the gap emerged in this context.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. to find out the practices of reflective teaching used by primary level English teachers.
2. to suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

The study tried to explore language teachers' prevalent perception and practices for their professional development. The study is significant as it aims to find out the hidden facts based on the contemporary educational system of Nepal. The study reveals the present scenario of ELT in Nepal, which paves the way for teachers to improve themselves. This is mainly useful from pedagogical point of view. Teachers can improve or change their teaching strategy on the basis of the findings of this research. It can give the alternative techniques to make the teaching learning more effective. Partly it is also useful from linguistic point of view. It will be significant mainly for teachers, teacher trainers and teachers' training institutions. They can include 'reflection' as a new technique of teachers training. Textbook writers, curriculum designers and students are other target persons who can take benefit from the study.

CHAPTER -TWO

METHODOLOGY

For the fulfilment of above-mentioned objectives, the researcher adopted the following methodological strategies.

2.1 Sources of Data

The researcher made use of both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for the study were primary level English teachers of private schools from the Kathmandu valley.

2.1.2 Secondary Sources of Data

To facilitate the study, the researcher consulted the books, journals, articles and thesis related to the study area. Some of the secondary sources were: Ur (1991), Wallace (1993), Bhattarai (1995), Head and Taylor (1997), Farrell (1998), Kansakar (1998), Kumar (1999), Richards (1999), Burn (1999), Chand (1999), Hornby (2000), Sharma (2000), Khaniya (2000), Kettle and Sellers (2000), Neupane (2001), Wajnryb (2002), Luitel (2002), Ur (2005), Richards and Farewell (2005), Underhill (2006), Naupane (2006), Pandey (2007), Phuyal (2008),

2.2 Population of the Study

The primary level English teachers of private schools in the Kathmandu valley were the population of the study.

2.3 Sampling Procedure

The researcher used non-random judgmental sampling to select private schools teachers. In this study, the sample size consisted of 80 primary level English language teachers of private schools who were working in Kathmandu valley.

2.4 Tools for Data Collection

The research design of the study was survey research. Therefore, the researcher prepared questionnaire related to practices of reflective teaching used by primary level English teachers for their professional development.

2.5 Process of Data Collection

First of all, the researcher designed the questionnaire to collect the data related to the research. Then, she conducted the pilot testing of the questionnaire orally among five primary English teachers. After piloting of the questionnaire and taking the letter of permission from the campus, the researcher went to selected schools and got permission from the head teachers to consult the English teachers. After getting permission from the head teachers, she requested each selected English teacher from each school to help her by giving their response to the questionnaire. Then, she distributed the questionnaire. Later on, she collected all the responses provided by them. Later on, she collected all the responses provided by them.

2.6 Limitations of the Study

The study had the following limitations:

1. The study was limited to practices of reflective teaching used by primary level English teachers.
2. The study was limited to eighty English language teachers of private schools from Kathmandu valley.
3. Teachers' written responses to the questionnaire were taken as the primary data.
4. Reflective Practice was limited to: Teaching dairy, observing colleagues, being observed by others, sharing experiences, audio or video recording, discussing with collages, attending any professional conference or seminars, obtaining feedback from students and doing actions research.

CHATER - THREE

ANALYSIS AND INTERPRETATION

In this chapter, the researcher mainly discusses the analysis and interpretation of the data collected from the questionnaire. The data were collected from 80 primary level English teachers of private schools in Kathmandu Valley. This study was carried out to identify the practices of reflective teaching used by primary level English teachers. The researcher developed ten different key points of reflection directly relating them to the tools of reflection. And then, she discussed on the information collected through the data collection tool for each of the key points across the participants and derived a common finding for each of the key points analytically. For this purpose, the researcher tabulated the information and analyzed the data under the main heading (Practices of Reflective Teaching used by Primary Level English Teachers). First of all, information was tabulated and then analyzed and interpreted by using simple statistical tools such as table and percentage.

3.1 Practices of Reflective Teaching used by Primary Level English Teachers

As mentioned in the research methodology, the researcher analyzed and interpreted the information collected from questionnaire for each of the participants in accordance with the tools of the information, which were directly related to the research questions and objectives. This selection is mainly concerned with the primary level English teacher's practices on different tools of reflective teaching. The analysis is mainly based on the questionnaire through which the responses of the teachers were interpreted and analyzed in detail. By the help of 10 main different questions and 24 sub-questions, the researcher tried to extract the views of teachers on reflective practices focusing on different tools of reflective teaching and their use to develop reflective practice in the language classroom. Thus, the teachers' responses of the questionnaire have been analyzed and interpreted by focusing

10 main tools of reflective practices, which were also mentioned in the questionnaire. The researcher presented her analysis as a separate tool of reflection gradually.

3.1.1 Maintaining Teaching Dairy

The role of teachers' diary is very effective for gathering various information based on classroom teaching. It is a valuable source of information for language teachers to make necessary change and improvement in classroom practice learning from the past experiences.

Table No. 1

Do you maintain teaching dairy to improve your classroom practices?

Responses	No. of Teacher	Percentage
a) Yes	32	40%
b) No	48	60%
Total	80	

The first variable of this study was to explore primary level English language teachers' practice of using teaching diary as a means of reflective teaching for their professional development. While analyzing this first tool of reflective practice in the responses provided by the language teachers, only 32 participants responded that they maintain teaching diary. But majority of them (48 out of 80) or 60% of them responded that they do not maintain teaching diary. So, the researcher found that the majority of the primary level English language teachers do not maintain teaching diary as a means for their professional development. The researcher considered it significant to analyze and interpret the responses of participant language teachers on the further issues of the key point though they were in minority in number.

Table No. 2

If so, to what extent do you make use of the information obtained from the teaching diary as a way of improving your classroom practices?

Responses	No. of Teacher	Percentage
a = 'not at all'	4	12.5%
b = 'very little'	-	-
c = 'a little'	16	50%
d = 'a lot'	12	37.5%
e = 'a very great deal'	-	-
Total	32	

The above table shows that thirty-two of the total language teachers maintain teaching diary as a way to their professional development. Among them, 4 (12.5%) take information from teaching diaries 'not at all', 16 (50%) take 'a little' and 12 (37.5%) take 'a lot'. So, the researcher interpreted that majority of them do not take information from teaching diaries though they maintain them.

Table No. 3

To what extent do you find the teaching diary as a means of improving your classroom practices?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	-
b = 'very little'	-	-
c = 'a little'	24	75%
d = 'a lot'	8	25%
e = 'a very great deal'	-	-
Total	32	

The researcher further analyzed and interpreted the responses of the language teachers who maintain teaching diaries in relation to their implementation of classroom data for the improvement of teaching practice. In the context of this issue, 8 language teachers use the information obtained from teaching diaries 'a lot' as a means of improving their classroom practice.

3.1.2 Observing Colleagues

Peer observation is considered to be the best means of discovering or acquiring self- knowledge. It keeps a teacher as a learner at the center of experience, minimizing the externally imposed ideas to be followed by him/her, being merely an imitator of the knowledge and skills.

Table No. 4

Do you enjoy observing your colleagues?

Responses	No. of Teacher	Percentage
a) Yes	68	85%
b) No	12	15%
Total	80	

The second variable of this study was to explore primary level English teachers' perceptions and practices of observing colleagues as a means of reflective teaching for their professional development. While analyzing this tool of reflective practice in the response of language teachers, 68 out of the total 80 language teachers responded that they observe their colleagues as a mean of their professional development, which is 85% of the total participants. There were only 12 participants (15%) who respond that they do not observe their colleagues as a tool of reflection. It has been obvious for the researcher to analyze and interpret rest of the information as tabulated in 5 and 6.

Table No. 5

To what extent do you make use of the information obtained from observing others classroom as a way of improving your classroom practices?

Responses	No. of Teacher	Percentage
a = 'not at all'	4	5.88%
b = 'very little'	16	23.52%
c = 'a little'	20	29.4%
d = 'a lot'	28	41.17%
e = ' a very great deal'	-	-
Total	68	

Similarly, while analyzing the table 5 the researcher found that 'four' language teachers take information observing their colleagues 'not at all', 16 obtain information observing their colleagues 'very little' and 20 obtain information 'a little' while observing their colleagues whereas 28 participants take information while observing their colleagues 'a lot'. There was no language teacher who obtains information while observing their colleagues 'a very great deal'.

Table No. 6

To what extent do you find observing others as tool of improving your classroom practices?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	4	5.88%
c = 'a little'	44	64.70%
d = 'a lot'	20	29.41%
e = ' a very great deal'	-	
Total	68	

The above table shows that the four participants use the information obtained from observing their colleagues 'very little' as a means of improving their classroom practice. Forty four participants use the information 'a lot' as a means of improving their classroom practice. So, the researcher found that majority of the primary level English language teachers observe their colleagues for their professional development.

3.1.3 Being Observed by Others

Language teachers' act of observation and offering constructive feedback is beneficial not only the one who is observing but also the one being observed. It is essential to discuss lesson with peer as a useful step along the road to be an autonomous and reflective practitioner.

Table No. 7

Do you enjoy being observed by others in the EFL classroom?

Reponses	No. of Teacher	Percentage
a) Yes	64	80%
b) No	16	20%
Total	80	

The third variable of this study was to explore primary level English teachers' practices on being observed by other in the EFL classroom as a means of reflective teaching for their professional development. While analyzing this tool of reflective practice in the responses of participant language teachers, 64 out of the total English language teachers responded that they enjoy being observed by other as a means of their professional development which is also 80% of the total participants. There were only 16 participants (20%) who responded that they do not enjoy being observed by others as a tool of reflection. It has been obvious for the researcher to analyze and interpret rest of the information as mentioned in table no 8, 9, and 10.

Table No. 8

To what extent do you enjoy being observed by other in the EFL classroom?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	12	18.75%
c = 'a little'	24	37.05%
d = 'a lot'	28	43.75%
e = ' a very great deal'	-	
a = 'not at all'	-	
Total	64	

The above table shows that out of the total 64 language teachers who enjoy being observed by others as a tool of reflection, 12 responded that they enjoy being observed by other 'very little', 24 enjoy ' a little' and 28 enjoy ' a lot' as a means of their professional development.

Table No. 9

To what extent do you make use of the information obtained 'being observed by other' as a way of improving your classroom?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	12	18.75%
c = 'a little'	28	43.75%
d = 'a lot'	20	31.25%
e = 'a very great deal'	4	6.25%
Total	64	

The researcher found that out of the total 64 language teachers, 12 take information 'very little', 28 obtain 'a little' and 20 of them take information 'a little' while being observed by others whereas 4 participants take information 'a very great deal' being observed by others.

Table No. 10

To what extent do you find being observed by others as a tool of improving your classroom practices?

Options	Responses	Percentage
a = 'not at all'	-	
b = 'very little'	16	25%
c = 'a little'	28	43.75%
d = 'a lot'	20	31.25%
e = 'a very great deal'	-	
Total	64	

The above table shows that 16 participants out of the total 64 responded that they practice the information obtained from being observed by other 'very little', 28 use the information 'a lot' as a means of improving their classroom practice. So, the researcher found that majority of the primary level English language teachers enjoy being observed by other as a way to their professional development.

3.1.4 Sharing Experiences

Sharing experiences about the issues of language teaching can be beneficial for both language teachers - one who is sharing and the other being shared. It helps them to find out their areas of strengths as well as weaknesses.

Table No. 11

Do you share your experiences as a language-teaching practitioner?

Responses	No. of Teacher	Percentage
a) Yes	76	95%
b) No	4	5%
Total	80	

The fourth variable of the study was to find out the primary level English language teachers' practices of sharing experiences as a means of reflective teaching for their professional development. While analyzing this tool of reflection in the responses of participant language teachers, 76 participants responded that they share experiences. It shows that majority of them (76 out of 80) or 95% of them responded that they share their experiences. There were only four participants (5%) who responded that they do not share their experiences as a tool of reflective practices. So, it was found that majority of the primary level English language teachers share their experiences as a way to their professional development. It has been obvious for the researcher to analyze and interpret rest of the information as tabulated in 12, 13 and 14.

Table No. 12

To what extent do you share your experience as a language teaching practitioner?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	8	10.52%
c = 'a little'	24	31.57%
d = 'a lot'	44	57.89%
e = 'a very great deal'	-	
Total	76	

The above table shows that out of the total 76 (95%) English language teachers who share their experience as a tool of reflection, 8 participants share their experience 'very little', 24 share 'a little' and 44 share 'a lot' as a tool of reflection.

Table No. 13

To what extent do you make use of the information obtained from sharing your experiences as a way of improving your classroom practices?

Responses	No. of Teacher	Percentage
a = 'not at all'	12	15.87%
b = 'very little'	12	15.78%
c = 'a little'	32	42.10%
d = 'a lot'	16	21.05%
e = 'a very great deal'	4	5.26%
Total	76	

The researcher found that out of the total 76 language teachers who share their experience as a tool of reflection, 12 take information 'not at all', 12 take 'very little'. Similarly 32 obtain 'a little' and 16 take information 'a lot' whereas 4 participants obtain information 'a very great deal' while sharing their experience as a means of their professional development.

Table No. 14

To what extent do you find sharing your experience as a way of improving your classroom practices?

Responses	No. of Teacher	Percentage
a = 'not at all'	8	10.52%
b = 'very little'	8	10.52%
c = 'a little'	40	52.63%
d = 'a lot'	20	26.31%
e = 'a very great deal'	-	
Total	76	

The above table shows that 8 participants, out of the total 76 responded that they use the information obtained from sharing their experience 'not at all', eight use the information 'very little', forty use 'a little' and 20 participants

responded that they use the information 'a lot' as a means of improving their classroom practice.

3.1.5 Audio or Video Recording

Audio-video recording of lessons can provide valuable classroom information for language teachers, which consequently becomes a basis for their professional development. Making a video or audio recording is the most reliable way to record what actually happens during a lesson for self-assessment purpose.

Table No. 15

Do you audio or video record the lesson?

Reponses	No. of Teacher	Percentage
a) Yes	8	10%
b) No	72	90%
Total	80	

The fifth variable of this study was to explore primary level English language teachers' practice of audio or video recording as a means of reflective teaching for their professional development. While analyzing this tool of reflective practice in the responses of language teachers, only 8 (10%) responded that they do audio or video recording. But majority of them (72 out of 80) or 90% of them responded that they do not do audio or video recording. So, the researcher found that majority of the primary level English language teachers do not record their lesson as a way to their professional development. The researcher considers it significant to analyze and interpret the responses of participant language teachers on the further issues of the key point though they were in minority.

Table No. 16

To what extent do you audio or video-record the lesson?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	-	
c = 'a little'	4	50%
d = 'a lot'	4	50%
e = 'a very great deal'	-	
Total	8	

It is obvious that eight out of the total 72 language teachers record their lesson as a way to their professional development. Among them, only 4 participants record their lesson 'a little' and four out of the 8 participants record their lesson 'a lot.' So, the researcher interpreted that majority of them do not record their lesson though they practice them.

Table No. 17

To what extent do you make use the information obtained from audio or video record as a way of improving your classroom practices?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	-	
c = 'a little'	-	
d = 'a lot'	8	100%
e = 'a very great deal'	-	
Total	8	

The researcher further analyzed and interpreted the responses of the language teachers on the basis of information taken by them. Eight out of the total 72 language teachers obtain information 'a lot' while recording their lesson. There was no participant who obtains information by recording their lesson 'a very great deal'.

Table No. 18

To what extent do you find audio or video record as a way of improving your classroom practices?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	-	
c = 'a little'	4	50%
d = 'a lot'	4	50%
e = ' a very great deal'	-	
Total	8	

The researcher also analyzed and interpreted the responses of the participant language teachers in relation to their implementation of classroom data for the improvement of teaching practice. In the context of this issue, four participant teachers use the information obtained from audio or video recording their lesson 'a little' and four use the information ' a lot' as a means of improving their classroom practices.

3.1.6 Discussing with Colleagues

Discussing with colleagues is very essential for language teachers' professional development as in the other fields. They can further empower their roles of language teaching practitioners by mutual co-operation or giving and taking each other ideas.

Table No. 19

Do you discuss with your colleague?

Response	No. of Teacher	Percentage
a) Yes	76	95%
b) No	4	5%
Total	80	

The sixth variable of the study was to explore primary level English teachers' practice of discussing with their colleagues as a means of reflection for their professional development. While analyzing this tool of reflective practice in the responses of participant language teachers, 76 out of the total language teachers responded that they discuss with their colleagues as a means of their professional development which is 95% of the total participants. There were only four participants (5%) who responded that they did not discuss their colleagues as a tool of reflective teaching. It has been obvious for the researcher to analyze and interpret rest of the information as tabulated in 20, 21 and 22.

Table No. 20

To what extent do you discuss with your colleagues?

Response	No. of Teacher	Percentage
a = 'not at all'	4	5.26%
b = 'very little'	4	5.26%
c = 'a little'	24	31.57%
d = 'a lot'	44	57.89%
e = ' a very great deal'	-	
Total	76	

The above table shows that out of the total 76 language teachers who discuss with their colleagues as a tool of reflection, 4 responded that they discuss with their colleagues 'not at all', 4 discuss 'very little' and 24 of them discuss 'a little' whereas 44 language teachers discuss their colleagues 'a lot ' for their professional development.

Table No. 21

To what extent do you make use of the information obtained from your colleagues?

Response	No. of Teacher	Percentage
a = 'not at all'		
b = 'very little'	16	21.05%
c = 'a little'	16	21.05%
d = 'a lot'	44	75.89%
e = ' a very great deal'	-	
Total	76	

The above table shows that out of the total 76 language teachers who discuss with their colleagues as a tool of reflection, 16 take information discussing with their colleagues 'very little', 16 obtain information ' a little' and 44 of them take information 'a lot' while discussing with their colleagues as a means of their professional development.

Table No. 22

To what extent do you find discussing with your colleagues as a means of improving your classroom practices?

Response	No. of Teacher	Percentage
a = 'not at all'	4	5.26%
b = 'very little'	12	15.78%
c = 'a little'	16	21.05%
d = 'a lot'	44	57.89%
e = ' a very great deal'	-	
Total	76	

The above table shows that 4 participants out of the total 76 responded that they use the information obtained from discussing their colleagues 'not at all', 12 of them use 'very little' and 16 make use ' a little'. But 44 of them use the information 'a lot' as a means of their classroom practice. So, the researcher found that majority of the primary level English teachers discuss with their colleagues in course of classroom practice.

3.1.7 Attending any Professional Conference or Seminars

Though it is expensive to attend conferences and seminars in the context of our primary level English language teachers in a regular basis, they may be able to up-date themselves with latest research and controversies. To learn new techniques and methods, they should become acquainted with the latest introduced materials in their field and meet other professionals.

Table 23

Do you attend any professional conferences or seminars?

Responses	No. of Teacher	Percentage
a) Yes	16	20%
b) No	64	80%
Total	80	

The seventh variable of the study was to explore primary level English language teachers' practices of attending professional conferences or seminars as a means of improving their classroom practice. While analyzing this tool of reflective practice in the responses of language teachers, only 6 of them responded that they attend in professional conferences or seminars as a means of their professional development. But majority of them or 64 out of 80 (80%) responded that they do not attend any professional conferences or seminars. So, the researcher found that the majority of the primary level language teachers did not attend any professional conference or seminars for their professional development. The researcher considers it significant to analyze and interpret the responses to language teachers on the further issues of the key point though they were in minority.

Table No. 24

To what extent do you attend in professional conference and seminar as a language teacher practitioner?

Response	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	10	62.05%
c = 'a little'	6	37.05%
d = 'a lot'	-	
e = 'a very great deal'	-	
Total	16	

The above table shows that 16 language teachers attend in professional conferences as a way to their professional development. Among them, 10 participants attend in seminars 'very little' and 6 attend 'a little' for their

classroom practice. So, the researcher interpreted that the majority of them do not participate in any professional conferences or seminars.

Table No. 25

To what extent do you make use of information obtained from attending in conferences or seminars?

Response	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	8	50%
c = 'a little'	8	50%
d = 'a lot'	-	
e = ' a very great deal'	-	
Total	16	

The researcher further analyzed and interpreted the responses of the English language teachers who attend any conferences or seminars to take information. In the content of this issue, 8 take information 'very little' and 8 of them obtain 'a little' for their professional development.

Table No. 26

To what extent do you find attending in conferences or seminars useful as a tool of improving your classroom practice?

Response	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	12	75%
c = 'a little'	-	
d = 'a lot'	4	25%
e = ' a very great deal'	-	
Total	76	

The above table shows that 12 (75%) teachers use the information 'very little' and four (25%) use 'a lot' while attending in any conferences or seminars as a means of their professional development.

3.1.8 Obtaining Feedback from Students

Language teachers should regularly ask their students what they think about what goes on in the classroom. The students' view and perceptions can

contribute a different and valuable perspective, which becomes a basis for teachers' professional development.

Table No. 27

Do you like to obtain feedback from your students?

Responses	No. of Teacher	Percentage
a) Yes	32	40%
b) No	48	60%
Total	80	

The eighth variable of this study was to explore primary level English language teachers' practice of obtaining feedback from their students as a means of reflective teaching for their professional development. While analyzing this tool of reflective practice in the responses of participant language teachers; 32 out of the total language teachers responded that they obtained feedback from their students as a means of their classroom practice, which is 40% of the total participants. 48 participants (60%) responded that they do not obtain feedback from their students as a tool of reflection. So, the researcher found that the majority of the primary level English language teachers do not obtain feedback from their students as a way to their professional development. The researcher considers it significant to analyze and interpret the responses of participant language teachers on the further issues of the key point though they were in minority.

Table No. 28

To what extent do you like to obtain feedback from your students?

Responses	No. of Teacher	Percentage
a = 'not at all'		
b = 'very little'	18	56%
c = 'a little'	14	43.75%
d = 'a lot'	-	
e = 'a very great deal'	-	
Total	32	

The above table shows that 32 of the total participant language teachers obtain feedback from their student as a way to their professional development. Among

them, 18 out of 32(76%) language teachers who obtain feedback from their students responded that they obtain feedback from their students 'very little' and 14 of them obtain 'a little' to improve their classroom practice.

Table No. 29

To what extent do you use the information obtained from students' feedback as a language teacher?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	12	37.5%
c = 'a little'	16	50%
d = 'a lot'	4	12.15%
e = ' a very great deal'	-	
Total	32	

The above table shows that 12 participants out of the total 32 responded that they obtain information obtaining feedback from their students 'very little' and 16 take information ' a little' whereas 4 of them take information 'a lot' as a means of their professional development.

Table No. 30

To what extent do you find obtaining students' feedback as a tool of improving your classroom practices?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	4	12.5%
c = 'a little'	12	37.5%
d = 'a lot'	16	50%
e = ' a very great deal'	-	
Total	32	

The above table shows that 4 out of the total 32 responded that they use the information obtained from their students 'very little', 12 use ' a little' and 16 of them use the information 'a lot' while obtaining feedback from their students as a means of improving their classroom practice. So, the researcher interpreted that majority of them do not use the information which is obtained from their students though they obtain feedback from their students.

3.1.9 Doing Action Research

Action research is primarily intended to improve the researchers' own teaching. It is based on a cycle of investigation, action and re-investigation. It is generally said to be done by two or more in collaboration.

Table No. 31

Do you do action research as a language teacher?

Responses	No. of Teacher	Percentage
a) Yes	20	25%
b) No	60	75%
Total	80	

The ninth variable of this study was to explore primary level English language teachers' practice of 'action research' as a means of reflective teaching for their professional development. While analyzing this tool of reflective practice in the response of participant language teachers, only 20 language teachers responded that they conduct action research as a means of their professional development, which is 25% of total participants. There were 60 participants (75%) who responded that they do not do action research as a tool of reflection. So, the researcher found that the majority of the primary language teachers do not conduct action research as a way to their classroom practice. The researcher considers it significant to analyze and interpret the responses of participant language teachers on the further issues of the key point though they were minority in number.

Table No. 32

To what extent do you conduct 'action research' as a language-teaching practitioner?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	10	50%
c = 'a little'	7	35%
d = 'a lot'	3	15%
e = 'a very great deal'	-	
Total	20	

The above table shows that 20 of the total language teachers conduct action research as a way to their professional development. Among them, 10 of them conduct action research 'very little', 7 conduct 'a little' and 3 of them conduct 'a lot' while conducting action research to improve their classroom practice.

Table No. 33

To what extent do you make use of the information obtained from action research?

Responses	No. of Teacher	Percentage
a = 'not at all'	-	
b = 'very little'	5	25%
c = 'a little'	5	25%
d = 'a lot'	10	50%
e = ' a very great deal'	-	
Total	20	

The researcher further analyzed and interpreted the responses of the participant language teachers who conduct action research based on information taken to improve their teaching practice. In the context of this issue, 5 take information 'very little' 5 obtain ' a little' and 10 take ' a lot' from action research to develop their professionalism as language teachers.

Table no. 34

To what extent do you find 'action research' as a way of improving your classroom practice?

Responses	No. of Teacher	Percentage
a = 'not at all'	6	30%
b = 'very little'	5	25%
c = 'a little'	4	20%
d = 'a lot'	5	25%
e = ' a very great deal'	-	
Total	20	

Similarly, the researcher also analyzed and interpreted the responses of the participant language teachers who do action research in relation to their implementation of classroom data for the improvement of teaching practice. Out of the total respondents, 6 responded that they use the information obtained

from action research 'not at all', 5 use 'very little', and 4 of them use 'a little' whereas 5 use the information 'a lot' as a means of their professional development.

3.1.10 Reflective Teaching

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

Table No. 35

Do you see the advantage of reflective teaching in EFL class?

Responses	No. of Teachers	Percentage
a) Yes	12	15%
b) No	68	85%
Total	80	

The tenth and last variable of this study was to explore primary level English language teachers' practices of reflective teaching as a means of their professional development. While analyzing this means of teachers' professional development in the responses of language teachers, only 12 out of the total 80 language teachers responded that they see the advantage of reflective teaching, which is 15% of the total participants. There were 68 participants (85%) who responded that they do not see the advantage of reflective teaching as a mean of their professional development. It showed that the majority of teachers (68 out of 80) or 85% do not see the advantage of reflective teaching to improve them professionally. So, the researcher found that the majority of the primary English teachers do not use the reflective teaching in their classroom practice. Similarly, the researcher considers it significant to analyze and interpret the responses of language teachers on the further issues of the key point though they were in minority.

Table No. 36

To what extent do you see the advantage of reflective teaching in the EFL class?

Options	Responses	Percentage
a = 'not at all'	-	
b = 'very little'	-	
c = 'a little'	5	41.66%
d = 'a lot'	7	58.33%
e = 'a very great deal'	-	
Total	12	

The above table shows that 12 out of the total language teachers (15%) see the advantage of reflective teaching as a way to their professional development. Among them, 5 participants see the advantage of reflective teaching 'a little' and 7 of them see the advantage of reflective teaching 'a lot' as a means of improving their classroom practice.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of data, the following findings have been drawn;

1. The researcher found most of the primary level English teachers (60%) not use teaching diaries as a means of reflective teaching for their professional development. Similarly, the researcher found majority of primary level language teachers not taking information from teaching diaries though they responded that they maintain teaching diaries. The researcher also found them not using information for improving classroom practice though they maintain teaching diaries.
2. The researcher found majority (85%) of the participants using peer observation as a tool of reflective practice for their professional development. However, the majority of the participants were found not taking and implementing information after observing their colleagues though they responded that they observe them.
3. The researcher found that the majority (80%) of the language teachers enjoyed being observed by others to develop them professionally. However, majority of the participants were found not taking and implementing information after being observed by others though they responded that they enjoyed being observed by others.
4. The researcher found majority (95%) of language teachers sharing their experiences as a tool of reflection. However, majority of the participants were found not taking and using information.
5. The language teachers were not found audio-video recording their lessons as a means of reflective teaching.
6. The researcher found most of the language teachers (95%) discussed with their colleagues after observing the lesson as a means of reflective

practice. Similarly, the researcher found majority of language teachers taking and implementing information after discussing with their colleagues for improving classroom practice.

7. The researcher found majority of the primary level language teachers (80%) not attending any professional conference or seminar as a way to their professional development. Similarly, the researcher also found that the majority of language teachers not taking and using information after attending any professional conference and seminar though they responded that they attend in conferences or seminars.
8. Majority of the language teachers (60%) were not found obtaining feedback from their students as a tool of reflective teaching. Similarly, majority (56%) of them also found not taking and implementing information after obtaining feedback from their students though they claimed that they obtain feedback from students.
9. The researcher could not find majority (75%) of the participants doing action research as a tool of reflective teaching for their professional development. Similarly, the researcher found majority (50%) of language teachers not taking and implementing information from action research though they replied that they conduct action research.
10. Majority (85%) of the language teachers were not found taking and seeing advantage of reflective teaching though they responded that they see the advantage of reflective teaching.

From the overall findings of the study, the researcher concludes that majority of the primary level English language teachers not using reflective teaching for their professional development though some of them responded that they use reflective teaching as a way to their professional development.

4.2 Recommendations

On the basis of above mentioned findings, the researcher made the following recommendations for pedagogical implications:

1. Teachers should focus on the ways of reflection like journal writing and diary writing, which helps them to record the teaching events and ideas for the purpose of later reflection.
2. The teachers should give time for observation of peers' classes and being observed by others that help them to analyze and evaluate their own teaching.
3. Teachers should equally focus on the other ways of reflection like students' feedback, and recording their lesson, which helps them to improve their classroom practice.
4. Teachers should be involved in different type of conferences or seminars periodically, which make them aware of the importance of reflective teaching.
5. The teachers should always be ready to make use of limited resources available in their context to enhance reflective practices for their professional development.
6. Teachers should increase their reflective activities for their professional development.
7. The educational institution or universities like TU, KU, PU, PoU 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.
8. The training programme organizers and teacher educators should focus more on course and programmes that promote English language teachers' autonomy rather than dependency on others.

9. The educational institutions where in-service language teachers are working should provide supportive environment to the language teachers for the real practice of reflective teaching.
10. The policy makers like MOE and DOE responsible for making clear policy for the empowerment of English language teachers should mainly focus on the promotion or supportive environment for the use of reflective practice and consequently for language teachers' professional development. For this, they should make certain policy which can assist the authority below them like DOE to mobilize their resources for the maximum implementation of the tools of reflection.

In conclusion, the researcher stresses that the ELT situation in Nepal can be improved if the necessary measures as mentioned above are taken into consideration. So, all the concerned involved in the field of ELT should pay proper attention for the improvement of the situation in the days to come.

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