

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is the medium through which human beings express their thoughts, emotions and feelings in their daily life. It is one of the universal mechanisms of human communication. It is that phenomenon which facilitates the understanding between two human beings. Every human being possesses at least a language in order to make a purposeful communication with other people. So language is an inseparable part of human communication.

Krishnaswamy, Verma and Nagarajan (2006) define language as a "means of communication and self-expression; it is a form of social behaviour that enables the individual to co-operate with others in a group" (p.15).

To Block and Trager (1942), "A language is a system of arbitrary vocal symbols by means of which a social group co-operates" (as cited in Lyons, 2005, p.4). Similarly, Hall (1968) defines, "Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (as cited in Lyons, 2005, p.4). Likewise Chomsky (1957) states "a language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements" (p 13).

According to Sapir (1921), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntary produced symbols" (p 8). Similarly, Richards et al. (1999) define language as....."the system of human communication which consists of structured arrangement of sounds for their written representation into larger units e.g. morphemes, words, phrases, sentences, utterances, etc" (p.196).

From the above mentioned definitions it can be said that language is a complex phenomenon used for human communication. It is a set of structurally related elements for encoding and decoding of the message. It is also a voluntary vocal system of communication. It is a system of communication that is shared and utilized in terms of common understanding by a particular community. It is also the greatest means of human civilization that sets them apart from the other living beings. Language exists in a society. It is a means of nourishing and developing culture and establishing human relations. So, it is a very important means of establishing and maintaining relationship with other people of a society.

1.1.1 The English Language Teaching (ELT)

Traditionally language teaching means to make the learners able to read and write in the particular language. Listening and speaking skills were totally neglected. But today language teaching means to teach all the four skills i.e. listening, speaking, reading and writing. All these skills are equally focused on language teaching and learning.

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials.

(Richards and Rodgers, 2002, p.1)

The English language has been the most widely used language in the world today. It got special prominence as the world language during 1990s. It is accepted as an international language or global language. It means English is

not only the language of the people who speak it as a mother tongue but also the language of the world. It seems to be one of the main languages of international communication. It is used in most of the areas and for various purposes must be mastered by each individual in the world. Nowadays, it is taught as a second or foreign language in many countries of the world.

The importance of the English language is growing rapidly. It is being used as an international language and, therefore, can be rightly termed as one of the most popular and prestigious language in almost all parts of the world. Its need is greatly felt in our country too. English being the most prestigious language helps the people to build their personality and career. It helps the learners to integrate oneself into the English speaking society. Thus, the need and importance of ELT is growing day by day all over the world. The English language is being used in almost all the fields. It is used in business, politics, information technology, science and education. It has an important role to educate the people by releasing world's current events. "Knowing English is also a key to employment in globalized economy" (Larsen- Freeman, 2007, p. 69). English is most widely used as a lingua-franca of the world.

Undoubtedly, it covers a wider range in the human life. Therefore, teaching and learning English becomes inevitable in all levels.

As in other countries, ELT has a long history in Nepal that began about one and half century ago and these days, it is taught as a second or foreign language in schools, campuses and different educational institutions. There is no doubt that English has got ovation in Nepal in its use in pedagogy, mass media and so on. In Nepal, it is taught from primary level to the graduate level as a compulsory subject. Out of the total numbers of schools, almost half the numbers are English medium ones. In such schools, except Nepali all subjects are taught in English.

Though teaching and learning English in Nepal was started one and a half century ago, it could not be satisfactory due to several reasons such as lack of trained teachers, lack of sufficient materials, lack of proper fund, problem in curriculum and textbook designing and so on. The other main problems were the selection of appropriate teaching approaches, methods and techniques. Similarly, ELT situation is also influenced by the political situation of Nepal.

In the past, literature was the focus of the study and the reading and writing skills were more emphasized. The medium of instruction was mother tongue of the students. Spoken form of the language was highly neglected. After the worldwide influence of the audio-lingual method, Nepalese education system also adopted this method for teaching which emphasized the spoken form of language as well as inductive teaching of grammar. Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in Nepal. Now, the curriculums have been designed on the basis of the communicative approach. There are also several non- governmental organizations like NELTA (Nepalese English Language Teachers Association), LSN (Linguistic Society of Nepal), LAN (Literary Association of Nepal) helping to develop English. NELTA is an organization which especially has been working towards the promotion of ELT situation in Nepal.

1.1.2 Reflection: An Introduction

Reflection is a process of witnessing one's own experience in order to look at it in a new way. It involves describing, analysing and evaluating our thoughts, assumptions, beliefs, theories and actions. Kemmis (1986) states, "Reflection is not just an individual, psychological process, it is an action-oriented, historically embedded social and political frame to locate oneself in the history of a situation, to participate in a social activity, and to take sides on issues" (as

cited in Ahmad, 2006, p.67).According to Richards (1991),"Reflection or 'Critical Reflection' refers to an activity or process in which an experience is recalled, considered and evaluated, usually in relation to broader purpose"(p.1). Similarly, Zeichner and Liston (1987) opine, "Reflective action entails the active, persistent and careful consideration of any belief or supposed form of knowledge" (as cited in Farrell, 1998, p.2).

Likewise, Pennington (1992) states that the use of the term reflection in the context of instruction can be interpreted in the sense of (1) thoughtful considerations, as well as in the sense of (2) mirroring , symbolizing or representing (as cited in Bailey,1997, p.3). Richards (1991) further discusses reflection as a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source of planning and action (pp.1-2).

From the above definitions it is seen that reflection is a way of observing, evaluating and reflecting on one's own actions in order to bring about change in practice. It involves thinking about and critically analysing one's actions with the goal of improving professional practices.

Schon (1987) discusses the two types of reflection: reflection-in-action and reflection-on-action. Reflection-in-action occurs when the person reflects on behaviour as it happens, so as to optimize his or her immediately following actions. Whereas, reflection-on-action is reflection after the event, allowing the person to review, describe, analyse and evaluate the situation, so as to gain insights for improved practices in the future.

According to Schon (1987), Reflection-in-action is concerned with thinking about what we are doing in the classroom while we are doing it; this thinking is supposed to reshape what we are doing and reflection-on-action deals with

thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected action (as cited in Farrell, 1998, p.20).

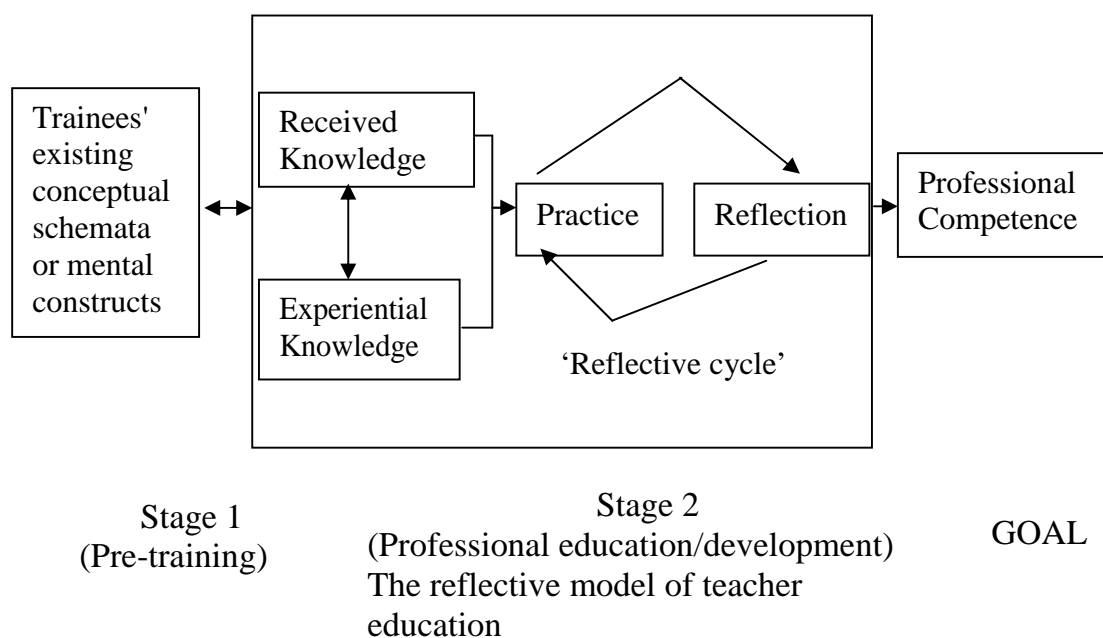
Reflection, therefore, becomes an important activity in all the fields especially to the teachers for their professional development.

1.1.3 Reflective Practice in Teacher Education

The concept of reflection in teacher education is developed during 1990's. Now it has become a widely used term in the contexts of teacher's professional development. Schon (1986) introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. As defined by Schon (1986), "Reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline" (as cited in Ferraro, 2000, p.1). Reflective practice is then becoming a dominant paradigm in teacher education programme world wide-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, Pennington (1992) states 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..." (as cited in Bailey, 1997, p.3). In this sense reflective practice can be used at both pre-service and in-service level. In reflective practice, the teacher applies the theory in a classroom practice, observes and reflects on the results and adapts it. The classroom becomes a kind of laboratory for the teacher where s/he can relate teaching theory into practice.

Wallace (1991) has proposed the model of reflective teaching, which he claims can be applied to ‘both pre-service and in-service (teacher) education/development’ (p. 49). According to him, structured professional education should include two kinds of knowledge: ‘received knowledge’, which includes the vocabulary of the subject and the matching concepts, research findings, widely accepted theories and skills, and ‘experiential knowledge’ - knowledge acquired by experience. In this model, there is a continuing process of reflection on ‘received’ and ‘experiential’ knowledge in the context of practice, which Wallace (ibid) terms as the ‘reflective cycle’.



(Wallace, 1991, p.49)

Reflective practice has become an integral and essential part of any teacher education programme. The basic aim of this reflective approach to teaching is developing ‘reflective practitioners’ who could think objectively and analytically and follow the process of ‘reflective cycle’ (i.e. the process of action, reviewing, planning and new action) in every action performed.

Showing its essentiality in teacher development, Richards and Lockhart (1996) mentioned the following five assumptions (pp.3-4):

1. An influenced teacher has extensive knowledge bases about teaching.
2. Much can be learned about teaching through self- inquiry.
3. Much of what happens in teaching is unknown to the teacher.
4. Experience is insufficient as a basis for development.
5. Critical reflection can trigger a deeper understanding of teaching.

1.1.4 Importance of Reflective Teaching

Reflective teaching can benefit ESL/EFL teachers in different ways. It helps teachers to take their beliefs and practices of teaching to a critical analysis. According to Richards and Renandya (2002), “Reflective teaching is an approach to teaching which is based on a belief that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences”(p. 23). In teacher education, activities which seek to develop a reflective approach to teaching aim to develop the skills of considering the teaching process thoughtfully, analytically and objectively as a way of improving classroom practices. This is brought about through using procedures which require teachers to collect data on their own teaching practices (e.g., through audio or video recordings), to reflect on their own decision making (e.g., through journal writing), and to examine their own values and assumptions about teaching (e.g., through peer or group discussion or observation of videos).

Reflective teaching becomes necessary in the fields of ELT through which the language teachers evaluate and observe their own work. The teachers have to keep learning and finding new things for their professional development. Therefore, reflective teaching is a means of obtaining feedback and hence a key

ingredient for continuous development of teachers as professionals. It also helps teachers to understand their own teaching styles and involve in critical reflective thinking practice about their work.

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 as improve the kind of support they provide their students" (Richards, 1991, p.5). According to Ur (2000), "Reflection on daily classroom events is the first and most important basis for professional progress" (p.319). Professionals can develop their ability to critique their practice, identify their own learning needs and take responsibility for continuing their professional education through reflection. It gives them the opportunity to examine their relations with students, their values, abilities, and their successes and failures in a realistic context. Reflective practice, therefore, has innumerable importance in teaching and learning. It is a key component of teacher development.

1.1.5 Approaches to Develop Reflective Practice

There are different approaches that can be employed if one wishes to become a critically reflective teacher. Different scholars have discussed the various ways of reflecting. The most frequently adopted approaches for developing the skill of reflective practice can be discussed as follows:

- a. Peer Observation
- b. Journal Writing
- c. Self - Reports
- d. Surveys and Questionnaires
- e. Self-Monitoring
- f. Group Discussion

- g. Student Feedback
- h. Video Recording of Lessons
- i. Action Research
- j. Use of Reflective Lesson Plans
- k. Orientation to the Teachers about the Concept of Reflection
- l. Reflective Conversation

(a) Peer Observation

As Harmer (2003) describes "peer observation involves colleagues- who are equal -watching and teaching together so that both may be helped in their understanding and practice" (p.348). Peer observation provides opportunities for the teachers to view each other's teaching in order to expose them to different teaching styles and for critical reflection on their own teaching. There may be different sessions in peer observation, pre-observation, observation and post- observation.

(b) Journal Writing

Journal writing is also a valuable tool for developing critical reflection in which they can record daily experiences, feelings, emotional responses and analysis of observation and teaching.

According to Richards and Lockhart (1996), keeping a journal serves two purposes (p.7):

- a. Events and ideas are recorded for the purpose of later reflection.
- b. The process of writing itself helps trigger insights about teaching.
Writing in this sense serves as a discovery process.

Journal writing helps to make one's own personal theories explicit and thereby making them more accessible to analysis and evaluation. It gives an ample opportunity for the teachers to analyse, interpret and evaluate the understanding of the things in question.

(c) Self- Reports

Self reporting is another approach to gathering data on one's own teaching practices. According to Pak (1985), "Self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within specified time period and how often they were employed" (as cited in Richards, 1991,p.3). As many as one hundred items may be included on the self-report inventory. In this sense, self -reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices.

(d) Surveys and Questionnaires

The teachers can collect information on a particular aspect of teaching and learning by administering a questionnaire or completing a survey form. Surveys and questionnaires are useful ways of gaining information about affective dimensions of teaching and learning such as beliefs, attitudes, motivation etc.

(e) Self-Monitoring

According to Armstrong and Firth(1984), "Self-monitoring or self observation refers to a systematic approach to the observation, evaluation and management of one's own behaviour for the purpose of achieving a better understanding and control over one's behaviour"(as cited in Richards, 1990, p.118). In language

teaching, self- monitoring refers to the teacher making record of a lesson, either in the form of a written account or an audio or video recording of a lesson, and using the information obtained as a source of feedback on his or her teaching. The main aim of self-monitoring is to find ways of looking at one's own experience from others perspectives. It provides an opportunity for teachers to reflect critically on their teaching. It can help to narrow the gap between teachers' imagined view of their own teaching and reality.

(f) Group Discussion

Group discussion simply is a group of teachers who come together for regular meetings to reflect on their work. Group discussion helps the teachers to share their teaching experiences, feelings, ideas and problems with other teachers. It is an opportunity to examine their own experiences.

(g) Student Feedback

Students are a good source of reflection. The teachers need to develop a set of questionnaire or observation checklist and give different students to respond on them. The instruction should be quite clear so that observation would be more objective. Likewise, informal talks with the students will also provide a lot insight about teacher's performance.

(h) Audio/Video Recording of Lessons

For many aspects of teaching, audio/video recording of lessons can also provide a basis for reflection. With the help of the recorder, the teachers can collect the moment to moment process of teaching. This recording of a lesson helps teachers analysing various aspects of their own and students behaviour and strategies as well. It is also helpful to conceptualize the nature of classroom behaviour and classroom interaction. The advantage of such recordings of

lessons is that they enable the observer to focus on a specific kind of classroom behaviour and to focus on one thing at a time.

(i) Action Research

According to Kemmis and McTaggart (1988), "Action research is a teacher initiated class room investigation which seeks to increase the teacher's understanding of classroom teaching and learning and to bring about change in classroom practices" (as cited in Richards and Lockhart, 1996,p.12). It is based on a cycle of investigation, action and re-investigation, and is usually done by two or more collaborating researcher.

(j) Use of Reflective Lesson Plans

As preparing a lesson plan is an important task for the teachers for effective teaching, it can equally be used for reflection. The teacher can use daily lesson plan to improve his/her teaching. Baily (1995) defines "reflective lesson plan is a lesson on which reflective diary entries or notes are made" (as cited in Khadka, 2000, p.90). Therefore, reflective lesson plan is a useful means of reflection in order to build on experience and bring about improvement teaching.

(k) Orient the Teachers towards the Concept of Reflection

Although the idea of reflective approach has been outlined almost at the beginning of the 20th century and a lot of universities in the west have been experimenting on it, it is a very new idea in Nepal. Therefore, the teachers should be oriented maybe by the tutors themselves about the importance of reflection in teaching. It can be done through seminars, conferences, some professional organizations like Nepal English Language Teachers' Association

(NELTA), which observes different programmes to develop the professionalism among teachers in Nepal.

(I) Reflective Conversation

This kind of conversation between two people facilitates the reflection-on-experience. 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.

1.2 Review of the Related Literature

Though reflective analysis of teaching is a valuable tool for self-evaluation and professional development, there are a very few researches carried out in this area. I found some research studies carried out by the teachers themselves as a practice of reflective teaching.

Samadarsi (1988) conducted a research on the "Expected Classroom Behaviour of Trained English Teachers" with a view to examine the classroom behaviour of trained teachers in English classrooms. In his study, he found the teachers were 'good' for twelve behaviours such as, teaching of grammatical items, classroom control etc. But a majority of the teachers were found to be 'poor' for eighteen behaviours like use of English appropriately, teaching functions of language etc.

Richards (1991) in his article 'Towards Reflective Teaching' focuses on how a reflective view of teaching can be developed. He has discussed the various important procedures that the teacher can employ in his teaching like observation of oneself and others, team teaching, explaining one's views of teaching and so on. He mainly emphasizes on the role of reflection on teachers'

professional development. He says reflective teaching is a valuable tool for self-evaluation and professional growth. But "experience alone is insufficient but that experience coupled with reflection can be a powerful impetus for teacher development" (p.5).

Richards and Lockhart (1996) see reflection as a key component of teacher development. They state that a reflective approach to teaching is "one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching" (p.1).

Bailey (1997) opines, "The practice of reflective teaching helps us, as professional teachers, to examine our work" (p.3). He has presented the different ways of reflecting upon the actions and scenes from the past. He found that reflecting on their practice, the teachers and learners can make a brief 'vignettes' or stories of the classroom activities and share those stories with the colleagues, which is an effective way of explaining one's actions and clarifying their teaching.

Farrell (1998) says, reflective teaching is very beneficial for ESL/EFL teachers. It helps "free the teachers from impulse and routine behavior and allows them to work in a deliberate, intentional manner and avoid the 'I don't know what I will do today' syndrome" (p.8).

Ferraro (2000) says, "Reflective practice can be beneficial process in teachers' professional development, both for pre-service and in-service teachers" (p.1). If the teachers involve in reflective practice regularly, they can "gain a better understanding of their own individual teaching styles and can improve their effectiveness in the classroom" (p.5).

Ahmad (2006) conducted a study on teachers undergoing training at a training institute in Dhaka, Bangladesh. The study had focused on the attitude of teachers towards reading, how it affects their mode of instruction, how in turn affects the reading proficiency of students. The study was carried out to see whether teachers reflect on their teaching instructions and classroom procedures. In his study, he found if teachers reflect they can improve and change their mode of instruction and also make their students reflective readers. He also pointed out that English language teachers need to be trained constantly. They should have scope to participate in workshops, seminars and all types of language developmental activities. This is an essential part of their professional development.

Blazquez (2007) made a case study on her own beliefs about teaching and her behaviour in the classroom. She was interested to find out the role of reflection in changing one's beliefs and attitudes towards teaching and learning. In this study, she found that reflective practice allowed her to make her belief explicit, to analyze data and critique the results which expanded her knowledge. This study shows if teachers explore what occurs in the classroom and reflect critically on the theories and beliefs that will be helpful in bringing fundamental changes in classroom practices.

Phyak (2007) carried out a study on reflection on a classroom research. This study is 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 his study, he found that after the 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.

Though there are many works on defining the concept of reflective teaching, a very few are based on the research studies. No researches have been carried out on the reflective teaching in the Department of English Education. Therefore, my study is targeted to find out how the Nepalese English language teachers practice the reflective teaching in the classroom.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. to identify the reflective practices of English language teachers,
- b. to point out the ways the English language teachers employ to develop reflective practice,
- c. to suggest some pedagogical implications.

1.4 Significance of the Study

The study mainly concerns with the teacher's involvement in effective teaching through reflective practice. So, I hope this study will be beneficial for all people who are interested in teaching and learning the English language and particularly to the language teachers, teacher trainers and the persons interested in carrying out research on different aspects of reflective teaching. Especially the study will be useful for language teachers in that they can find any useful way to reflect upon their teaching. It will equally be useful for teacher trainers because they can develop the different strategies in their training courses and encourage the language teachers to reflect their actions critically with the goal of improving professional practice.

1.5 Definitions of the Specific Terms

Reflection: careful thought about something, sometimes over a long period of time

Action Research: form of reflective enquiry undertaken by participants in order to improve their own professional practice

Self-Monitoring: systematic approach to the observation, evaluation and management of one's own behaviour

Feedback: any information which provides a report on the result of behaviour

Sampling: the procedure of selecting sample

Group Work: a learning activity which involves a small group of learners working together

Pair Work: a learning activity which involves learners working together in pairs

Interactive Decisions: decisions that are made appropriate to the specific dynamics of the lesson

CHAPTER - TWO

METHODOLOGY

The following strategies were adopted to fulfil the above mentioned objectives:

2.1 Sources of Data

The study was based on both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources were to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of data were the English language teachers who were teaching in different schools in Kathmandu district.

2.1.2 Secondary Sources of Data

As secondary sources of data, I have consulted various books, journals, reports, articles, research works and other internet sources related to the research area. For the facilitation of the study, I have consulted the books like Richards and Lockhart (1996), Wallace (1991) and Ur (2000).

2.2 Population of the Study

The population of this study was the English language teachers who were teaching in lower secondary and secondary schools in Kathmandu district.

2.3 Sampling Procedure

The sampling procedure in this research was judgemental non-random one. Ten schools were selected from different parts of Kathmandu. Two teachers

teaching English, one in lower secondary and one in secondary level, were selected from each school. The selected teachers altogether were twenty. The researcher observed the four classes of each teacher. Altogether eighty classes were observed for data collection.

2.4 Tools of Data Collection

The researcher prepared a set of questionnaire (see appendix no. III) to distribute to the selected teachers and also prepared a checklist (see appendix no. IV) for the class observation.

2.5 Process of Data Collection

At first, I prepared an observation checklist including the possible areas the teachers can reflect. Then I visited the selected schools of Kathmandu and consulted the administration of the schools and asked for their permission to do my research study in their schools. I also consulted the selected teachers and informed them about my study and established rapport with them. After getting the permission, I observed their classes for data collection. The classroom observation was based on the checklist I prepared. However, the study is more related to how the teachers practice reflective teaching in their classroom, therefore the more information found in course of observation was added. In order to find out their involvement in reflective teaching, I distributed questionnaires to the teachers and requested them to answer the questions and return them on time. Then, I collected, tabulated and analysed the data obtained from the questionnaire and checklist at last.

2.6 Limitations of the Study

As this was the first research carried out on this topic in the particular field, at Kathmandu, it had the following limitations:

1. The study was limited to only ten non-randomly selected schools in Kathmandu.
2. The study was based on only twenty English language teachers who were teaching in lower secondary and secondary levels.
3. Only the non-random sampling procedure was used for sampling the population.
4. The study was limited to use the research tools such as, observation checklist and questionnaire.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources. The data were collected from ten secondary schools of Kathmandu district. Two teachers from each school were selected as informants. This study was carried out to identify reflective practices of English language teachers and the ways they were employing to reflect upon their teaching. For this purpose, the researcher tabulated the information and analysed the data under the two main headings:

- Analysis and interpretation of teachers' view
- Analysis and interpretation of the data obtained through class observation

First of all, information was tabulated and then analyzed and interpreted by using simple statistical tools such as: percentage, tables, bar diagrams and pie charts.

3.1 Analysis and Interpretation of Teachers' View

This section is mainly concerned with the lower secondary and secondary level English teachers' views on different aspects of reflective teaching. The analysis here is mainly based on the questionnaires in which the responses of the teachers are interpreted and analysed in detail. With the help of 23 different questions the researcher has tried to extract the views of teachers on reflective practice activities focusing on identification of the involvement of English language teachers in reflective teaching and the general ways they were using to develop reflective practice in the language classroom. Thus, teachers' views

are analysed minutely and interpreted in various sub-sections on the basis of their responses.

3.1.1 Preparing a Lesson Plan

This section deals with the importance of daily lesson plan for school level English language teachers. The researcher asked the teachers whether they prepared a lesson plan or not. The result shows that majority of the teachers of both levels (secondary and lower secondary) were positive in preparing lesson plans. They replied that they gave preference in making lesson plans for daily teaching activities. They found that daily lesson plan was very helpful to develop confidence in language teaching.

The table below shows the responses of the teachers on making lesson plans for teaching activities:

Table No. 1
Preparing a Lesson Plan for Teaching

Responses	No. of Teacher	Percentage
Yes	15	75
No	5	25

From the responses it is revealed that 75 per cent teachers prepared a lesson plan before coming to the class. However, 25 per cent teachers viewed that they did not prepare lesson plans daily. They gave reason that they were familiar with the subject matter because they have been teaching for a long time so they did not feel they need to prepare lesson plans daily. But the result shows that majority of the teachers found pre-planning made their work easy.

3.1.2 Teacher's Role in the Language Classroom

This part reflects how the English teachers see their roles in the language classroom. Although different teaching settings involve teachers in different kinds of roles, in this section the researcher wanted to find out whether the school level teachers evaluate their teaching activities through their roles or not. The following table represents how the language teachers see their roles in the language classroom:

Table No. 2
Teachers' Role in the Language Classroom

Roles	No. of Teacher	Percentage
Controller, director	3	15
Facilitator, model and counsellor	11	55
Facilitator and counselor	6	30

The table shows that the teachers saw their roles in the classroom in different ways. From the table it is revealed that 15 per cent teachers have taken their roles as the controller and director in the classroom. Similarly, 55 per cent of them have taken their roles as a facilitator, model and counsellor and 30 per cent teachers opined that they generally played the role of a facilitator and counsellor in the language classroom. The result shows that these roles often overlap in the classroom. However, majority of teachers see their roles as a facilitator, model and counsellor. According to them the teacher's role may change during the lesson as they have to play different roles according to the context.

3.1.3 Teaching Experience for Changing Roles in the Classroom

Reflective teaching is the process of learning through experience. Experience can be the major source for professional development, therefore, in this section teachers were asked whether the teaching experience was helpful in changing their roles as a teacher in a classroom or not. Here the majority of the teachers opined that experience is one of the major sources of changing their roles according to the situation. The table shows the percentage of the teachers who brought change in their role as a teacher through experience:

Table No. 3
Teaching Experience for Changing Roles

Responses	No. of Teacher	Percentage
Yes	15	75
No	5	25

The table clearly shows that almost all the teachers found their experience in teaching helped them to play different roles in the classroom.

They were also asked to mention the important changes they made in their teaching by examining their experience. In response to this question, about 60 per cent teachers viewed that they used to give emphasis on lecture method in the beginning but later on when they realized student-centered teaching was a must for active involvement of the students in the classroom, they started student-oriented teaching. Similarly, 30 per cent teachers opined that they had been using GT method in teaching for a long time but now a days they found communicative and other functional approaches better in teaching learning process. However, 10 per cent teachers did not mention any changes in their own teaching or their approach to teaching.

3.1.4 Necessity of Self Evaluation in Language Teaching

This part deals with the necessity of evaluation of the teachers own teaching activities after the class. The majority of the teachers opined that they think over their activities after the class. The table below shows the responses of teachers about self-evaluation in language teaching.

Table No. 4
Necessity of Self Evaluation in Language Teaching

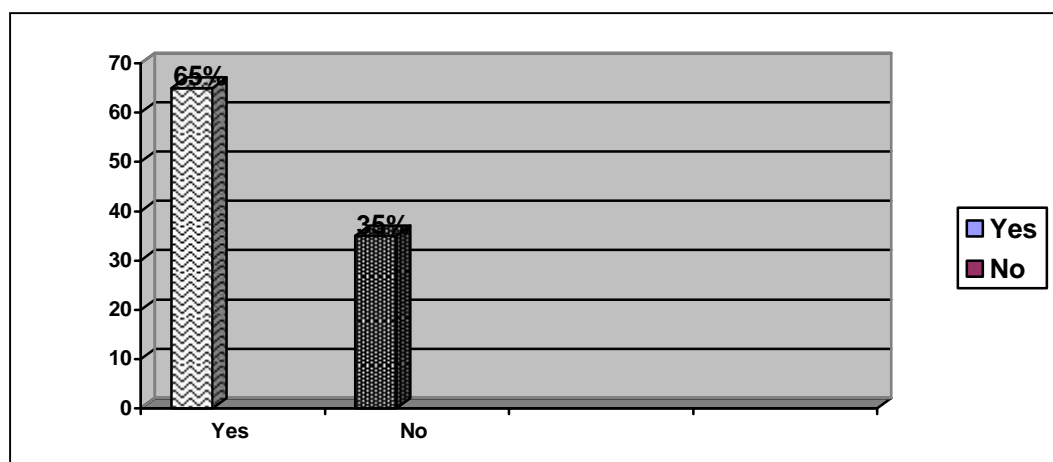
Responses	No. of Teacher	Percentage
Yes	20	100
No	0	0

From the table it is revealed that all of the teachers evaluate their teaching activities after the class. They were also asked the importance of self-evaluation. According to their view regular observation and evaluation of own teaching activities give information about the relevancy of certain method and techniques that they were using in the class. They also opined that observation and evaluation helped them to avoid their weaknesses and facilitate for further improvement in language teaching.

3.1.5 Teachers' Involvement in the Study of Teaching Problems

This section reflects the involvement of the teachers in the identification of the problems that arise in their teaching. The researcher wanted to find out whether the teachers reflect upon their teaching through the study of the classroom problems or not. Therefore, they were asked whether they tried to do any study regarding the problems of their teaching. The result shows that majority of the teachers have positive responses. The following bar diagram presents the percentage of the teachers on the basis of their views:

Figure No. 1
Study of the Teaching Problems



The figure shows that most of the teachers were involved in the study of the problems that arose in the classroom. Out of the total, 65 per cent teachers viewed that they tried to study the problems for the improvement of their teaching, on the other hand, 35 per cent teachers viewed that they did not involve in long term study of the problems of their classroom teaching.

3.1.6 Problems in Teaching English

It is concerned with the problems that can be occurred in English language teaching. The researcher made a query whether the teachers found any problems in English language teaching or not. Majority of the teachers opined that they faced various problems in teaching English.

The table overleaf shows the percentage of the teachers who faced difficulty in teaching English in the classroom.

Table No. 5
Problems in Teaching English

Responses	No. of Teacher	Percentage
Yes	17	85
No	3	15

The table shows that the majority (85%) of the teachers found several problems in teaching English and a few of them (15%) viewed that exactly they did not find any difficulties in teaching English. Their classes were running smoothly.

The teachers were also asked to list out the problems they faced while teaching English. They listed the following problems:

- comprehension problems
- low participation of students
- lack of vocabulary in students
- difficult in achieving all objectives
- lack of teaching materials
- need to translate into Nepali
- L1 interference
- lack of sufficient training to the teachers
- lack of feedback and motivation
- large number of students in the classroom
- problems in teaching listening
- lack of authentic materials
- unavailability of teacher's guide and other supporting materials
- lack of time
- compulsion to complete the course

- heterogeneous classes
- lack of students' interest in learning the English language

From the above points, it is clear that most of the teachers were facing several problems in teaching English in the context of Nepal. Most of the problems they found are related to the low participation and motivation of the students in teaching and learning activity. They found students were always passive in the classroom and there were no such teaching materials that could motivate them in learning English. Similarly, the other problems occur due to lack of physical facilities and untrained teachers.

Teachers were also asked about their efforts to improve these problems. They mentioned different ways to solve these problems which are as follows:

- Implementation of the different teaching techniques
- Emphasis on student-centered teaching
- Encourage and motivate students in learning English
- Bring available materials in the classroom
- Encourage school administration to manage the classroom
- Behave with the students like a friend
- Attend in a class as a model and counsellor
- Involve students in group and pair work activities

3.1.7 Training for the English Language Teaching

In this part, teachers were asked whether they had taken any training for language teaching or not. In response to this question, more than 50 per cent teachers viewed that they had got opportunity to be in some seminars and trainings conducted by different educational institutions.

The table below shows whether the teachers had taken any training for teaching the English language or not.

Table No. 6

Training Taken for Teaching English

Responses	No. of Teacher	Percentage
Yes	12	60
No	8	40

From the table it is clear that 60 per cent teachers were trained for teaching the English language and 40 per cent teachers had not taken any training for teaching English though they were teaching English in public and private schools for several years.

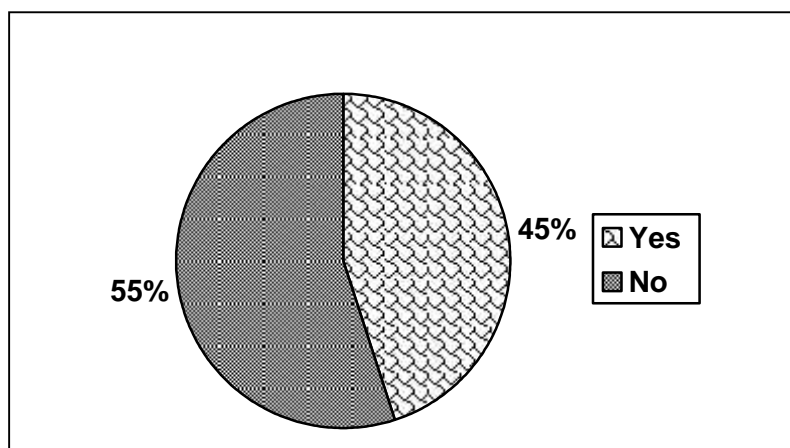
They were also asked how frequently they applied the techniques and strategies in the classroom which they had learnt in the training. Majority of the teachers opined that they usually tried to use the methodologies and techniques which they had learnt in the training but sometimes lack of appropriate situation and unavailability of teaching materials these were limited in the theory. In response to this question, 70 per cent teachers viewed that they had learnt the ways of teaching different skills and aspects from the trainings and workshops. Similarly, 20 per cent teachers were benefited from motivational techniques which they learnt in the training and 10 per cent teachers opined that they had learnt several techniques and strategies in the training but they did not find favourable situation to apply these all in the classroom.

3.1.8 Involvement of Teachers in Peer Observation

Peer observation is a way of gathering information about teaching rather than a way of evaluating teaching. Peer observation helps to reflect upon different aspects of teaching. Thus, the researcher made a query to the teachers whether

they visited others' classes to observe their teaching or not. The responses made by the teachers reveal their involvement in peer observation.

Figure No. 2
Involvement of Teachers in Peer Observation



From the responses it is revealed that 45 per cent respondents expressed that they had experience of observing others' classes but 55 per cent teachers opined that they had no experience of peer observation.

3.1.9 Collecting Information about One's Own Teaching

This part reflects how frequently the school level English language teachers involve in different activities to collect information about their own teaching. The result shows that most of the teachers were conscious of gathering information about their teaching for further improvement.

The table overleaf shows how frequently the teachers collect information about their own teaching:

Table No. 7
Collecting information about own Teaching

Responses	No. of Teacher	Percentage
Always	5	25
Sometimes	15	75
Never	0	0

The table shows that 25 per cent teachers always collected information from different sources about their teaching whereas 75 per cent teachers sometimes collected information about their teaching. This shows that majority of the teachers collected information about their teaching activities and that helped them to reflect upon their teaching.

3.1.10 Effective Ways for Presenting Teaching Experiences

In this section teachers were asked to select the effective ways of presenting their teaching experiences. Among the various ways of developing reflective practices in language teaching, they were asked to select the one which they found effective.

The following table displays the teachers' responses on this aspect:

Table No.8
Effective ways for Presenting Teaching Experiences

Options	No. of Teacher	Percentage
Journal Writing	1	5
Diary Writing	4	20
Involving in Discussion	8	40
Sharing with Colleagues	7	35

The table presents the teachers preferences on different ways of reflection. From the table, it is revealed that out of the total, only 5 per cent teachers were involved in journal writing, 20 per cent of them preferred to write diary which helped them to analyse and evaluate their teaching. Similarly, 40 per cent teachers involved in group discussion and 35 per cent viewed that they found sharing with colleagues as the easiest way for them to reflect upon their teaching.

3.1.11 Role of Observation and Evaluation in Teaching

Observation and Evaluation are important ways of reflective teaching. Therefore, this section deals with the role of observation and evaluation in the language teaching profession. The teachers were asked whether the regular observation and evaluation of teaching activities improve the quality of teaching or not. Here, almost all the teachers opined that they found the observation and evaluation of daily teaching activities helped them to explore their teaching.

The table shows the responses made by the teachers on this aspect:

Table No. 9
Observation and Evaluation of One's Own Teaching

Responses	No. of Teacher	Percentage
Yes	20	100
No	0	0

The table clearly shows that all the teachers expressed their views on the positive role of self-observation and evaluation in language teaching. Here, 100 per cent teachers opined that observation and evaluation helped them to improve their teaching activities. They also opined that without observation, analysis and evaluation of own activities the language teacher could not

get information whether his/her objectives of teaching were achieved or not. Regular evaluation of teaching is also necessary to identify the weaknesses of teaching and learning processes.

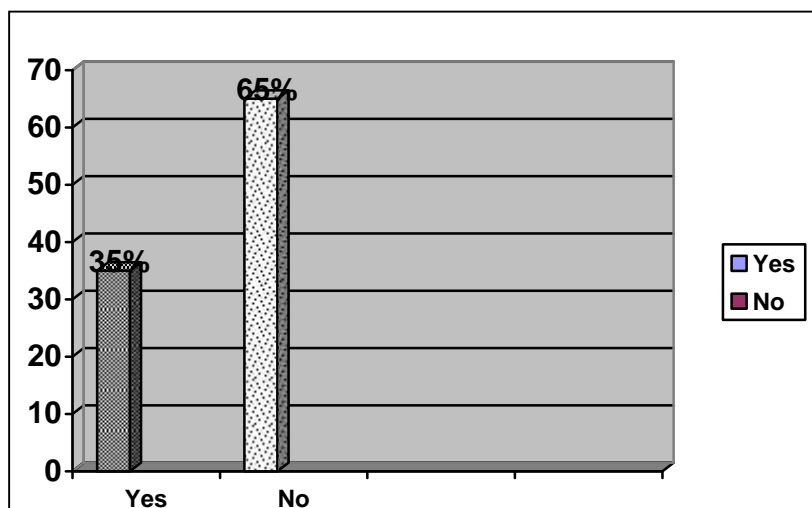
3.1.12 Teacher's Involvement in Classroom Research

Teachers can carry out researches on the different issues or problems that they face in classroom teaching. Classroom research is also an effective way of reflection which helps to increase the teacher's understanding of classroom teaching and learning and to bring about changes in classroom practices. So, in this section the researcher asked the English language teachers whether they had carried out any research focusing on a particular issue of their classroom teaching or not.

The result below shows the involvement of English language teachers in classroom research:

Figure No. 3

Teacher's Involvement in Classroom Research



From the diagram, it can be said that only 35 per cent teachers are involved in the classroom research. However, majority of the teachers i.e. 65 per cent opined that they did not carryout any research focusing on the classroom problems. From this result, it can be concluded that a few teachers were only aware of the problems of their teaching and they tried to solve them through their study.

3.1.14 Changes Necessary in the Language Teaching Profession

Language teaching is not an easy job. Teaching language means teaching of all the skills and aspects of language. The teaching of language is directly influenced by the different philosophical, psychological and linguistic schools of thought developed in different countries and in different times. Therefore, language teachers should update their knowledge in accordance with the newly developed methodologies and techniques of language teaching. In this section, the teachers were asked to mention the necessary changes they thought in the language teaching profession in order to explore their beliefs about professionalism. Regarding this issue, more than 50 per cent teachers focused on the good training to the language teachers. They opined that all the teachers are to be trained to provide knowledge about newly developed techniques of language teaching.

As mentioned by the teachers, the following changes are necessary in the language teaching profession:

- All teachers are to be trained.
- Language teachers have to update themselves with the new approaches and methods of language teaching.
- Teachers have to attend language seminars and trainings time and again.
- The government and school administration have to encourage teachers by

- facilitating them with necessary materials and reference books in time.
- Teaching profession should be given high priority and prestige by uplifting the status of faculties involved in it.

3.2 Analysis and Interpretation of the Data Obtained through Class Observation

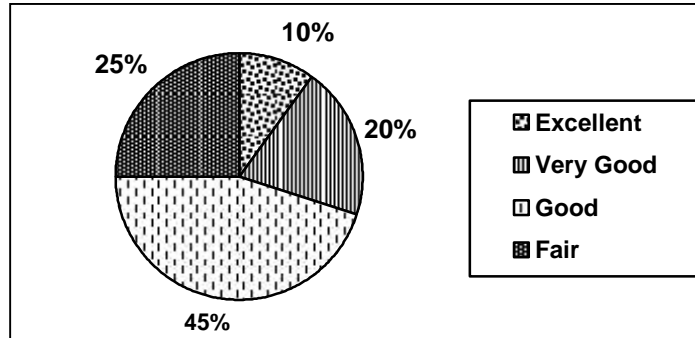
This section deals with the classroom observation of twenty English teachers of lower secondary and secondary levels. The researcher prepared an observation checklist and observed four classes of each teacher. The observation checklist was another tool of this research study which had been taken as a complement of the questionnaire which had already been interpreted. So, the inadequacies in observation can be combated with the help of questionnaires. Here, the researcher has tried to minutely analyse the different classroom activities of the teachers from which she intended to find out teachers' involvement in reflective teaching. For this the researcher has used five rating scales viz. excellent, very good, good, fair and poor. She also used frequently, sometimes and never to observe some particular skills of the teacher. Similarly, options 'Yes' and 'No' are also used to observe some reflective activities of the teacher after the class. This section is discussed under the various headings.

3.2.1 Classroom Management

The researcher observed the classes of English teachers to see how far the teachers were conscious of their classroom management for successful teaching. Out of the total 20 teachers, 10 per cent were found excellent, 20 per cent were very good, 45 per cent were found good and 25 per cent were found fair in the managing classroom for language teaching.

The data can be presented as:

Figure No. 4
Classroom Management



From the figure, it is clear that the classroom management of teachers was satisfactory. From the observation it is found that most of the teachers were conscious of their classroom management.

3.2.2 Lesson Planning

Lesson planning helps the teacher to present their lessons orderly and systematically. Therefore, the researcher intended to find out how far the teachers were able to present their lessons systematically. The following table shows the teachers' attention on lesson planning:

Table No. 10
Teachers' Attention on the Lesson Planning

Ratings	No. of Teacher	Percentage
Excellent	-	-
Very good	3	15
Good	8	40
Fair	6	30
Poor	3	15

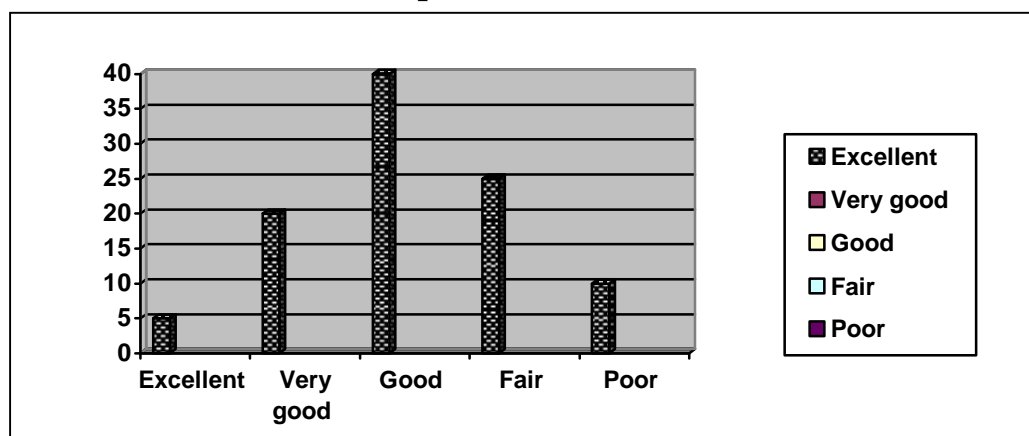
The table reflects the teacher’s attention towards planning of the lesson. It clarifies that 15 per cent teachers were found very good in lesson planning and 40 per cent were good. Similarly, 30 per cent teachers were fair and 15 per cent were found poor in lesson planning.

3.2.3 Students Participation in Classroom Activities

In this section the researcher intended to observe how far the students were encouraged to participate in different teaching and learning activities in the language classroom. The result shows the students’ participation in the classroom activities is satisfactory:

Figure No. 5

Students’ Participation in Classroom Activities



The figure displays that 5 per cent teachers’ classes were found excellent in students’ participation, 20 per cent very good and 40 per cent good. Similarly, 25 per cent teachers’ classes were fair and only 10 per cent classes had poor student participation. This reflects that majority of the teachers tried to conduct different activities in the classroom which helped to increase students’ participation in the classroom.

3.2.4 Asking and Answering Questions

Questioning is one of the most common techniques used by the teachers. Good teachers must have the good questioning skill. Therefore, while observing the classes of the teachers the researcher tried to find out whether they evaluated their questioning and answering skills or not. The table below shows the numbers and percentage of the teachers on different ratings on this aspect:

Table No. 11

Teacher's Skill of Asking and Answering Questions

Ratings	No. of Teacher	Percentage
Excellent	-	-
Very good	2	10
Good	6	30
Fair	8	40
Poor	4	20

From the table it is revealed that only 10 per cent teachers had a very good skill of asking and answering questions. Similarly, 30 per cent teachers were good, 40 per cent fair and 20 per cent poor in asking and answering questions. This shows that majority of the teachers need to evaluate their skill of asking questions.

3.2.5 Use of Group and Pair work Activities

Group work and Pair work are the useful techniques to develop students' participation in the classroom. The researcher observed whether the English language teachers used group work and pair work activities in the classroom or not. The following table shows the result of the observation:

Table No. 12

Use of Group and Pair work Activities

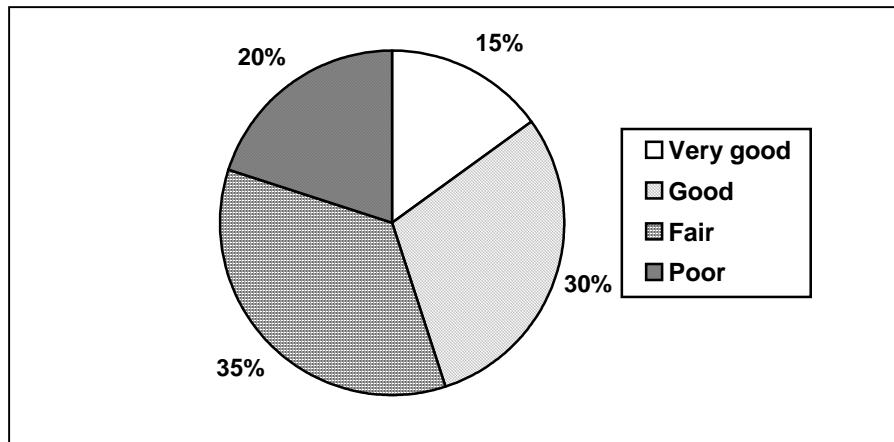
Ratings	No. of Teacher	Percentage
Excellent	-	-
Very good	2	10
Good	3	15
Fair	4	20
Poor	11	55

The table given above clarifies that only a few teachers used group and pair work activities in the classroom. No teacher was found excellent; 10 per cent teachers were found very good and 15 per cent good in applying these techniques in the classroom. However, 20 per cent teachers were fair and majority of them i.e. 55 per cent were poor in using these techniques. From this, it is proved that teachers were not much concerned with using these techniques.

3.2.6 Use of Learner-Centered Teaching Techniques

The researcher observed the classes and tried to identify how far the English language teachers were able to use learner-centered teaching in their classrooms. The figure overleaf shows the result of the observation:

Figure No. 6
Use of Learner Centered Techniques



The figure displays that no teacher was found excellent in focusing learner-centered teaching in their classroom. However, 15 per cent teachers were found very good and 30 per cent good in using learner-centered teaching. It is seen from the observation that these teachers had focused on different learner-centered techniques. Similarly, 35 per cent teachers were fair and 20 per cent teachers were found poor in using learner-centered techniques in the classroom.

3.2.7 Teachers' Responses on Students Problems

Every good teacher should listen to students' problems carefully and respond to them. Here, the researcher observed the four classes of each twenty teachers to see their attention on the students' problems in the classroom. The table overleaf shows the result of the observation:

Table No. 13

Teachers' Responses on Students' Problems

Ratings	No. of Teacher	Percentage
Excellent	4	20
Very good	6	30
Good	7	35
Fair	3	15
Poor	-	-

From the data, it can be said that the majority of the teachers made a good response on students' problems. It reflects that 20 percent teachers were found excellent, 30 percent very good and 35 percent good. Similarly, 15 percent teachers were fair in making responses to students' problems.

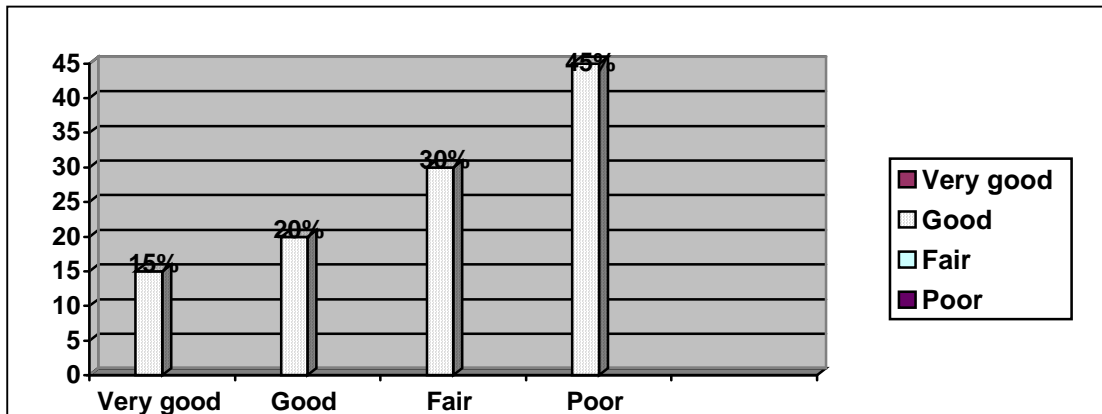
3.2.8 Use of Teaching Materials

Teaching materials play a significant role in the field of language teaching. The researcher observed the different classes of the teachers to find out how often they used the teaching materials in their classroom. A very few teachers were found using appropriate teaching materials in the classroom.

The result of the observation is presented below:

Figure No.7

Use of Teaching Materials



The table displays that most of the teachers i.e.45 per cent were poor, 30 per cent fair, 20 per cent good and 15 per cent teachers were found very good in using teaching materials in the classroom. This shows that majority of the teachers did not give much attention on the use of teaching materials in the classroom. From the observation, it is found that most of the teachers were totally dependent upon the chalkboard. They did not use other materials to facilitate the teaching and learning processes.

3.2.9 Interaction in the Classroom

Interaction is very important in language teaching. Language cannot be taught and learnt without good interaction. It includes the interaction between teachers and students and student-student. The researchers observed the classes of the teachers to find out whether they reflect on the interaction in the classroom or not. The following table presents the type of the interaction that took place in the classroom.

Table No. 14
Interaction in the Classroom

Interaction	Excellent	Very good	Good	Fair	Poor
Teacher-Students	-	30	55	15	-
Student-Student	-	15	30	35	20

Out the total informants, 30 per cent teachers were found very good, 55 per cent good and 15 per cent teachers were found fair to interact with the students in the classroom. Similarly, 15 per cent were found very good, 30 per cent good, 35 per cent fair and 20 per cent poor in encouraging student-student interaction in the classroom. This shows that the teachers were quite good on interacting with their students in the classroom but it is also found that they could not give much attention on student-student interaction in the classroom.

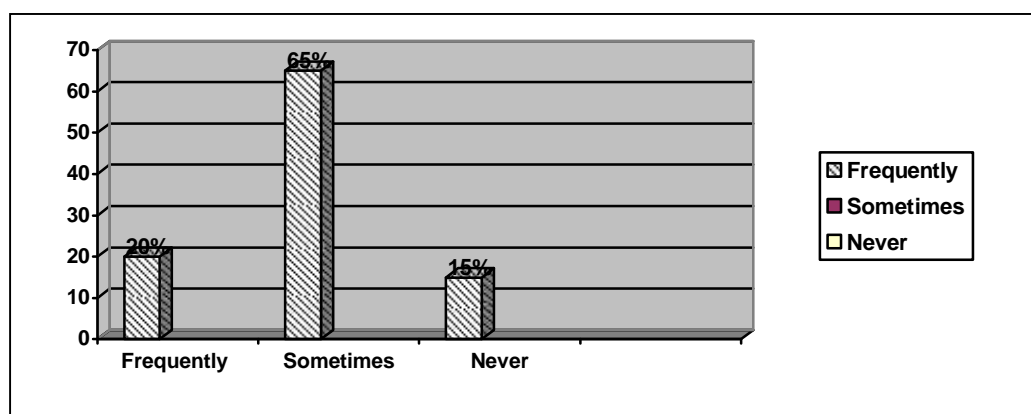
3.1.10 Teacher's Self Confidence

The researcher observed the classes to see whether teachers had self-confidence on the subject matter they are teaching in the class or not. The result shows that the majority of the teachers were found confident in their teaching. The researcher observed the different classes of each twenty teachers in different times where the different subject matters were taught. She found 90 per cent teachers were confident in their teaching and only 10 per cent teachers did not have much confidence on the subject matter they were teaching. However, the result of the observation is satisfactory.

3.1.11 Interactive Decisions

The ability to make appropriate interactive decisions is an essential teaching skill. Interactive decisions enable the teachers to assess students' responses to teaching and modify their instruction in order to provide optimal support for learning. Therefore, the researcher observed the classes to see how far the teachers were able to make interactive decisions in the classroom.

Figure No. 8
Interactive Decisions



The diagram displays that 20 per cent teachers frequently made interactive decisions in the classroom. Similarly, 65 per cent teachers sometimes made

interactive decisions in course of their teaching. This shows that majority of the teachers had the ability of monitoring and evaluating their own teaching activities and made appropriate modification according to the situation.

3.1.13 Teachers' Activities after the Class

The main aim of this study is to find out reflective practices of English language teachers. Therefore, the researcher observed the different activities of the teachers which they carried out inside as well as outside the classroom. It is really a challengeable task to find out teacher's reflection on their teaching activities immediately. However, the researcher tried to observe some of the activities that can be done by the teachers after the class.

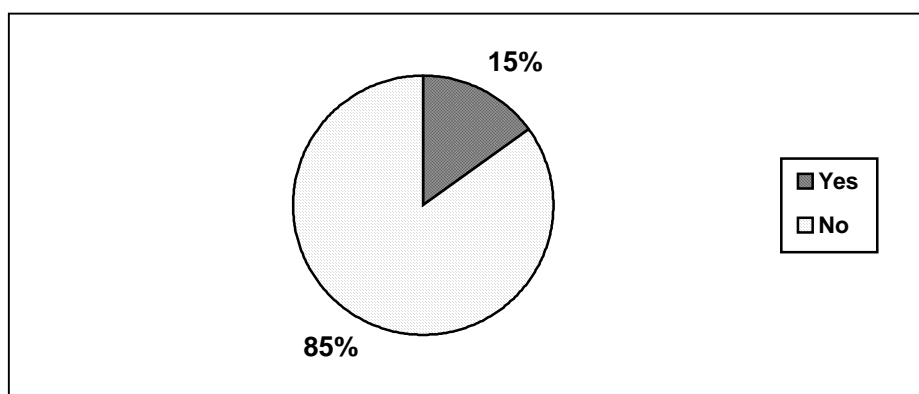
a) Sharing the Experience with other Teachers

The researcher observed the teachers activities after the class in each observation in order to see how frequently they shared their experiences with other teachers. The result shows that the majority of the teachers did not give much attention on sharing their experiences with others.

The following diagram presents the result of the observation:

Figure No. 9

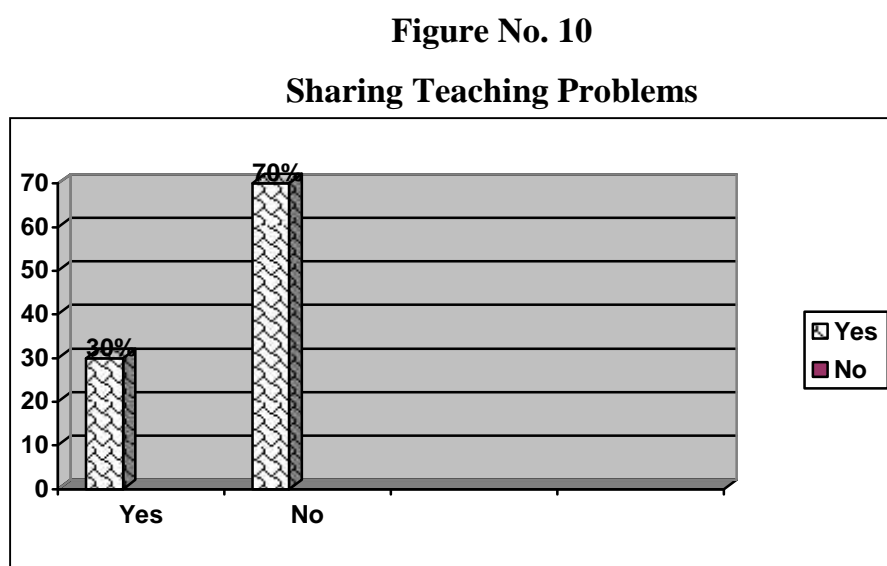
Sharing the Experience with other Teachers



The figure reflects that only 15 per cent teachers shared their experiences with others after the class. However, most of the teachers i.e. 85 percent were found that they did not share their teaching experiences with other teachers after the class.

b) Teachers' Involvement in Sharing Teaching Problems

The researcher observed four classes of each teacher and tried to find how far they were aware of their teaching problems and whether they shared these problems with other teachers or not for bringing better solutions. The result of this observation is presented in the following diagram:



The diagram displays that a few teachers i.e. 30 per cent usually shared their problems with others but 70 per cent did not give attention to sharing their classroom problems with others after the class.

c) Involving in Discussions

Group discussion is also an effective way of analysing and evaluating of teachers own beliefs and experiences. It helps them to reflect upon their

teaching. Therefore, in course of observation, the researcher observed whether the English teachers were involved in group discussions with other teachers in the school or not. From the observation, it is found that there was not such an environment in the school that encouraged the teachers to involve in group discussion. A very few teachers were found talking with their colleagues about their teaching. During observation it is found that only 20 per cent teachers usually involved in group discussion and discussed their teaching problems. However, majority of the teachers did not involve in group discussion focusing on their classroom teaching.

d) Writing Diary/ Taking Notes

Diary writing or taking notes is also a way of reflection which helps the teachers to record their daily experiences, feelings and analyse their teaching activities. Here, the researcher tried to find out whether the teachers kept diaries to write their teaching experiences and feelings or not. The researcher observed the teachers' activities after the class and also asked them how often they write their teaching experiences and other activities of the classroom for reflection. Out of the total, only 20 per cent teachers were found involving in diary writing activity. But other 80 per cent did not involve in it. This shows that a very few teachers were using the different ways of reflection to develop reflective practice in teaching.

CHAPTER - IV

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of data, the followings findings have been made.

- A. Regarding the reflective practices of English language teachers, the following findings have been made:
- i. It is found that teachers teaching at the school level were not aware that they can reflect to make their teaching better and that it is essential for professional development.
 - ii. Out of the total, 45 per cent teachers had been involved in observation of other classes.
 - iii. Most of the classes were dominated by the teachers. Teachers did not give much time for student- student interaction in the classroom.
 - iv. Most of the teachers were found unknown about the classroom research. More than 60 per cent teachers never involved themselves in any kind of research study focusing on their classroom problems.
 - v. Teaching English in school was found problematic because of low motivation of the student, lack of physical facility and teaching materials.
 - vi. Majority of the teachers were found untrained. Even trained teachers were found not given much attention on reflective teaching.

- vii. Most of the teachers were not found good in questioning skill. It is seen that they were not concerned with analysing their questioning skill.
 - viii. English teachers' classes were found somehow learner-centered but teachers could not use the learner-centered techniques like group work and pair work properly.
 - ix. Majority of the teachers were found confident in their teaching.
 - x. Interactive decisions were made frequently by the teachers in the classroom. More than 70 per cent teachers made interactive decisions in course of their teaching. This shows that majority of the teachers had ability of monitoring and evaluating teaching activities and made appropriate modification according to the situation.
 - xi. A few teachers used teaching materials while teaching English in the classroom.
- B. Regarding the ways the teachers were using to develop reflective practice, the following findings have been made:
- xii. Teachers were found using some very general ways of reflection for improving teaching. Among them student's feedback, sharing with colleagues, group discussion, peer observation were found more common among the teachers.
 - xiii. Group discussion and sharing experiences were found the effective ways for the teachers to reflect upon their teaching experiences. They gave least importance on journal and diary writing.
 - xiv. It is found that majority of the teachers focused on self-evaluation for effective teaching. Self-evaluation became the important tool for them to analyse their activities. Almost all teachers viewed

that they evaluated their daily teaching activities which helped them to avoid their weaknesses and facilitated them for teaching in a better setting.

- xv. Majority of the teachers presented their lessons systematically and orderly. More than 50 per cent teachers were found good in lesson planning.
- xvi. Teachers' involvement in diary writing activity was not found satisfactory. Majority of the teachers were not using diary writing as a way of reflection of their teaching.

4.2 Recommendations

On the basis of the above findings the following recommendations are made.

- i. Though peer observation is an easy way of reflection, the involvement of the teachers on peer observation was not satisfactory. So, the teachers should give time for observation of peer's classes that helps them to analyse and evaluate their own teaching.
- ii. Classroom research helps to increase the teacher's understanding of classroom techniques and learning, and to bring about change in classroom practices. Therefore, teachers should carryout such researches for their professional development.
- iii. Teachers should equally focus on the other 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.
- iv. Teachers should improve their questioning skill. For this they need to analyse and evaluate their skill of asking questions.

- v. Student- student interaction in the classroom should be increased. For that teachers need to understand the problems of the students and make their teaching remedial.
- vi. Teachers should increase their involvement in group discussion and other programmes which will be beneficial for them to reflect upon their teaching.
- vii. Teachers should be involved in different trainings and workshops periodically and make them aware of the importance of reflective teaching.
- viii. Teachers should increase their reflective activities for their professional development.

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APPENDIX - I

NAME OF THE SCHOOLS

1. Jana Sewa Higher Secondary School, Kirtipur
2. Viswa Rastriya Secondary School, Kirtipur
3. Neel Barahi Secondary School, Kalimati
4. Mangal Higher Secondary School, Kirtipur
5. Baisnavi Secondary School, Kirtipur
6. Kumudini Secondary School. Kalimati
7. Bagh Vairab Boarding High School, Kirtipur
8. Panga Secondary Boarding School, Kirtipur
9. L.R.I. Higher Secondary School, Kalanki
10. Ujwal Niketan Boarding High School, Kirtipur

APPENDIX-II

NAME OF THE TEACHERS

1. Shekhar Singh Dangol
2. Hom Prasad Parajuli
3. Data Ram Acharya
4. Jana Upakar Suwal
5. Hari Narayan Shrestha
6. Shanta Man Shakya
7. Pralhad Maharjan
8. Sumitra Maharjan
9. Yuba Raj Neupane
10. Manik Raj Maharjan
11. Mukti Nath Ghimire
12. Ram Chandra Dahal
13. Devi Prasad Bhandari
14. Gita Poudel
15. H.B. Thapa
16. Shaileta Maharjan
17. Mahesh Niroula
18. Ramita Basnet
19. Prem Prasad Khadka
20. Shyam Shrestha

CHECKLIST FOR THE CLASSROOM OBSERVATION

(To be filed after every class observation)

Name of the teacher: _____ Date: _____
 Name of the school: _____ Period: _____
 Type of school: Private/Public _____ Time: _____
 Teaching class: _____ No. of Students: _____
 Teaching item: _____

S.N.	Observed Items	Existing Condition				
		Excellent	Very Good	Good	Fair	Poor
1.	Classroom management					
2.	Lesson planning					
3.	Students participation in classroom activities					
4.	Asking and Answering questions					
5.	Use of Group work and pair work activities					
6.	Use of learner centered techniques					
7.	Students involvement in Problem solving activity					
8.	Teachers' responses on student problem					
9.	Use of teaching materials					
10.	Interaction in the classroom					
	Teacher - students					
	Student - student					

		Responses	
11.	Teacher's self confidence	Yes	No

		Frequently		Sometimes		Never
12.	Interactive decisions					
13.	Using their own insights in teaching					
14.	Teachers activities after the class	Yes		No		
a.	Sharing the experience with other teachers					
b.	Sharing problems					
c.	Involving in discussions					
d.	Writing diary/Taking notes					

Researcher
 Yashoda Khatiwada
 T.U. Kirtipur, Kathmandu

QUESTIONNAIRE TO THE TEACHER

Dear sir/Madam,

This questionnaire is a part of my research study entitled “**Reflective Practices by English Language Teachers**” under the supervision of Dr. Jai Raj Awasthi, Professor of the Department of English Language Education, T.U. Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I assure you that responses made by you will be exclusively used confidentially only for present study.

Thank you

Researcher

Yashoda Khatiwada

School's Name:

Date:

Teacher's Name:

Gender: Male/Female

Teaching Class:

Type of School: public/private

A. Answer the following questions:

1. How many periods do you have in a week?

.....

2. Do you prepare a lesson plan?

Yes No

a. If yes, what kind of planning do you prefer, mental or written?

.....

b. If not, why? Give some reasons.

i.

ii.

iii.

3. How do you see your role in the classroom? (Director, controller, model, counselor, facilitator)

.....
.....

4. How would this be apparent to a visitor?

.....
.....

5. Do you think your personal roles as a teacher have changed as you have gained experience in teaching?

Yes No

6. If yes, what promoted these changes?

.....
.....
.....
.....

7. Can you explain any changes you have made in your own teaching or in your approach to teaching? (These could be changes in your view of yourself as a teacher, your approach to teaching or the methods/techniques you use)

.....
.....
.....

.....
.....

8. Do you think it is necessary for language teachers to evaluate their activities themselves?

Yes No

9. Why do think so?

.....
.....
.....
.....

10. If you are not satisfied on certain techniques and methods you apply in the classroom. What will you do for improvement?

.....
.....
.....

11. Do you every try to do any study regarding the problems arise in your teaching?

Yes No

(a) If yes, mention.

.....
.....
.....

(b) If not, why? Give some reasons.

.....
.....

12. Currently, are there any problems in teaching English in your classroom?

.....
.....

(a) What are they? Mention any four.

.....
.....
.....
.....

(b) What can you do to improve it?

.....
.....
.....
.....

13. Have you ever participated in language seminars, talk programme and training?

Yes No

(a) If yes, how often do you apply the strategies you learned in the training?

.....
.....
.....
.....

(b) If not, why? Give some reasons.

.....
.....
.....

14. Have you ever visited other's classes to observe their teaching?

Yes No

(a) If yes, what is your experience of observing someone's class?

.....
.....
.....

15. In which activities do you usually involve to reflect upon your teaching?

Select any six my giving numbers 1 to 6 according to your priority?

	Journal writing		Sharing with colleagues
	Daily diary writing		Student feedback
	Observing others class		Recording of lessons
	Surveys and questionnaire		Action research
	Report writing		Group discussions

16. What changes do you think necessary in the language teaching profession?

.....

.....

.....

.....

.....

A. Please go through the following questions and tick the mark () for your chosen answer.

1. Do you evaluate your own teaching after the class?

(a) Yes (b) No

2. How often do you collect information about your own teaching?

(a) Always (b) Sometimes (c) Never

3. Which one is the effective way for you to present your teaching experience?

(a) Journal writing (b) Diary writing
(c) Involving in discussion (d) sharing with colleagues

4. Do you think that quality of your teaching will improve if you observe and analyse your daily activities?

(a) Yes (b) No

5. How often do you participate in workshops, seminars and other programmes related to teaching?

(a) Always (b) Sometimes (c) Never

6. Have you ever done any research regarding your classroom teaching?

(a) Yes (b) No

7. Language teachers must observe, analyze and evaluate their daily activities to improve their teaching?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Thank you for your kind cooperation
