REFLECTIVE TEACHING IN SECONDARY EFL CLSSROOMS

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Abstract Approved _____

Assoc. Prof. Laxman Gnawali, Dissertation Supervisor

English language in the Nepalese context has been important in almost every sector. Beside academic purpose, it is also used in day to day activities, for instance, the expiry date of medicine is printed in English, the ingredients of biscuits (or most of the items available in the market) are written in the English language. Not only that, it is the language of most of the movies and television programmes. In this regard a teacher/instructor teaching English language certainly has many responsibilities. He/She needs to possess the knowledge of each field. Moreover, the teacher also needs to be updated with latest ways of presenting English lessons to the students. Therefore, English language teaching is a challenging job. For this, one needs to be acquainted with the knowledge of different field and he/she also should have idea of presenting a lesson in effective manner.

In the context of ELT in Nepal, the secondary level EFL teachers have a greater role to play because this level is the transitional level between the higher level of specialization and the foundation level. This is the period where the learners need to be imparted with the everyday needs of language skills to comply and compete with the local and global demand of the English language. After the secondary level, the learners

have very few opportunities for polishing their English language skills except for those who choose to study the English language and literature in the higher level. Therefore, the EFL teachers of this level must be skilled enough to ensure that learners learn sufficient skills from here.

Reflective teaching, these days, is used as one of the means to enhance teaching skills. Scholars like Wallace (2010), Pollard and Tann (1987), Richards and Lockhart (2007), Farrell (2003) and many more have given focus on it because teachers can find the classroom practices improved through reflective teaching. In the context of Nepal, every teacher cannot afford to attend training and spend money on expensive books and materials. Therefore, from the economic point of view, reflective teaching is one of the basic needs in the Nepalese context. But it has been found through this and other researches like Bishwa (2010), Phuyal (2008), Bhattarai (2011) that most of the teachers teaching at government schools are unaware of it.

It is in the light of the above fact I have carried out this research to uncover the reasons behind not applying the approaches of reflection in teaching. Also, I wanted to find out why the teachers, those who reflect their lessons, use the tools of reflection in teaching.

This study has followed a qualitative approach in interpretative paradigm and has been guided by features entailed by subjective stance. It has been built around the philosophical orientations of multiplicity of reality and subjective knowledge. The data for this study were gathered from eight EFL teachers of government schools in Kathmandu district in Nepal. Classroom observation and Interview schedules were the tools employed for data collection in this study. The data were then thematized under six

different themes. It was found that only a few English teachers were using the approaches of reflective teaching in secondary level. Therefore, this study has concluded that there is a very little application of the reflective approach is in use amongst the EFL teachers. Various factors were recorded. Among them insufficient knowledge about different reflection approaches and unavailability of the exposure were found as some of the main reasons. To bring the quality in teaching, reflective teaching assists a lot. Therefore, all the responsible stakeholders should put effort to flourish the classroom teaching.

_____

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DECLARATION

I, hereby, declare that this dissertation has not been submitted for candidature for any other degree.

…….. April 22, 2012

Kapil Prasad Timalsina, Degree Candidate

DEDICATION

To

My parents and spouse for their love, encouragement and support.

Master of Education in English Language Teaching Dissertation of Kapil Prasad Timalsina presented on April 22, 2012.

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request for scholarly purposes.

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CHAPTER I

INTRODUCTION

In this chapter, I share my experience as an English language student. Then, I show the role of an English language teacher in the Nepalese context. In the background of the study, I mention the situation of reflective teaching in the Nepalese context. After discussing the issue statement, I present the purpose of the study followed by research questions. I conclude the chapter with the significance and delimitations of the study.

My experience as an English Language Student

One day our English teacher in Grade Nine started the class in a totally different style. He entered the class and taught a lesson without producing even a single word in our mother tongue i.e. Nepali. Everyone of us was surprised because we did not have such experience before. During his forty five minutes teaching, he used lecture method. At that moment, I was really impressed by his fluent speaking skill in English though I hardly understood him. Everyone at the school would admire him because we believed that he was talented in the English language. But there was a bitter truth that despite his expertise in the English language, I remained poor in the language. I still remember that during his teaching in Grade Nine and Ten, not only I but most of the students were neither asked to speak in English nor write a single paragraph in the classroom.

At the moment, I want to reflect those school days and ask questions to myself whether the then teaching environment was good. Bhattarai (2011) says that a teacher must know not only what to teach but also how to teach (p. 11). Similarly, quenching

my thirst, Needham (2005) reveals her experience of teaching, “I feel it is important to give the children the time and space to express their thoughts, ideas, and feelings through a variety of creative activities…” (p. 161).

I think, knowing how to make pupils participate in classroom activities and make them bring their hidden capacity out is a tough job. Calderhead (2005) in the same line says, “Teaching is a complex process…” (p. 80). Doyle (1986) has found out six features of complexity in the classroom: multidimensionality, simultaneity, immediacy, unpredictability, publicness, and history (as cited in Calderhead, 1994). To overcome these problems in the class, one must sharpen the skills of teaching. A teacher should update oneself in the whole teaching career. Phuyal (2008) adds, “They (teachers) should enhance professional expertise and knowledge throughout their career…” (p. 2).

Role of ELT Teacher in the Nepalese Context

English language teaching has become a compulsion at schools (community schools and institutional schools) in Nepal. Moreover, almost all the subjects except Nepali are taught in the English language at universities. Most of the private and some government offices use it as the official language. In addition to it, the rappers of almost all the products available in the market are imprinted in English language. In this case, if someone wants to know the manufacture and expiry date, he/she should be literate in this language. Interestingly, even a layman with low social status needs to be habituated with cellular mobile phone’s instructions written in English language to communicate with his/her kith and kin. Similarly, internet has made the life style of people easier. For instance, one can send and receive email within few minutes around the world. If we compare email with ordinary mail (except heavy parcel), it leaves the latter system far behind. Therefore, these days most of the youngsters are

attracted towards it. But, to make an email ID, one needs to fill a form written in English language in Nepalese context. In a nutshell, English language has become a part of daily life for Nepalese people. In this context, an English language instructor must be smart enough to make pupils aware of the language used in various situations. At the same time he/she should be familiar with the challenges an instructor faces.

One of the challenges in teaching English in Nepal is the number of students in the classroom. As I am one of the productions of government school, it is important to recall my memory to explore my experience. During my secondary level education, students were divided into two sections due to large number but due to lack of teachers and physical infrastructure, about one hundred and fifty students were kept in one class room. In addition to that, I visited few government schools during the teaching practice period of my Bachelor's and Master's degree and found the similar condition in most of the schools. Even many private schools keep the similar number of students in a class. This creates many problems, like problem of individual attention, use of resource materials and so on. Alimi (2000) says, "In addition to the large number of students, teachers have also had to cope with problems such as lack of basic facilities, including books and teaching equipment, poorly motivated students, and inadequate classroom environments (as cited in Nyaupane, 2007). Not only that Ward and Jenkins (1992) say that students in large classes often complaining of losing focus and losing interest in their studies during the delivery of classes (as cited in Nyaupane, 2007). In this scenario, teaching can be a threat if the instructor does not sharpen the knowledge to handle large number of students.

Likewise, heterogeneous class is another problem. Teaching English as second/foreign language to the students who are from different cultural background

and language is always challenging. Thapa (2007) says, “Classrooms are peopled by students of different motivations and dispositions to learning, of different abilities and from different backgrounds. Teaching, therefore, is a complex process” (p. 2). Second language learning is always influenced by the previously acquainted language. Ligntbown and Spada (2006) say, “…learners’ first language can affect second language acquisition” (p. 94). So it’s tough to guide all the students who are from different cultural background. Let me show an example. In Nepali language most of the female/ feminine words are represented by /i/ or /i:/ sound, for instance, kaki /kak:/ (aunt), Ragini /ragini:/ (a name to represent female), didi /ðiði:/ (senior sister), bahini /bəhini:/ (junior sister). So Nepalese students learning English language are pre occupied with this system. Therefore, most of the students are found using /i/ or /i:/ sound to pronounce feminine words like aunti /ɑ:nti/ instead of aunt. Similarly, they use Mummy /mʌmi/ to mom. Surprisingly, most of the pupils are in confusion about German and Germany. They think German is the name of a nation and the latter is a citizen. It happens because, in our context citizens are also represented by /i:/ or /i/ (for instance: Nepal is a country name and Nepali is a citizen). In this scenario, a teacher certainly has hard time to reset the new system of learning.

To overcome these and other problems that occur in the class, Bacharach, Conley and Shedd (1990) suggest three fold strategy. They are plan, action and review. This strategy is the base of reflective teaching in which I carried out this research. Emphasising the phase of planning, Karki (2009) says “Planning is the organizational process of creating and maintaining a plan. It is the act of making plans which is directly related for the success of any programme” (p. 19). For the second fold many scholars have contributed a lot. They have invented various approaches and

methods. The Grammar Translation Method is one of the oldest ways of teaching foreign/ second language. After/along with this method there have been used many other many techniques like, The Direct Method, The Audio-Lingual Method, The Silent Way, Desuggestopedia, Community Language Teaching, Communicative Language Teaching, Total Physical Response and so on. The major sources of learning about teaching methodology are seminar and conference, workshops, books and different journals. Moreover, surfing internet is the latest and may be the best means to upgrade teaching skills. Phuyal (2008) says,

> Professional development is perceived as a variety of activities in which teachers are involved to improve their practices. Special stress is laid on teaching experience and expertise, on the convenience of attending seminars and conferences and on subscribing to professional journals and publications (p. 3)

To review the task in teaching, one should reflect the lesson. Wallace (1991) introduced a term called reflective teaching for this process. Among the three folds, reflective teaching is one of the suitable ways to flourish teaching skills.

Reflective teaching is a cyclical process. It is one of the three folds introduced by Wallace and is important to bring quality in Education. Gnawali (2001) says "Reflection leads to development. Reflection on past and present experiences allows teachers to explore problems, set goals and actively pursue them" (p. 71). Therefore, I believe that reflective teaching is one of the ways of teacher development which helps to bring effective result. On the absence of it, teaching remains incomplete.

Background of the Study

To give newness to the class, Phuyal (2008) says that an ELT teacher needs to enhance the latest skills and techniques throughout the career (p. 2). Only old and

rigid ideas may bring monotony to both students and teacher. The habit of self improvement helps a teacher to create suitable activities, use them, assist students in their need and provide positive feedback. Not only that, it also develops the better eyes to look at the society and its relation with education. Shah (2009) says, "…a teacher also has to understand the context of education from philosophical, socio economic and cultural perspectives" (p. 2). There are various teaching approaches introduced in the field of EFL/ESL.

Reflective teaching has a number of merits. The first and foremost thing about this is teacher initiative. For developing professionalism in teaching, a teacher himself/herself puts an effort to it. Joshi (2007) states, "The first commitment must be to the self which involves a promise to self to do best in existing situation" (p. 1). In reflective teaching, a teacher examines his/ her own beliefs and classroom practices and sees their impacts.

This helps a teacher to enhance overall aspects of teaching. It guides to choose an appropriate teaching methodology and teaching materials. Also, it gives ideas of evaluation process as well as home assignment's necessity. As a whole, it can be a boon for better planning for the future class. This is a cyclical process. As a result, a novice as well as in service teachers gain confidence. Pennington (1992) presents reflective teaching as a means for improving classroom processes and outcomes and developing confident self motivated teachers and learners' (as cited in Farrell 2003). This is true that an appropriate plan leads someone towards the destination of his/her profession. It is only possible when a teacher reflects his/ her teaching.

Despite its key role in bringing positive result among teachers and students in language learning, the condition of schools using reflective teaching is too poor. I visited some of the teachers' classes during the fourth semester of my ELT course. I

found none of the teachers using it. Similarly, some of the research papers regarding reflective teaching show the pitiable condition. Shah (2009), has shown various organizations and people in terms of the use of reflective practice.

1. University: There are seven universities in Nepal. Among them, four universities that run teacher education programme are Tribhuvan University (TU), Kathmandu University (KU), Purbanchal University (PU) and Nepal Sanskrit University (NSU). Among them KU and TU have included the reflective teaching in their curriculum but other universities have not mentioned it.
2. National Centre for Educational Development (NCED): It is an institution under the Ministry of Education that is responsible for training in – service teachers. This organization has included RT in its programme. Shah (2009) says, "The curriculum of ten month teacher training conducted by NCED explicitly mentions reflective practices as a component of the programme.
3. Teacher trainers: They are the people to encourage and give idea of reflection to the in service as well as novice teachers. Unfortunately, Shah (2009) in the conclusion of his dissertation says, "Only half of the respondents were found to be serious reflectors" (p. 89).
4. Teachers: They are the most important for students to learn language. Because teachers are the only authentic persons in our society to gain knowledge through. They are the one with whom students interact each day and share their problems. But Phuyal (2008) in the conclusion of his research has explored bitter experience.

   I found that almost all of the language teachers participated in the study had positive attitudes or perceptions towards reflective teaching. They considered it very effective means of improving their teaching which ultimately became

> the basis of their professional development. So far as the practice of reflective teaching was concerned, only quarter of them reported that they used it as EFL teachers. (p. 114)

In this scenario, I would like to study practices of reflective teaching among English language teachers. To be more specific, I want to dig out the reasons behind using or not using the approaches of reflective teaching.

Problem Statement

I, during the teaching practice session of my Master's degree in ELT, found some of the teachers making daily/ weekly lesson plan and handling the classes according to it. But at the same time there were some teachers who thought that plan (lesson plan) was a waste of time. According to them, the lesson cannot be bounded within a plan. They told me that lessons go smoothly according to the need of class and students. I found that these teachers' opinions are contrary to that of Mitchell and Koshy (1993), " …giving the formative dimension (as a lesson plan) high priority not only informs your daily practice and enhances children's learning, but also generates the information you need to complete summative records as when required" (p. 36). One remarkable point I noticed during that period is none of the teachers were aware of reflecting their lessons as a means of enhancing the profession.

After reading some of the articles based on the research about reflective teaching in fourth semester of my M. Ed. in ELT, I realized the importance of it. Asking a colleague to observer and give feedback can be one of the ways to find out the weaknesses of the classroom. Once a teacher is aware of the mistakes occurred in the class, he/she will certainly start searching the solution. Similarly, recording the class and reviewing it in ones on can contribute a lot to see the actual picture of the class. This leads a teacher to see the overall picture of classroom activities. Not only

these but all the tools of reflection can assist a teacher to gain professionalism. By reading about reflective teaching, I was motivated to apply the approaches of reflection in my own class too. For this, I used my cellular mobile phone to record my classroom activities. It was really fruitful. I came to know that I speak more than students in the conversation class. Immediately, I consulted my seniors, surfed internet and read different articles to get solution of my problem and knew that Communicative Language Teaching, Desuggestopedia, and Community Language Teaching techniques and methods are appropriate for conversation class. Since that event, I have realized that reflection is a key part of successful teaching.

After that, I was in search of articles published in magazines/newspaper about reflective teaching. Once, while sitting in library, I noticed a research paper titled "Reflective practice in secondary level English language teacher education and training programmes in Nepal". After reading that, I checked whether there were other similar researches carried out. I was pleased to find some more researches carried out on the similar topic. As I went through them, I found that most of the teachers in secondary level of government schools do not reflect their lesson. Phuyal (2008) states, "… its (reflective teaching) real practice in their (teachers at government schools) professional field was deplorable" (P. 114). Similarly, I found similar situation of the finding of other researches too. Bishwa (2010) discloses the reality, "The systematic use of action research, peer observation, portfolio and teacher journal/diary for their professional development is a very uncommon phenomenon amongst the EFL teachers" (p. 104).

Thus, based on these research papers, visiting schools and realizing the importance of reflecting teaching through own experience, I decided to explore the actual practice of reflective teaching among English language teachers.

Purpose of the Study

The purpose is the road map of the research. Therefore, the purpose of my study was to explore the practice of reflective teaching among English language teachers who are teaching in secondary level in government schools of Kathmandu district. Specifically, I wanted to find out what approaches the teachers use to reflect a lesson and aimed to explore the reasons for reflecting and not reflecting the teaching.

Research Question

The main question of my study is:

How do the ELT teachers practice reflective teaching?

Sub questions are:

1. What approaches do the ELT teachers use to reflect?
2. What possible reasons do they ascribe to for practicing or not practicing reflective teaching?

Significance of the Study

Teaching profession begins from pre service trainings at educational institution where one accumulates the knowledge to know the school environment. The candidate of this occupation acquires the knowledge about the curriculum, teaching methods, subject matter, child behavior, classroom setting, relationship between a teacher and parents and so on.

After the training, one goes to the field where he/she first of all, needs to make objectives. Finding objectives is the foremost skill of this profession. Calderhead (2005) states, “A second feature of professional activity is its goal orientation in relation to its clients” (p. 81). Despite pre acquired knowledge about teaching, a teacher faces many problems in the classroom. Basically, the implementation of the theory in practice is a challenging job. A single theory may not work for all because

every individual is different. Therefore, it may be hard for a teacher to run a class effectively. In addition, lessons do not always go as expected, and children's behavior is sometimes unpredictable.

To face these challenges, one needs have time to think; a teacher needs to review the lesson taught in the class. After reflecting a lesson, the teacher comes to know the lapses, errors, and mistakes occurred in the class. Not only that, strengths can be focused in the days ahead. Then, the instructor can go to find solution. Calderhead (2005) says, "Through repeated practice and reflection on practice, the professional has developed various specialist and knowledgeable skills" (p. 82). The skill of reflection therefore can show the better ways to deal with the challenges.

Unfortunately, many secondary level English teachers at government schools have been found not using the tools of reflection. Bhusal (2010) explores, " With regards to keeping journal participants were not found using it…They don't use peer observation…Action research is rarely practiced as teachers' professional development tool" (pp. 90-91).

Knowing the actual picture of the practice of reflective teaching will certainly be fruitful to the teachers. It can be inspiring factor for them to use the tools of reflection in the classroom. Similarly, after being aware of the reasons for reflecting or not reflecting in teaching, they may examine their own way of teaching and start searching the alternation in teaching. Some of the minor reasons for not reflecting a lesson can be easily solved by themselves and the serious causes can be addressed by school management, national curriculum body and ministry of education. Therefore, I believe, a research on the topic is worth carrying out.

Delimitations of the Study

My study had certain limitations. Basically, I considered six different approaches of reflective teaching and other issues are ignored. Carrying out this research, I consulted only the secondary level English language teachers in government school of Kathmandu district.

Chapter Summary

In this chapter, I shared my experience as English language learner followed by the role of English language teacher in the context of Nepal. After that, I stated the problem of my study. Then, I mentioned the purpose of my study followed by research questions. I concluded the chapter with significance and delimitation of the study.

CHAPTER II

LITERATURE REVIEW

This section is all about reviewing literature. First of all, I mention three different models of teacher development. Definitions and introduction of reflective teaching come at the next step of the paper. After that, I give the place for stages and processes of reflective teaching. Then, I discuss with different tools of reflective teaching. I mention rationale of doing research on the topic and there is conceptual framework of my research.

Setting out for Literature Review

In the pursuit of my research study, I visited different sources for relevant literatures. The KU library has been one of the important sources of literatures from where I got access to abundant literatures needed for this study mainly the previous researches and the literatures on teacher development. I also visited TU central library to find out what had been done previously in my area of study. The internet sources also served me with relevant pieces of information on the tools of teacher development. Besides, the Journal of NELTA provided me with valuable pieces of information about the existing ELT scenario in Nepal. Further, other journals such as Asian Journal of English Language Teaching, the English Teaching Forum, articles, reviews, abstracts retrieved from various sources added to my resources for this study.

I reviewed the theoretical literature in my research area to find out the answer to the following questions: What are the approaches created and applied in ELT? What is reflection? What is reflective teaching? What are the tools of reflective

teaching? What are the characteristics of reflective teaching? How important is reflective teaching in ELT?

I also looked for literatures on the existing reflective teaching trends and practices in Nepal because my study is based on the reflective teaching practices and its challenges in Nepalese context.

The last but vital question that I asked myself before setting out for literature review was what are the previous researches on reflective teaching in Nepal? And what are the gaps in the previous researches that I can bridge through this research?

In the following paragraphs I have discussed the literatures I have reviewed for the purpose of this study under different headings namely: models of teacher development, definition of reflective teaching, characteristics of reflective teaching, importance of reflective teaching, stages of reflective teaching, process of reflective teaching, tools of reflective teaching, and the glimpse of previous researches done in the field of reflective teaching.

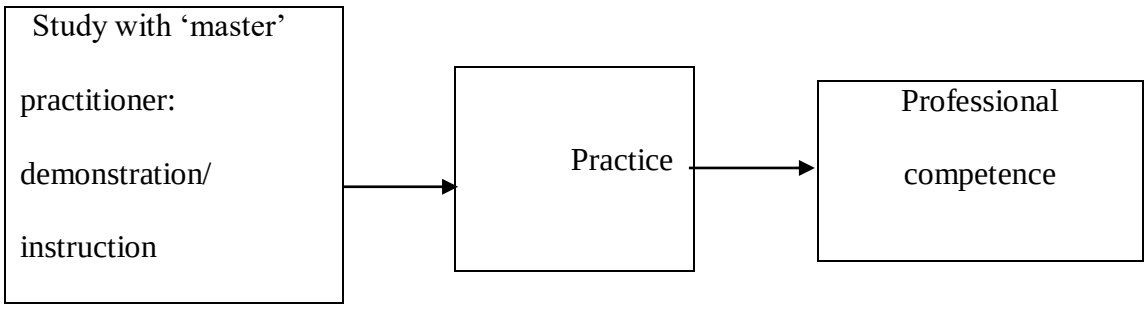
Models of Teacher Development

Through different ELT magazines, books, dissertations, and internet, I came to know that to uplift the teaching profession, there have been carried out several researches in the field of English language teaching. I am going to introduce Wallace's (2010) three different models of professionalism in ELT. Among these three, I solely consider on reflective practice model which is the main subject to inquiry in my research.

i. The first one is 'The craft model' which is also popular as 'sitting with Nellie' (Wallace, 2010). A trainee, in this model sits with an expert, listens to him/her, and observes the activities in the classes. As the learner observes the class, he/she gets opportunity to see various effective means of teaching. At the same time he/she knows the difficulties that arrive in the profession. As a

result, the trainee gains competency in teaching profession. Ur (2005) says, "Professional action is seen as a craft, rather like shoemaking or carpentry, to be learned most effectively through an apprenticeship system and accumulated experience." Stone and Morris (as cited in Wallace 2010) inform "The master teacher told her students what to do, showed them how to do it and the students imitated the master." Let's see the figure drawn by Wallace.

Figure 2.1. The Craft Model of Professional Education



(Wallace, 2010, p. 6)

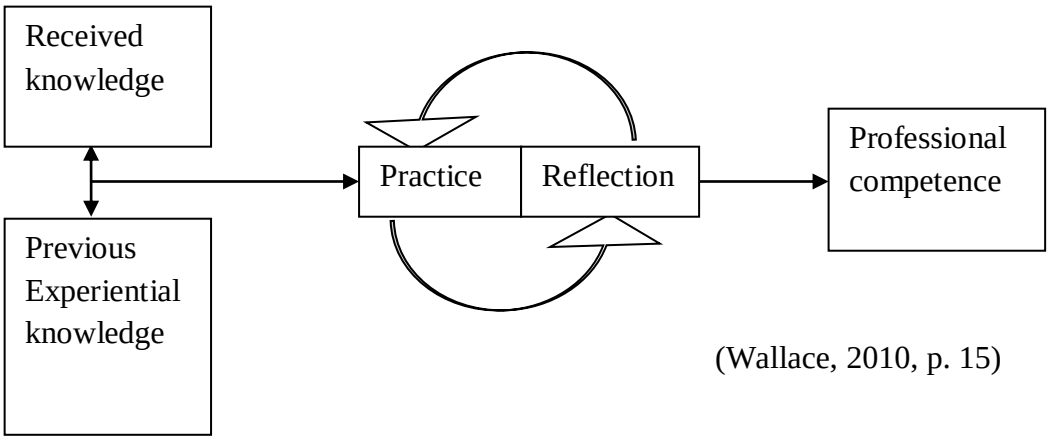
These figures illustrate that in this way of learning, a novice teacher/a person who intends to be a language teacher sits with an expert. The expert allows him/her to sit in the class as observer. Later, the trainee sits with the expert, asks questions that are confusing. After this, the trainee goes to a class to apply the knowledge gained through classroom observations and discussion with the expert. Again, the trainee sits with the trainer, discusses the strength and weaknesses of self practiced class activities. In this way, a learner who is interested in developing career in this profession, gains the teaching skills. Wallace (2010) states, "The young trainee learns by imitating the expert's techniques, and by following the expert's instruction and advice" (p. 6).

ii. 'The applied science model' comes in second position. In this model, there are basically three parts. They are knowledge, bridge and objective. According to

this model, first of all a teacher gains scientific ideas of teaching through different sources like books, magazines, internet, attending education classes, seminar, training and so on. Calderhead (1994) says, "… teachers possess a body of specialized knowledge acquired through training" (p.81). Then, the teacher formulates some goals to explore gained knowledge. But there is a gap between teacher and learner. The gap is how to impart the gained knowledge to students. To fulfill this gap, the teacher tries to build a bridge. Here, techniques and methods play the role of a bridge. To apply the accumulated theory, Ur (2005) says that the teacher uses appropriate methodology. Wallace (2010) states "The teacher works as an engineer just like building a bridge in a river" (p 8).

iii. The third one is 'The reflective model'. Knowledge is indispensable thing in every profession. In teaching also, we gain it through different mean and sources. Wallace (2010) divides the sources into two: received knowledge and experiential knowledge. The first one is theoretical knowledge that is received through different media like books, magazines, teachers and so on. It consists of facts, data and theories. Similarly, the second one is gained through experience. Gnawali (2004) says that teachers also gain knowledge from their own experience while applying received knowledge in the profession. Schon (1983) calls it 'knowing-in-action' (as cited in Wallace, 2010). According to Wallace, whatever knowledge we obtain and practice in the class should be reflected. It leads teachers towards competence. The following figure makes it clearer.

Figure 2.2 Reflective Practice Models of Professional Education/ Development



(Wallace, 2010, p. 15)

In reflective teaching model, a trainee before going to the school/institution to teach, he/she gains theoretical knowledge at the university/campus/college. The trainee also accumulates the knowledge about teaching through self study. Wallace (2010) says "In this the trainee becomes acquainted with the vocabulary of the subject and the matching concepts, research findings, theories and skills which are widely accepted as being part of the necessary intellectual content of the profession" (p. 14). Beside this, the person can also formulate the new skill of teaching from own teaching experience. An experienced teacher/instructor knows the classroom environment. According to the capability and need of each individual, the teacher should apply the teaching skills. Therefore, experience can also help a teacher to have different but appropriate theory of teaching. Wallace (2010) says "… the trainee will have developed knowledge in action by practice of the profession, and will have had, moreover, the opportunity to reflect on that knowledge in action" (p. 15).

In my research I would like to consider on reflective practice model because this is the back bone of my study. Through this study, I would like to see the practice of reflective teaching among secondary level English teachers in government school of Kathmandu district.

By above discussion and figures we can claim that teaching does not end only with accumulating knowledge, planning and implementing in the class. To get professionalism in teaching, one needs to evaluate both phases. Evaluation own classroom teaching is known as reflection. Therefore, reflective teaching is one of the essential stages of teaching. Harmer (2007) states

> It works as a way of looking back at what we have done in order to decide what to do next. And if we keep a record of how well things have gone (what has been more or less successful), we will begin to come to conclusions about what works and what doesn't. (p. 28).

By this, we do not repeat previous errors/ mistakes and emphasize the positive aspect. If we do so, it leads us to be professional in teaching and learning field. Therefore, I would like to see whether the teachers of government schools in Kathmandu district reflect their teaching or not. The findings of the research show the actual figure of teacher's reflective practice. Also, it will broaden the knowledge of the those people who are interested in it, like teachers, headmasters, school administration, district education office and so on.

Definition of Reflective Teaching

Defining reflective, The Oxford Advanced Learner's Dictionary (2005) says, "Thinking deeply about something" (p. 1270). Thinking can be on the past activities and on future activities too. Thinking on past means reviewing the past: what happened; how the things went on; what mistake I/we/someone made and so on.

Similarly, before going to the field one can think about the action and result which we find in future.

Harmer (2007) states that reflection works as a way of looking back at what we have done in order to decide what to do next. And if we keep a record of how well things have gone, we will begin to come to conclusions about what works and what doesn't (p. 28). Through recording a lesson, one gets the real picture of own class. This helps a teacher to formulate practical goal and apply appropriate techniques and methodology in the classroom.

Richards and Lockhart (1996) defines reflective teaching as 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 reflection about teaching (p1). They, furthermore, say, "Such questions are often asked by teachers when describing problems they face in their teaching" (p. 2). A teacher asks several questions to oneself: Did I meet the objective of the lesson? Were students enjoying my class? Were the activities I applied appropriate to the students in terms of pupil's understanding and length? And so on. This self enquiry skill helps a teacher to eliminate the weaknesses in the career. Hence, one becomes professional in teaching.

Barber (1990) uses "'formative evaluation' to represent reflection and states that it is a helping, caring process that provides data to teachers for making decisions about how they can best improve their own teaching techniques, styles, or strategies" (p. 216).

Doye (2001) says that reflective model helps teacher educators to help empower interns who in turn help empower their students (p. 36). Similar to this opinion, eastern philosophy believes that to change the world you at first, should posses the

quality which you expect from others. By reviewing a lesson, a teacher can find the lapses and mistakes occurred in the class. Then, he/she starts searching the solution of the problem. For this, the teacher starts reading books, magazine, and journals. Not only that, the teacher also starts talking to the seniors and colleague in order to bring effectiveness in the class. Finally, the teacher, through reflection, is headed towards quality teaching.

Osterman (1990) describes reflective practice as "a challenging, focused, and critical assessment of one's own behaviour as a means towards developing one's own craftsmanship" (as cited in Doye, 2001, p. 134). The teachers, who work with insufficient reflective tools like audio recording device, have difficulties to review the lesson. Also, to reflect a lesson, one needs to have sufficient relevant knowledge to assess the practice. On the basis of existing knowledge only one can see the activities critically. Therefore, it becomes challenging job unless you have appropriate theoretical knowledge and reflective tools.

In the field of education, Dewey is considered as one of the pioneers. In teaching, Dewey (1933) divides the work into two, 'routine action' and 'reflective action' (cited in Pollard & Tann, 1987). In routine action our habit, culture and old system of teaching plays a vital role. Pollard and Tann (1987) say, "Routine action is guided by factors such as tradition, habit and authority…" (p. 4). On the other hand, reflective action is carried for change, to bring newness in the class. In it, one always raises questions on one's own teaching techniques, style and so on. Pollard and Tann (1987) further write that it involves a willingness to engage in constant self appraisal and development. Among other things, it implies flexibility, rigorous analysis and social awareness.

By above expressions about reflective teaching, I draw a point that in my research the respondents look back to first two stages planning and application. For this they can apply the six different approaches of reflective teaching. After finding the actual classroom picture, he/she will further search for the solution. This helps him/her not to repeat same/similar mistakes in future. Similarly, it shows the green signal of the class. So a teacher can further sharpen positive aspects of the action.

Beside these definitions, Cruickshank (1981) extends the role of reflective teaching model and gives a bit different account to it. He says.

> Reflective teaching is the teacher's thinking about what happens in classroom lessons, and thinking about alternative means of achieving goals or aims. He sees it as a means to provide students with 'an opportunity to consider the teaching event thoughtfully, analytically and objectively (as cited in Bartlett, 1990).

The introduction of reflective teaching has brought a rapid change in teaching. As time passes reflective teaching is being modified. A teacher becomes critical to oneself. The teacher always asks questions from the stage of formulating aims to classroom actions. It raises the questions like why this, is there any alternation to it, can I bring any change to it and so on. White (1978) suggests that teachers should see themselves as 'interpreters' of political policy (as cited in Pollard & Tann, 1987). Similarly, Stenhouse (1975) thinks that teachers should work as researcher of their own practice and should develop the curriculum through practical enquiry (as cited in Pollard & Tann, 1987).

Characteristics of Reflective Teaching

As its name reflection suggests, asking questions is its nature. Questions are asked from first stage of teaching i. e. daily lesson planning. It raises questions about better

lesson planning. For example, Richards and Lockhart (1996) state, “What kind of planning decision do I make while I teach?” (p. 1). Even to formulate objective of the lesson, it says self enquiry is needed. Before setting the goals of the lesson a teacher should be aware of nature of lesson, number of students, learning capacity of pupils and so on. Similarly, a teacher can ask questions whether the activities will be flexible or rigid in the classroom.

It is a regular activity to look back to the activity. A teacher makes a plan, reflects on planning, applies the activity according to the plan, reflects in action and reviews the whole session. In this way reflecting a lesson always keeps on going. It is a kind of cycle. This is never ending process. Pollard and Tann (1987) say, “Reflective teaching is applied in a cyclical or spiraling process, in which teachers continually monitor, evaluate and revise their own practice” (p. 4).

It works as a bridge to join aim and consequence. Pollard and Tann (1987) states, “Reflective teaching combines enquiry and implementation skills with attitudes of open mindedness, responsibility and wholeheartedness” (p. 4). A teacher first of all, formulates the objective of the lesson. For appropriateness, the teacher makes self enquiry while preparing a complete plan for a class. He/She asks questions to self whether the lesson is going according to the plan or not. Schon (1983) says reflection is action to the enquiry while teaching (as cited in Farrell, 2003). The teacher can raise questions for self even inside the classroom to compare between plan and action. After finishing the class, the teacher reviews the whole session (from lesson planning to classroom activities) in light of the related literature and examines whether the determined objectives are met or not. If not, the teacher tries to find out the reason behind not achieving the goal.

Importance of Reflective Teaching

By the above mentioned discussion, definitions, and characteristics of reflective teaching, everyone can claim that it is inevitable stage of teaching and learning process. Bartlet (1990) states, “According to this mode of thinking and defining reflection, the development of teaching techniques is regarded as the most important means for helping teachers to improve their practice”. It is important to develop professionalism and bring positive result. Shah (2009) says, “In the context of teaching and learning, reflective practice is done for one purpose, that is, for enhancing one’s professional competence to ensure better learning outcomes” (p. 29). There are many scholars who have focused on it. Ur (1996) presents his opinion in this way.

> I have several times asked groups of teachers in different countries from what, or whom, they feel they learned their present teaching experience and knowledge. Various possible sources were suggested, such as colleagues and ‘master teachers’, the literature, pre- or in-service courses; and teachers were asked to rate each of these in importance for professional learning. Every time majority replied that personal teaching experience was by far the most important. This answer makes sense on an intuitive, personal level as well. I myself have done my best to read, study, discuss with colleagues, attend courses and conferences in order to improve my professional knowledge. Nevertheless, if most through (thinking about) my own teaching experience (p. 6).

Ur (1996) wants to call reflective model as ’enriched reflection’. According to him, enriched reflection is similar to Kolb’s (1984) theory of experiential learning. It includes experience + reflection. This theory alerts that knowledge accumulated from

day to day teaching experience can be out dated. Importantly, knowledge gained in one setting may not be appropriate to next. Therefore they should be evaluated time and again. Ur (1996) says "In order for optimal learning to take place, the knowledge acquired in any one mode needs to be followed by further procession in the next… (p. 6)"

Stages of Reflective Teaching

Reflection is necessary for each and every activity involved in teaching. Reflection here means enquiry of action. There are number of stages to ask questions.

Before the Lesson

A teacher in the light of received knowledge and experiential knowledge achieved from previous classes think about the lesson and may ask several questions regarding objective, teaching materials, methodology, techniques, nature of the students and so on. Richards and Lockhart (1996) suggest some of the following questions that can be asked:

a. How can I collect information about my own teaching?
b. What are my beliefs about teaching and learning, and how do these beliefs influence my teaching?
c. Where do these beliefs come from?
d. What kind of teacher am I?
e. What beliefs do my learners hold about learning and teaching?
f. How do these beliefs influence their approach to learning?
g. What learning styles and strategies do my learners favor?

Asking question about self knowledge and its relation with students' psychology certainly helps to link the theoretical aspect of teaching with practice. Similarly, asking question like "Can I use something different in the classroom?" will

assist a teacher to find alternative methods, techniques and teaching materials for language teaching.

During the Lesson

This is another stage of reflection. In the stage, a teacher becomes observer of self teaching. The teacher becomes self aware of applying the plan. This is also called reflection in action. Schon (1983) says "Reflection in action is concerned with thinking about what we are doing in the classroom while we are doing it" (as cited in Farrell, 2003). A teacher for reflecting during the lesson asks questions. For example:

a. Is everything going on ok?
b. Are students getting the point?
c. Do I need to bring any changes?

It happens at the time of teaching. Actually, this is somewhat tough job because someone needs to play two different roles together. One is of teacher and another is of observer. Schon (1983) says that this is a reflective conversation with the materials of a situation (as cited in Farrell, 2003). At this stage, the teacher can even change the plan according to the classroom environment.

After the Lesson

Once lesson is over, a teacher looks back to previous stages. At this stage, first of all, the teacher reviews the plan at first. He/she compares plan with consequences to be sure whether the objectives and teaching techniques were appropriate. Similarly, the teacher reviews the implementation part. In this part, the use of teaching materials, techniques and whole procedure is observed. For this stage, Schon (1983) says reflection on action (as cited in Farrell, 2003). For reflection on action a teacher can have many questions in mind.

a. Was my plan appropriate?

b. Did my lesson go according to the plan?

c. Was there co-relation between planning and action?

d. Did I get difficulty in the class?

e. What were the positive aspects of the lesson?

f. Did I meet my goal? If not, where do I need to modify the lesson?

g. How can I make the lesson better in future?

Cruickshank, Zeichner and Gore (1987) have also generated the stages of reflection which I will show below (as cited in Bartlett, 1990, p. 208).

Table 2.1 Cycles of reflection within different reflective teaching programs.

Reflective teaching program	Before lesson	Immediately after lesson	Later after lesson	
Cruickshank: Peer teaching Any stages of teacher education	Prepare	Reflect group – shared: verbal		
Zeichner School teaching Final year of teacher education	Plan Prepare	Reflect self or supervisor: verbal or written	Reflect group: verbal	
Gore Peer teaching First semester of teacher education	Plan Prepare	Reflect group - shared: verbal	Reflect self: written critique	Reflect self or group: written in journal or verbal

(Gore and Bartlett, 1987, as cited in Bartlett, 1990)

According to the table, Cruickshank (1987) recommends first to prepare before going to a class and immediately after the lesson, to have an oral discussion with colleagues/experts about the planning and classroom activities. The author also says that one can have a peer teaching in which a colleague is requested to observe the class on a particular skill or whole class activities. Then, both of them can sit with experts/colleagues to discuss orally. By this discussion, one gets appropriate feedback which can be helpful to omit weaknesses and bring quality in teaching (as cited in Bartlett, 1990).

Similarly, the idea given by Zeichner (1987) is for the trainees of pre service teacher training. The author encourages the students of final year of teacher education to make a plan on the initial stage and then prepare to go to class. The scholar says that immediately after the class, reflect the lesson on your own or you can sit with your supervisor to discuss either orally or in written form. Then later, you can have oral group discussion (as cited in Bartlett, 1990).

Likewise, Gore (1987) suggests the students of first semester of teacher education to make a plan, prepare and reflect the lesson orally in group after the class. Then, later a novice teacher is suggested to reflect the whole session self or in group in written form (maintaining a diary or journal) (as cited in Bartlett, 1990).

In my research too, during the field visit, I came to know the actual practice of reflective teaching among teachers, I asked the respondents whether they use any approaches of reflective teaching before, during or after teaching. Also, I talk to the teachers about possible reasons behind reflecting or not reflecting their lesson.

Process of Reflecting Teaching

Different people have contributed different process of reflective teaching. Among them, I think five steps process can best summarize them. It is a cycle. Wallace (2010)

adds that it is a shorthand way of referring to the continuing process of reflection on 'received knowledge' an 'experiential knowledge' in the context of professional action (p. 56). So there is no hierarchy.

a. Plan: Before entering the classroom, a teacher needs to plan. We can make a plan either for whole class activities reflection or any particular skill reflection. Both of them have ups and downs. There are various approaches to reflect. So we need to be sure in this phase.
b. Action: In this stage we act as we planned. Farrell (as cited from English teaching forum, 2003) says, "This is a process of constructing and reconstructing real teaching experiences, and reflecting on personal beliefs about teaching". Freire (1972) has proposed that reflection without action is verbalism: action without reflection is activism- doing something for their sake (as cited in Bartlett, 1990).
c. Data collection: according to our plan, we gather data from the classroom activities. Bartlett (1990) uses different term for this i.e. mapping. He says, "Mapping involves observation and the collection of evidence about our own teaching" (p. 209).
d. Analyze/Evaluate data: Bartlett (1990) calls it 'informing'. It helps to know what actually happened in the classroom. Either teacher may discuss with peer/group friends about the class or analyze oneself. Pollard and Tann (1987) add "This evidence then needs to be critically analysed and evaluated so that it can be shared, judgments made and decisions taken".
e. Reflection: Teacher looks back to the whole stages and sees some alternations to the error/mistake and can focus on positive aspects. It also gives the better idea to plan a lesson in future. Pollard and Tann (1987) opine "Finally, this

may lead teachers to revise their classroom policies, plans and provision before beginning the process again" (p. 9).

Approaches of Reflective Teaching

To achieve professionalism, a teacher needs to know the strength and weakness of his/her performance. For this, reflective teaching can be a boon. In reflective teaching we evaluate whole activities under learning and teaching. Davies and Pearse (2000) say, "Achieving improvement in teaching English is a matter of evaluating and developing syllabuses, materials, and teaching as well as testing" (p181). There are various ways generated by experts to collect data from the classroom. For my search, I will consider the following approaches of reflective teaching:

A. Teaching journal: It means a kind of written transcript about classroom activities. Wallace (2010) says, "It may be just a written account of each lesson as it is observed or remembered.". In this, a teacher keeps record of different parts of the lesson like, teaching methodology, the reason to choose the teaching methodology and so on. According to Richards and Lockhart (1996) it is a teacher's or a student teacher's written response to teaching events. Journal can be kept on the regular basis after finishing a class each day. We can even make entries once or twice in a week if we are busy or cannot manage time. As we review our journals, we may ask questions like these:
    a. What do I do as a teacher?
    b. What principles and beliefs inform my teaching?
    c. Why do I teach the way I do?
    d. What roles do learners play in my classes? etc. (Richards & Lockhart 1996)

This is also known as lesson reports. There are two ways of keeping report of lesson: a. diary maintain b. check list. Keeping diary is a narrative account of the classroom activities. The teacher writes a report of the lesson. It can be both descriptive and reflective. In descriptive a teacher simply writes what happened in the classroom but in reflective the teacher evaluates the classroom activities in light of the related knowledge. Similarly, in check list, the teacher, first of all needs to develop a format on the basis of nature of the lesson. Check list can be developed to evaluate a part of the lesson or whole classroom activities. It depends on the teacher's need and desire. Richards and Farrell (2005) state, "Checklist or questionnaires can be developed to cover the overall structure of a lesson or to focus on particular aspects of a lesson, depending on the teacher's interests" (p. 41). After completion of it, the teacher goes in evaluation phase (the teacher evaluates the activities on the basis of journal/lesson reports). In this phase teacher may ask several questions regarding the lesson. For example:

a. What aspects of the lesson worked well?
b. What aspects of the lesson did not work particularly well? Why?
c. What aspects of the lesson should be done differently next time? (Richards and Farrell, 2005, p. 39)

B. Audio and video recording: Using an audio and video recording device we keep the records of different actions of the classroom. Due to this, a teacher knows the pace of each classroom activity. Richards and Farrell (2005) state "Teachers do not often have the opportunity to hear or see themselves teach" (p. 42). But recording the class helps teachers to see and hear classroom activities as it was in the classroom. For example, teaching accent, intonation and syllable, audio recording will be a better helping hand. Similarly, to see

> the students' involvement in different activity video recording assist a lot. This also, facilitates the teacher himself/herself to evaluate the own role in the classroom. Focusing on video recording Richards and Farrell (2005) state "The best record of a lesson is a video because it provides a much more accurate and complete record that a written or audio recording" (p. 44).

The instrument can be kept in the middle of the class to record audio. But if the classroom size is large there should be more that one recording device or if the teacher wants to record his/her voice only then pin mike can be appropriate. Richards and Farrell (2005) says "A tape recorder with a portable microphone attached to the teacher's clothing can also be used" (p. 43). Transcribing the voice takes a long time, so if it is required, the teacher will need enough time. Freeman (1998) says that it takes about 3 to 4 hours to transcribe 1 hour of class time (as cited in Richards & Farrell, p. 43). At the time of reflecting, the teacher needs to be careful.

Video recording the class needs a video camera. The teacher first of all, needs to be sure about the focus for video recording. For example, teacher, students, or a particular student. Making students familiar with the nature of the recording class, it should be kept in the class once or twice before. Richards and Farrell (2005) state "Set up a video camera in the classroom and leave it there during a few lessons so that students become familiar with it, but do not record" (p. 46).

In the reflection period the teacher should be sure that which aspect of the lesson should be reviewed. As he/she reviews the lesson certain questions can be raised like, how well did my lesson go in relation to the planning? Did the students get ample opportunities in classroom activities? Was there anything I added in the

middle of the class? Was there anything that should not be included in further class? Do I need to search the alternative way of dealing the lesson in future?

A. Peer observation: Observation is a skill to grow professionally. Observation can be of two types: self observation and observing others. Self observation means watching oneself. By doing this one can find out self weaknesses and strengths. Observing oneself is to be aware of action happening. It is like meditation. Once one knows what he/she is doing, he/she is conscious in teaching. Consciousness and self awareness are two most important qualities of teaching profession. We can even notice our own mistake by observing other's classes. Observing other means knowing the strong and weakness of other. It helps to reduce such flaws in our class. Fanselow (1988) says, "By observing others we have the chance to construct, reconstruct, and revise our own teaching" (as cited in Shah, 2009). In peer observation, there are three stages: plan, observation/action and follow up/reflection.

Plan: First of all, two teachers sit and make a plan about observation. they plan about a focus issue, time to observe and about the time and venue of follow up session. Usually, there is a specific issue observed rather than whole classroom procedure. Therefore they determine about the issue that is going to be observed in advance. For example, teacher's approach to teach, interaction between students or interaction between teacher and students, students' participation in home assignment and so on. Richards and Lockhart (207) state "Giving the observer a task, such as collecting information on student participation patterns during a lesson, provides a focus for the observer and collects useful information for the teacher" (p. 24). Duration of observation is also discussed before.

Observation/Action: according to the plan, the observer sits in the classroom and may take note about the classroom activities on the issue.

Reflection/Follow up: after the class, both of them sit together and have interaction about the issue. In this phase, the observer does not play the role of evaluator rather he/she reports the event of the classroom. But if necessary, the observer can provide better suggestions or the idea of dealing the same situation in effective way.

B. Action research: In teaching action research is carried out to see own teaching aiming to bring positive change. Richards and Farrell (2005) state "Action research refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems" (p. 171). It is a small scale research carried out in the classroom. This research can be carried out by a single teacher or group of teachers. Richards and Lockhart (2007) state four stages to do action research.

   a. Planning: First of all an issue should be determined to investigate. For example, a teacher may want to see whether a short clip of a movie become effective matter in conversation class. For this, the teacher needs to have a suitable movie clip and he also should prepare the stages of the movie show. Teaching the beginner students about introducing with new people, extract of a VCD of Doff can be suitable.
   b. Action: The teacher arranges classroom setting in a way that everyone can view it. Before, showing the clip, he informs them that they going to do the task in the way that will be shown. After watching it, the teacher divides the students into pair and asks them to introduce with each other.
   c. Observation: The classroom can be (video) recorded to review it later.

d. Reflection: in this phase, the teacher reviews it keeping some questions in mind, like

   Did the lesson go according to my plan?

   Was the time division for different stages OK?

   Did students understand the accent of the characters of the clip?

   Were they able to introduce with each other?

   Do I need to modify the matter/stages/time management in future to teach the same lesson?

e. Group discussion: This can be more beneficial to the group of teachers who gather together and share experiences. Farrell (2003) states "Group discussions can simply be a group of teachers who come together for regular meetings to reflect on their work" (as cited in Shah, 2009). One teacher's bitter experience can aware others. Similarly, strength of one's teaching can be applied by others. So, this helps many teachers in various ways. Group discussion can be both formal and informal. Time, venue and issue to discuss pre determined in formal discussion. Teachers can even invite an expert of the related issues in the meeting place. The expert gives appropriate suggestion to address different problems teachers are facing. Whereas in informal group discussion, teachers share their problems which are not identified earlier. They discuss on various parts of the lesson in the sitting. Thus, teachers develop their career by discussing with each other. They search solution of the problems themselves.

f. Teaching portfolio: This is a written account of a teacher's achievement during the teaching career. Evans (1995) state, "A professional portfolio is an evolving collection of carefully selected or composed professional

thoughts, goals, and experiences that are threaded with reflection and self assessment" (as cited in Richards & Farrell, 2005). There are two kinds of portfolios: a) Working portfolio and b) showcase portfolio.

Working portfolio is basically useful for in-service teacher to improve his/her classroom activities. Richards & Farrell (2005) say, "A working portfolio contains items that show how a teacher has progressed toward meeting a particular goal" (p. 99). Making this portfolio, a teacher first of all, sets goal(s) and formulates plan in detail in written form and work according to the plan. In previously set specific time, the teacher sees that what he/she has achieved. The portfolio can be a base to the progress one has achieved. Therefore, an employee is asked to create working portfolio to evaluate.

Showcase portfolio is created to show the ability. It is basically shown to an office either to get a job or to show the talent/experience one possesses. It includes curriculum vitae, letters of reference, copies of academic qualification, beliefs about teaching, evidence of the understanding of subject matter and teaching skills along with competency, approaches to classroom management, commitment to professional development and so on.

Previous Research Studies

Reflective teaching is one of the ways of self improvement in teaching. Teacher himself/herself takes initiation to bring quality in teaching. Regarding it, some studies have been carried on the similar topic in Nepal.

A study carried out by Bhattarai (2011) is entitled as '*Primary English Language Teachers' Professional Development*'. He thinks that to uplift professionalism in teaching, reflective teaching can be one of the models. (p. 24). But, he finds teachers not participating in the activities of professional development "the

involvement seems minimum and is in need of enhancement. Their involvement in PD activities has not been a regular practice" (p. 81).

Bhusal (2010) in her research '*Opportunities and understanding of secondary school English teachers for professional development*' thinks that the observation (a tool of reflective teaching) is the best tool of improving mistakes and strengthening the positive skills. Bhusal (2010) says "In my belief observation is the best way of learning from our surrounding and circumstances. While we observe other's classes, we make comparison and contrast of our teaching behaviors with others which existed in the world" (p. 22). But, according to her, the teachers do not use this tool "They (teachers) don't use peer observation and observation" (p. 91).

In another study on '*Professional development practices of secondary level English language teachers in Damak municipality'*, Biswa (2010) focuses on diary keeping "Diary keeping is one of the important sources for teachers' professional development" (p. 23). But according to his research despite having knowledge about keeping diary, teachers do not do so. Biswa (2010) states "They (teachers) are positive towards the use of teacher diary for the EFL teacher's professional development but none of the respondents have kept the teacher journal/diary" (p. 102).

Shah (2009) in his study '*Reflective practice in secondary level English language teacher education and training programmes in Nepal*' says that asking questions oneself about a lesson delivered in the classroom is the first step of developing professionalism (p. 4). Contrary to his feeling towards it only half of the respondents were found to be serious reflectors in the finding of his research (p 89).

Phuyal (2008) states, "I found the English language teachers considering reflective teaching as a very effective means of their professional development but its

real practice in their professional field was deplorable" (P. 114). His research is titled '*A study on teacher development through reflective teaching: Perceptions and practices of English language teachers*'.

Bhatta (2009) conveys the condition of secondary level English teachers, "Very few of the secondary level EFL teachers in Nepal were involved in classroom observation and feedback for their professional development" (p. 110). His research was about '*Classroom observation and feedback for teacher professional development*'. He had research in Kathmandu district.

Gnawali (2001) in '*Investigating Classroom Practices: A proposal for Teacher Development for the Secondary School Teachers of English in Nepal*' has noticed the importance of reflection to nourish the teaching profession "I came to the conclusion that reflective practice in collaborative culture helps teachers grow in their job" (p. 109).

The Gap I Noticed

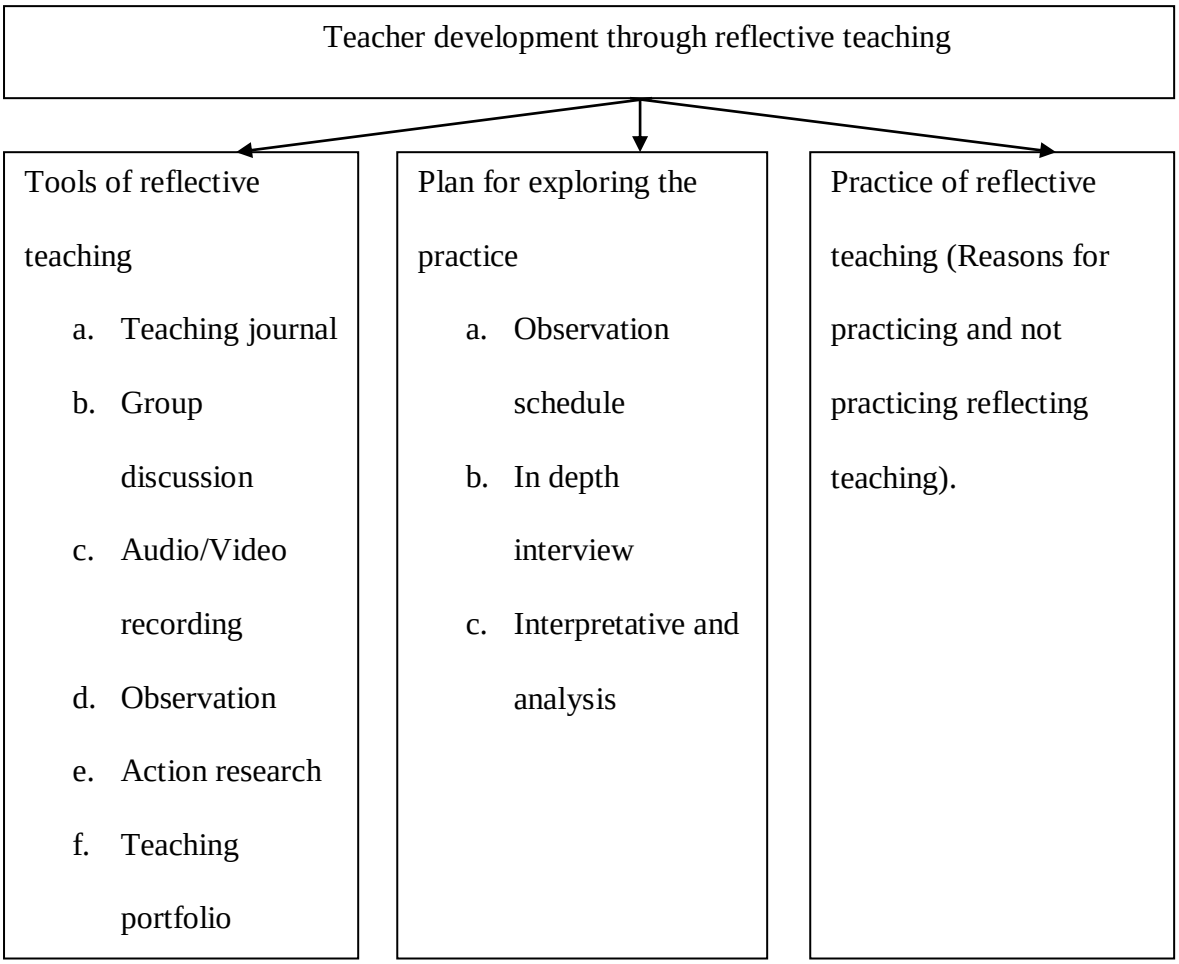
Almost all the researches mentioned above are intended to see the practices at the schools. Their main focus was to bring out the real picture of teachers' activities at the school. For instance, Bhusal (2010) had carried out a research on 'Opportunities and understanding of secondary school English teachers for professional development'. Similarly, Bishwa (2010) had a study on 'Professional development practices of secondary level English language teachers in Damak municipality'. Likewise, Shah (2009) researched on 'Reflective practice in secondary level English language teacher education and training programmes in Nepal'. But there is a void of researches to dig out the reasons behind reflecting or not reflecting a lesson. Unless and until teachers know the actual picture regarding reflective teaching, I believe that they remain amateur.

Therefore, I could very clearly visualize a gap in the previous researches done in the field of EFL teacher development. It is also evident from the above literature reviews that there are rooms for the researches to be conducted on teacher development on the basis of reflective teaching. Thus, along with the practice of reflective teaching, I wanted to know the reasons behind using or not using the approaches of reflective teaching.

Conceptual Framework

Conceptual framework is a foundation of entire study upon which the whole research is carried out. The frame is a gist of my work from where the readers conceptualize the whole ideas. Within the given framework of theory, the entire study proceeds. It is a combination of theory and systematic knowledge to give the completeness to the research. Also, it describes the relationship among various components.

Figure 2.4 Conceptual Framework of Reflective Teaching.



This research is grounded on the concept that reflective teaching is one of the important methods to develop professionalism in teaching. In reflective teaching, an instructor reviews the lesson that was delivered in the class. He/she examines own practice on the light of received knowledge gained from pre service training; in service training and other means. The skill of reflecting a lesson leads the teacher into pros and cons of own classroom activities. Once a teacher becomes aware of strength and weaknesses of the classroom, he/she will certainly carry on the strong part and discard the weaknesses. To eradicate weaknesses and to develop the positive aspect of the lesson, he/she needs to use the approaches of reflection.

Chapter Summary

Initially in this chapter, I presented the different models of teacher development. After that I kept the definitions of reflective teaching made by experts in this field. Similarly, I tried to show why reflective teaching is necessary in this profession preceded by its characteristics. Likewise the approaches of reflective teaching and processes and stages of the model were discussed. I, then, looked at researches carried out earlier and found the gap. Finally, I drew a figure of a conceptual framework of my research and discussed it.

CHAPTER III

METHODOLOGY

In this chapter, I, at first, discuss ontology, epistemology and axiology of my research. After that, I see the methodological considerations that are the base of my study. Similarly, I find the sources and tools of data collection. Then, I discuss about data analyzing and interpretation procedures. Then, I include the chapter titled with quality standard. Ethical considerations are dealt then after. Finally, I summarize the chapter.

Philosophical Considerations

People from the ancient time have been trying to find out the reality and truth. People always want change in every field of life. To bring positive change they have done a lot. For instance, in the past there was one style of teaching. To find out the better way of guiding pupils, many teachers and educationists did hard labor. So that there are number of techniques introduced today. To know the reality of different field, people might have used various means. Means might have been changed from one generation to another or from person to person. Mouly (1978) classified these means into three categories: experience, reasoning and research (as cited in Cohen, Manion and Morrison, 2000). In this study, I basically focus on the last category i.e. research. In research, I would like to present ontology, epistemology and axiology of the study respectively.

Ontology

This is an assumption which deals with the social reality. Cohen, Manion, and Morrison (2000) think that there are two kinds of opinion regarding it (p. 7). Some

people say that social reality is a general term. It starts in a society and individual is influenced by it. Whereas others think that the reality gets birth in an individual's brain then it spreads outside. Cohen et al. (2000) say that nominalist, the former viewer, believes that the source of every object is our mind. First of all an image of everything is created in brain then only it comes in an object form. On the contrary, realist, the later viewer, argues that every entity in the social context make people aware of it. Hence, people need society which always governs every individual. So the reality is given out there.

The nature of my research concerns every participant as a source of reality. Knowledge is created in every individual's mind and is equally important. In my research too, I found the different information from different participants and that was indispensable for the task. This is true to say that we get idea from various means like books, magazines, movies, discussion with others, internet and so on. But I agree with the opinion of Noam Chomsky's theory of language acquisition. Chomsky (1987) in his essay "Language in a psychological setting" draws a useful metaphor to separate his linguistic theory from the behaviorists'. He compares the behaviorist approach to filling a bottle with water while his view of language acquisition is more like "helping a flower to grow in its own way."(¶ 6). According to him, our brain is already full of ideas but we need exposures just to break the outer layer to bring them out. In the case of teachers too, they accumulate information through various means but they are the one who need not have the same prospectus of teaching as others. Making plan, applying the plan and reflecting a lesson delivered in the class is purely an individual task and should not be influenced by others because in teaching every student of classroom is different from other and that is basically understood by the teacher.

My ontological view is nominalism because I believe that the activities and response of each individual is true and base of the findings. For me the concept of reality is a fluid one. My understanding of the world depends on my culture, sex, age, context, and several other factors. What is true for me may not be the same for someone else. We make our perceptions based on our involvement in the materialistic world. Thus, my individual perceptions towards the world and a certain phenomenon are quite likely to differ from others.

Similarly, for my research purpose, I was aware of the fact that the data I collected from my respondents would vary because the nature of reality differs from individual to individual. My respondents represent different cultures, age groups, sex, and different educational background. These multiple realities brought multiple perspectives that make the research richer.

Epistemology

This terminology relates with the nature and forms of knowledge. Snape and Spencer (2003) say, "Epistemology is concerned with ways of knowing and learning about the social world and focuses on questions such as: how can we know about reality and what is the basis of our knowledge?" (p. 23). Similarly Richards (2003) thinks that the nature of our beliefs about knowledge is epistemology (p. 33). There are two kinds of people to see the base of knowledge: positivist and anti positivist. Positivists believe that knowledge is objective. We get it through observation. We come to know many things only after observing it. Cohen et al. (2000) say, "The view that knowledge is hard, objective and tangible will demand of researchers an observer role" (p. 7). On the other hand, anti positivists think that knowledge is pure personal and unique. They say knowledge is subjective. According to this philosophy, personal experience is the source of new knowledge which can be different from person to person. In my

research, I would like to consider the knowledge as subjective. Teachers create and construct their knowledge through their own teaching experiences. Cohen et al. (2000) state, "The social world can be understood only from the standpoint of the individuals who are part of the ongoing action being investigated and that their model of a person is an autonomous one" (p. 19). The reason behind using and not using the tools of reflection certainly differs from person to person. For instance, one teacher may have the facilities of the tools at the school but due to lack of technical knowledge he/she does not use them. This may not be same for other teachers. Therefore, every individual's experience and knowledge is believed as important. Thus, my research followed the philosophy of anti positivist.

Axiology

Axiology basically is a science of truth. It studies mainly two kinds of values: ethics and aesthetics (Richards, 2003). Ethics investigates the concepts of right and good in individual. According to it, the final truth comes from the observation and interaction with an individual. Cohen et al. (2000) names it as voluntarism (p. 8). Similarly Richards (2003) calls it as value laden. He says that all truths, like an investigation and understanding, are value-laden (, p. 36). On the other hand aesthetics studies the concepts of beauty and harmony 'out there'. It believes that what we see in the outer world is accurate and true. Cohen et al. (2000) names it as determinism and states, "The one portrays them as responding mechanically and deterministically to their environment, i.e. as products of the environment, controlled like puppets" (p. 8). This term is also known as value free (Richards, 2003).

So far my axiology is concerned, truth (reality) is not given outside in the world rather it is created in a mind of an individual. Cohen et al. (2000) states, "The other (voluntarism), as initiators of their own actions with free will and creativity,

producing their own environments" (p. 8). In my study, ever teacher's opinion coming from their mind is valuable and true for me. Therefore, carrying out this research, I hold the philosophy of value laden/ voluntarism.

Methodological Consideration

There are two kinds of research methodology: qualitative and quantitative. I followed the norms and values of qualitative methodology in my research. Choice of qualitative methods seeks to explore the complex phenomena of teachers' developmental practices which simply cannot be represented by numbers and figure alone. Richards (2003) also says that qualitative approach is appropriate especially in the field of language teaching because it is, in his own words, "person centered enterprise" (Richards, 2003). He further claims that "the power qualitative research derives from its ability to represent the particular and that this distinguishes it from the sorts of research which depend on generalisability" (Richards, 2003).

Qualitative methodology basically is used to comprehend human behavior. It is believed that it is closer to real life setting. Quantitative on the other hand views the world as positivism which demands researcher as an observer. Carrying out research, Burrell and Morgan (1979) have developed two terminologies: idiographic and nomothetic (as cited in Cohen et al. 2000). In nomothetic methodology, it views the world as hard, external and objective. According to this, the social circumstances govern an individual. It believes that someone grabs knowledge from society. This methodology is used to formulate laws. Cohen et al. (2000) say, "An approach characterized by procedures and methods designed to discover general laws may be referred to as nomothetic" (p.8). He relates nomothetic with quantitative methodology. Whereas idiographic methodology focuses on an individual. It believes that the knowledge is always gained through personal experience which is subjective.

Cohen et al. (2000) state, "… which stresses the importance of the subjective experience of individuals in the creation of the world" (p.8). Cohen et al. (2000) state that idiographic methodology can be used in both qualitative and quantitative methods. In my research I followed Idiographic methodology to identify the truth.

For my study, according to its nature, I followed qualitative methodology. Basing my rationale on the above discussions, I employed qualitative approach to carry out this research. Based on my ontological, epistemological and axiological stances, the subjective approach is the dominant approach while doing the research. The procedures for conducting my study are guided by the features of nominalism and anti positivism. To be more specific, I followed interpretative paradigm to understand the subjective world of human experience. In this paradigm, data is collected through investigating and taking individual's statements. It believes on people's perception on a particular issue and their practice in the same field. In the words of Cohen et al (2000), interpretative researches begin with the individuals and set out to understand their interpretations of the world around them (p. 22). In my study, every teacher shared his/her experience regarding reflective teaching; uses of its tools and the reasons being using and not using them in their teaching. Also, observations of their classes were the source of data for this study. On the basis of these data collected, I reached to the fining and conclusion of my research.

Sources of Data

In my research, I collected primary data from two major sources: a) observation of the classroom of the school and b) interview with teachers. Similarly, I collected the data from principals of the schools and other teaching staff.

Participant Selection

Participants are always major source of data. Therefore, there should be an appropriate way of selection because on the basis of their response the finding of the study is determined. Cohen et al. (2000) state "The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted" (p. 100). According to Cohen and Holiday (1979) there are two main ways of participant selection. They are probability and a non probability method of selection (as cited in Cohen et al., 2000).

In this strategy, the researcher targets a particular group for a small scale research. I preferred this one because of certain time frame work and economic matter, since this is research carried out personally without any sponsors. Not only by that reason but also, I wanted to dig out the in depth knowledge on the topic. I had to go through only limited and particular number of people: only secondary level English teachers teaching in government schools of Kathmandu district. Cohen et al. states "This is frequently the case in small scale research, for example… a particular group of teachers, where no attempt to generalize is desired; this is frequently the case of some ethnographic research, action research or case study research" (p. 113).

Thus, I chose only seven teachers. Also, I talked to the principal of each respondent to gather the truth and verified data. The seven teachers were the main respondents of my study.

Tools of Data Collection

Effective tools determine whether the research will be effective or ineffective. For this, a researcher needs to choose appropriate tools. More accurate the data better the

outcome of the research. For my study, I employed two tools of data collection: observation and interview.

Classroom Observation

This provides an opportunity to a researcher to see the world from own eyes by which he/she can collect the live data which in fact has long effect in the study. In observation, the researcher does not need to rely on other to know the fact. Cohen et al. (2000) states, " In this way, the researcher can look directly at what is taking place in situ rather than relying on second hand accounts" (p. 396). This tool can be used to collect various data like, number of students showing active participation, role of physical setting in the classroom and so on. Morrison (1993) has stated that the following data can be collected through this:

a. The physical setting (e.g. the physical environment and its organization)
b. The human setting (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance, gender, class)
c. The interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non verbal etc.)
d. The programme setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization) (as cited in Cohen et al. 2000).

In my study, I basically observed the human setting to see whether there is someone to observe his/ her classroom (classroom observation is a tool of reflective teaching) and physical setting. In physical setting, observed whether the teacher uses recording device in the classroom for reflection purpose.

Cohen et al. (2000) state three types of observation namely a highly structured, a semi structured and an unstructured observation. In that context, I applied semi

structured observation. For this observation, I had a list of possible approaches of reflective teaching applied in the classroom. The purpose of classroom observation was to see whether the teachers use recording device; whether the teacher invites his/her colleague for classroom observation. A semi structured observation schedule is in Appendix I.

Interview

Interview is about having communication between two or more people to share the particular information. Kvale (1996) states, "…as an inter-view, an interchange of views between two or more people on a topic of mutual interest…" (as cited in Cohen et al. 2000). There are some specific questions to obtain information. The role of the interviewee is to be specific and as detailed as someone can. To define interview Rossman and Rallis (1998) say, "In depth interviewing is the hallmark of qualitative research" (as cited in Richards, 2003).

In this stage, I asked them whether they use the tools of reflection in teaching. Also, I talked to them about what tool of reflective teaching they use. In the interview session, I tried to dig out the reasons for practicing and not practicing reflective teaching. The list of interview questions is in Appendix II.

Data Collection Process

Before going to the field, I showed the tools to collect data to my research guide and went to field only after his approval. I talked to the authorized body (principal/head teacher/) to seek the permission. In my study to collect the data, I applied two tools. First is observation and second one is interview. For the study, I had natural setting observation. During observation I basically considered the following parameter:

I observed two classes of participants who were secondary level English teachers in Kathmandu district. Observation duration was a full period. I focused

mainly on whether the teacher used the reflective tools or not. If they did, what tool they used, was my concerned. In the classroom the teacher can basically use two reflective tools. They are: audio/video recording device and peer observation. Therefore, through observation, I tried to see whether the teacher used those tools

Then, I talked to the respondents to organize interview in their appropriate time and venue. The tools of reflective teaching used outside the classroom are teaching journal, lesson report, action research, group discussion and teaching portfolio. To ascertain whether he/she uses the reflective tools used outside the classroom, I asked them appropriate questions. This phase began after observing classroom. I interviewed all seven participants. Purpose of this interview was to find out the reason behind reflecting and not reflecting a lesson. For this, I chose unstructured interview approach. The list of some basic questions is in Appendix II.

To interview the teachers, I was flexible about the time and venue because it did not require school setting. My first attempt was face to face interview.

In a nutshell, I observed two classes of each seven respondents and interviewed them separately. To collect data, I even talked to the respondents on phone. Besides observing the class of respondent and interviewing them, I also talked to principal of each teacher and some other teachers. Finally, I expressed the feeling of gratitude to all the school head teacher/principal, teachers, and other stake holder. I also gave special thanks to my respondents.

Data Analysis and Interpretation

After collecting data, it is needed to be analyzed to see the finding. There is an intimate relationship between data and analysis. To define this term Creswell (2003) says:

The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data (p. 191)

Analyzing data in qualitative research is not an easy job. It is considered as heart research. So that, a researcher must be serious on it. Richards (2003) states, "like most intimate relationships it is also very complex, so that getting to the heart of things is a difficult and messy business" (p. 269). Cohen et al. (2000) also support this view and say "qualitative data analysis…is often heavy on interpretation…" (p. 461). They furthermore say that there is no one single principal to analyse in qualitative research (p. 461).

In my study, I analyzed the data manually following six steps proposed by Creswell (2003). They are:

a. After collecting data, I transcribed the information of interview and maintained dairy to show the classroom setting. In diary, I wrote everything what I saw in the classroom, library and school premises. Then, I maintained them in order.
b. After arranging the data properly, I looked at it again to obtain the overall meaning of it. During this period, I tried to review the school scenes to be sure that the information I have generated is accurate and appropriate.
c. I gave a term R for respondent and put each R in numerical number from 1 to 8, since I collected the data from eight people.
d. After coding the data, I formulated six themes to interpret and analyze the data.

e. Themes were drawn on the basis of the information collected through interview and observation. Also, on the basis of those data, analyzed and interpreted it.

f. After transcribing the data, I coded it and formulated themes. Then, I described the data. To describe, I analyzed and finally interpreted.

I analyzed and interpreted the data collected through observation and interview. I developed the theme directly addressing the research questions and objective under different title. I tried to verify the data by comparing between the data of observation and interview. During the field visit, I interviewed not only the English teachers but also the principals and other teachers of the schools.

Quality Standards

Every research has a certain frame to apply. It is the tool to evaluate whole research. Therefore it should meet certain standard criteria. Guba and Lincold (1989) state that a disciplined study should meet the 'quality criteria' or 'the criteria of goodness'. To make my study acceptable and legitimate I have followed four parameters: the criteria of credibility, the criteria of transferability, the criteria of dependability and the criteria of confirmability (Guba and Lincoln, 1989).

The Criteria of Trustworthiness

The criteria of trustworthiness are parallel to the notion of rigor criteria used in conventional paradigm such as reliability and validity. But the fourth generation evaluation adequacy criteria reject the notions of reliability and validity offered by the positivists and objectivists.

The Criteria of Credibility

The criteria of credibility denote the match between the reality constructed from respondents and the reality the researcher presented. To meet the criteria of

credibility, I reached school of every respondent. In my preliminary meeting with the teachers, I talked to them the reason of my arrival. To build up a rapport I even had informal talk to them. Due to this, the respondents did not hesitate to let me grab the information and data I needed. To have appropriate data, I observed two classes of each respondent. Similarly, I interviewed them number of times (to find out the actual information, I talked to them two times face to face and few time in phone). I recorded face to face parts of interview and took note of telephone conversation. After that, I transcribed the recording voice and handed them to make sure that the data is pure and natural.

The Criteria of Transferability

Guba and Lincoln (1989) state "The major technique for establishing degree of transferability is thick description" (p. 241). To bring a thick description of the data during the process of data analysis, first of all, I quoted down what the respondents had exactly said about the issue or problem in their own words. Then, I presented a comparative analysis of the responses of the different respondents during which I tried to link the similarities and differences in the opinions of the respondents about the issues and problems. I also linked what the respondents had said with the relevant pieces of literature. Finally, I made interpretations about the issues and problems based on the discussions I had with the respondents and on the analysis that was generated.

The Criteria of Dependability

The criteria of dependability refer to the stability of the researcher during the whole period of research. Guba and Lincoln (1989) state, "Instability occurs because inquirers are bored, are exhausted, or are under considerable psychological stress from the intensity of the process" (p. 242). To maintain the criteria of dependability, I

always remained mentally and physically prepared to my responsibility. Though there were some obstacles, I did not stop the job in the middle of my work.

The Criteria of Confirmability

The criteria of confirmability are "concerned with assuring that data, interpretations, and outcomes of inquiries are rooted in contexts and persons apart from the evaluator and are not simply figments of the evaluator's imagination" (Guba and Lincoln, 1989. p. 243). To address the criteria of confirmability in my study, I collected the data from natural setting of the schools of Kathmandu district. For this, I visited the school of all respondents one by one; observed their classes; interviewed them time and again; transcribed the interview; quoted their statement in the analyzing part of the study and brought conclusion on the basis of the data not from my assumption and imagination.

Ethical Considerations

Cavan (1977) defines ethics as "a matter of principled sensitivity to the rights of others, and that while truth is good, respect for human dignity is better" (as cited in Cohen et al. (2000, p. 51).In a research, a researcher should always should be aware of respondents' right while fulfilling the demand of the research. The researcher should be equally aware of other stake holders' rights too. Cohen et al. (2000) say, "A major ethical dilemma is that which requires researchers to strike a balance between the demand placed on them as professional scientists in pursuit of truth, and their subjects' rights an values potentially threatened by the research" (p. 51). While conduction a research I tried to maintain following ethics.

Informed consent: Christians (2005) says that a researcher should pre inform the respondents that what kind of study they are going to be involved in. This is their right. Therefore, I made them know about my research in advance. I counted them as the participant of my research only after their agreement.

Access and acceptance: Cohen et al. (2007) state that researcher needs to take permission before conducting the research. For my study I talked to the principal of the school in advance and got permission to enter the class after talking to the teachers (participants).

Privacy: According to Pring (1984) an individual has both 'right to privacy' and 'right to know'. In my research I tried to maintain privacy of each participant (as cited in Cohen et al., 2000).

Chapter Summary

In this chapter, I discussed philosophical and methodological aspects of the study. The nature of my study is qualitative. I dealt with two tools of data collection namely, observation and interview. I, after that, discussed about data collection, analysis and interpretation procedures. Then I mentioned the ways of making my research standard. At last, I included the ethical issues that I followed in my study.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATON

I have divided this chapter into two parts. First part begins with the profile of eight teachers. This part then contains the interpretation of the interviews and observation of seven different respondents. The data received from the informants were thematized and linked with different existing theoretical frames to interpret it. And in second part, I have included participants' generated reasons. The teachers were identified as R1, R2 …, and up to R7. Before both parts, I have mentioned teachers' profile.

Teachers' Profiles

First of all, I would like to present the respondents' profile. To gather the data for this, I asked the respective participants. To put the information, I will consider accuracy and privacy.

1. R 1 has completed M. A. in English literature and one year B. Ed. he completed both degrees in 2000 from TU. He has been teaching in secondary level for twenty eight years. The respondent has got two trainings during his teaching career. One in Biratnagar when he was upgraded as a head master. The training was about leadership. Recently, he took first phase training of Teachers' Professional Development (TPD).
2. R 2 did M. Ed in English language teaching in 2005 and M. A. in English literature in 2008 from TU. He has not got any training from the school where

he has been working for four years but in his own initiation he has taken some of the workshops regarding ELT organized by NELTA.

3. R 3 has been working in the secondary level for eighteen years. She got the government school's job after completion of her Master's Degree (M. Ed) in English in 1994 from TU. She got first in service training in 2006 and the next one was first phase of TPD training that she attended eight months ago.
4. R 4 did his M. Ed. in English in 2006 and M. A. in English literature in 2011 from TU. He took ELT training about eight months ago. The training was of first phase of TPD program. He has been teaching at the school as a secondary level English teacher for six years.
5. R 6 passed M. Phil in English literature in 2010 from Pokhara University (PU). Before that he did M. A. in the same filed as in M. Phil in 2001 from TU. He also completed one year B. Ed in 2002 from TU. He got training in his own initiation many years ago. Then after he has not shown participation in any ELT training.
6. R 6 passed B. A. in English literature in 1988 from TU affiliated college. He has been teaching at the school for about twenty eight years. He has attended number of trainings. First of all, he took three month training which was a part of ten months training provided by government. After that, he has taken many short term trainings organized by many NGOs/INGOs. Recently, he participated in a phase of training called TPD.
7. R 7 has completed M.A. in English Literature from TU. He has been teaching at the school for four years. He has not got a chance to take part in ELT training.

Part One

I mention six different themes under the part one. I analyze and interpret the data collected through interview and observation in each them along with the narratives of classroom setting in them 1 and 2. Since this is qualitative research, detail description is needed. Therefore, I have represented the actual statement of the participants too. Also, related literature is considered to analysis the data.

Theme 1: Peer Observation

This is a process of viewing classroom activities and discussing about them. In observation, there are three steps: plan, observation and follow up. Wajnryb (2010) says "The experience of observing comprises more than the time actually spent in the classroom. It also includes preparation for the period in the classroom and follow up from the time spent there" (p. 1). Classroom observation can be of self observation and peer. In self observation, a teacher becomes witness of own activities. Similarly, a teacher sits in the colleague's room and gives feedback in follow up session in peer observation. Wajnryb (2010) states "The follow up includes analysis, discussion and interpretation of the data and experiences acquired in the classroom…" (p. 1). In my research, I considered on peer observation as one of the approaches of reflective teaching.

I first of all would like to present the classroom scene which shows the detail activities occurred in the class. This gives the information whether the teacher applies peer observation in the class. I also put the reasons produced by the respondent regarding using or not using peer observation.

Classroom Observation of R 1

To find out whether a teacher uses peer observation approach of reflection, one needs to see the actual classroom setting. In the classroom observation, a teacher invites a

colleague to see the class and get feedback. Therefore I would like to include the account of the classroom observation of R 1.

As I entered the school, the gate keeper helped me showing the teacher's room. Reaching to the room, I introduced myself and gave the letter of the university to make them know my intention to be at the school. The lady who took the letter told me one of two English teachers' names and she furthermore said that the teacher is going to come soon. After a while, a man entered the room. Immediately, the lady pointed towards the man to make me sure that he is the person I am in search. I greeted him; said my purpose and gave him a letter of the university.

As we entered the class, everyone stood up and greeted us. The teacher introduced me with the students and requested me to sit on the first bench where there was no one sitting. He told the students that he is going to teach a poem. One of them interrupted in the middle saying that he did not have the book. To find a solution, the respondent told him to see the friend's book. Then, R 1 wrote the title of the poem on the board; told them to turn the page and started reciting the beginning line of the poem. After that, he explained it facilitating with meaning of some words and told them to copy the meaning of words from the board. At the same time some of the students were busy talking in their own. As students were requesting him to simplify the meaning even in Nepali language, he used English and Nepali both languages to interpret the poem. After this, students were assigned to make an effort to write the answer of the questions followed by the poem. Then we came out of the room. After that class both of us went to teacher's room. He did not stay longer in the room because he had another class.

The teacher was mostly following lecture method to teach poem. He interpreted the poem using Nepali and English language. In the middle of his teaching

some students were busy in gossiping. R 1's class would have been better than this, if he had searched the alternative way of teaching for heterogeneous class. Alternative way of classroom discipline, using teaching materials and methodology and evaluation system would have been used, if he had known the real situation of the class specifically. Giving one of the solutions Wajnryb (2002) says "Being in the classroom as an observer opens up a range of experiences and process which can become part of the raw material of a teacher's professional growth" (p. 1). But in his two classroom observations, I didn't see any one being invited for peer observation. This was similar to the conclusion of Bhusal (2010) "They (teachers) don't use peer observation and observation…" (p. 91).

When I talked to him whether he knew the idea of peer observation, he replied *I read about it in my one year B. Ed course*. I wanted to know that why the respondent did not apply the skill of peer observation despite being familiar about this approach of reflection. According to him, there is no such system prevailed in the society. He said *teachers gain many ideas from different sources like training, books and others but no one wants to bother using them in practice. This is happening because of our mentality. Even I don't do so because I am getting salary without applying it.* Gnawali (2005) who is an ELT trainer gives justification for the importance of training in real life situation. He says, "…the main purpose of teacher training is to enable the teachers to impart quality education and have fruitful outcomes; making students capable globally" (as cited in Khanal 2006). To find the answer why trainees are not applying the fact of training though trainers highly focus on its corns, Wallace (1991) discloses

> …trainee teachers are often criticized for not providing enough variety of activities in their lessons. It seems sensible, therefore, that variety of

presentation should be demonstrated (as far as is appropriate) in the situations where the trainees themselves are being taught (p. 30).

The respondent said that there should be bias less monitoring mechanism in teaching. According to him, neither he observes friends class nor does he invite others to see his classroom because of lack of monitoring body at the school. He reported *if there had been a mechanism at the school to ask teachers to see and discuss each other's classroom actions, I would have done so*.

Thus, it can be deduced that even he is familiar with the term peer observation, R 1 did not invite the colleague to observe his classes.

Classroom Observation of R 2

To give the real picture of classroom, I want to present its scene. By this, it becomes sure that what the strong as well as weaknesses of the lesson are. Also it shows the teacher's habit of reflection. Peer observation is one of the ways to eradicate the problems of the class room. Therefore, I would like to present the classroom account herewith.

Before entering the gate, the keeper asked me the purpose of coming to the school. After I clarified the matter, he pointed towards a man on the ground as principal of the school. I greeted him and shared about the reason of my arrival at that school. The principal showed me the classroom of a teacher who was teaching in a class. She told me to wait until the bell rang. For about ten minutes I walked around the school building. Holding some chart papers and talking to a man, the teacher came out of the class. I told her about my research. She showed the next English teacher of the school to talk to him first and then to meet her. I went to the next teacher; greeted him and shared my purpose of arriving at the school. Both of us walked to the teacher's room. In the teacher's room, as I was talking to the teacher,

previous teacher who I had talked to outside also arrived. I sat with them solving their curiosity about my research. After sitting for few minutes, the female teacher told me to sit in R 2's class. Both of us headed towards grade nine. Students stood up and greeted as we entered the room. Students' eyes were full of curiosity by seeing me. Before they asked anything to the teacher about me, he introduced me. Also, he told them that I am there as a researcher. I sat on a last desk.

The teacher wrote the title of the lesson on the board. He was teaching about keeping diary. First of all, he asked them to write a short paragraph about how they spent their time last evening. After about ten minutes, he asked few of them to stand up and read the piece of writing aloud. Then, he distributed each of them a piece of paper and said to go through it. As they were busy reading, he pasted a chart paper where there was a list of regular and irregular verbs.

When they finished reading, he made them know about the use of appropriate past verb. Again, they were asked to write one more paragraph about the time they spent on last Saturday. As they were busy in writing, he tried to reach every student and helped them to use appropriate form of verb. He was also facilitating them with some vocabulary. In the meantime, he again told them to add one more paragraph. The teacher was monitoring the class. Before moving from the class, he thanked everyone for their active participation and assigned them to write about that day's classroom experience. I also thanked them and we came out. After the class, he went to another classroom and told me to sit in the teacher's room.

The class was found student centered. Students were getting ample chances to use own mind for the classroom activities. The teacher was playing the role of facilitator. Besides the positive aspect of the class, the teacher was found using none of the tools of reflection. Due to this, the teacher remains unaware of the real picture

of the class. He may not know that he should continue the positive aspects further. Through peer observation one gets the specific feedback about various aspects like, students participation ratio in the class, accent of the teacher, student assessment system and so on. So that it is a kind of guideline for teachers to enhance the career. Airasian and Gullickson (1997) state "One can have a colleague observe a lesson or two and provide information about who talks most and about what, the quality of questions asked, the reinforcement and encouragement given students, and so on" (p. 25). Hence, the teacher gains confidence in the profession. Not only this, peer observation even brings intimacy among colleagues. Gore (1987) explores.

> The sharing of experience in reflective teaching potentially has two outcomes. First, students may come to value their practical knowledge instead of viewing it as inferior to the scientific knowledge produced by researchers of teaching… A second possible outcome of the shared experiences provided by reflective teaching is strong collegiality (as cited in Bartlett, 1990).

This not only shows the picture of a class but also examines the knowledge the teacher possesses about teaching and learning. Therefore, a teacher, through reflective teaching, can broaden the knowledge that makes the teaching better. Dewey (1910) says "Reflective action stems from the need to solve a problem and involves the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it" (as cited in Harrison & Dymoke, 2008).

Replying my question, R 2 said that he read about peer teaching during his master's degree. Disclosing the reason behind not using peer observation skill, he stated *brining change is always difficult task. In teaching also, there is old system and most of the teachers are following the similar way of teaching. No one dares to bring*

newness in the profession. This is not only the case of others even I feel so. Because of the fear of being isolated I am not in a situation to invite others to observe my classroom. Bhattarai (2011) also has the similar finding in his research "Few teachers adopt attending sessions/workshops/trainings, peer observation, using library, reading newspapers as the strategies for their professional development" (p. 80).

By above discussion, I come to a point that R 2 did not use peer observation.

Classroom Observation of R 3

To relate the words of R 3 with the practice at the school about peer observation, it is necessary to observe the classroom of the teacher. Therefore, I have included the classroom scene herewith.

As I was sitting in the teachers' room R 3 entered and told me to go with her to a classroom. Along with us there was a man too to enter the class. I was surprised due the man's entry in the Grade Nine. After we entered the classroom students greeted us. I felt thankful to them and sat at the back side.

She started the class checking the assignment which she had given in previous class. After that, she pasted a chart paper on the board and asked a question.

Where is this from?

By looking the chipped and broken plate, a student raised hand; stood up and said "it's from China". Next student replied it as Nepalese. Some of the rest students supported former one and others supported later response. She finally wrote the right answer on the board. Then, she told them that they were going to have a beautiful love story which was possible only by the chipped plate. The respondent asked students to turn page number twenty five; read first paragraph and answer the question that she wrote on the board: 'Why do you think her mother kept this broken piece of china?'. As students were reading the text, she pasted another chart paper

where there were some words written with black marker and meaning of the words written with red marker and told them to look at the board for vocabulary. After reading the text, the students gave the answer of the question differently. She listened to them, smiled and told them to read further ahead to find the answer. She again put two more questions on the board and asked them to get the answer of all questions. A student, after a while, asked her to comprehend some sentences. She reached to her and solved the problem. For sometimes she helped them to make them understand the text and then, told them to compare the answers with friends who are on the same bench. She also said that one group should have a single answer for a question. For this they were allowed to speak only English. Students were trying their best to use English language but they were mixing Nepali language time and again. I think they were having problems with appropriate vocabulary and sentence pattern. They could not complete their conversation because bell rang. The teacher told them to see the lesson once again and get the final answer for next class. Both of us came out of the room. Along with us, the man also came with us. We three reached the teachers' room. Before, I asked the respondents to talk to me, she told me to wait for about fifteen minutes and started talking to the man. The man was giving feedback about her class. The man told her that the teaching style was student centered but the pictures on the paper were so small. The man suggested her to ask students to draw pictures. According to him, it creates harmony among teacher and students. Later on, I knew that the man was a trainer of TPD.

This class seems to be a good example of student-oriented class since the participant was found activating the students into discussion and providing them an ample opportunity to share their thoughts and information about the subject matter. The students were given freedom to ask questions and the teacher was listening and

facilitating the information. She set up the learning environment at first for the students showing pictures and asking them an interesting and lesson related question. R 3 was found using one of the tools of reflection i.e. classroom observation in her class. She invited a person from training program to see and check whether her teaching style was as instructed and directed by the trainer. It helps her to improve her classes in the days ahead. Richards and Lockhart (2010) says "Reflective teaching goes hand in hand with critical self examination and reflection as a basis for decision making, planning and action" (p. ix). This not only helps the class but all the classes a teacher is going to handle will be fruitful. Because, it gives a clear picture of the classroom. So, on the basis of this, the teacher can make appropriate plan, work accordingly and again he/she can reflect the lesson.

She reported that she got the idea of classroom observation in TPD training. According to her, it was advised in the training session to invite a colleague to see the class and discuss after this. She stated, *we were asked to do so in the training also. I felt it as important task. So that, I invited him to observe my class*. She reported that she invited someone to know her weaknesses in the classroom. Even though she completed M. Ed. in ELT, she did not remember the chapter in the course about classroom observation. She said *I completed the degree long time ago and I could not attend the classes because I had a job. Therefore I can't remember the idea of studying at the university.*

By observing her class and discussing with her, I came to a state that she applied peer observation skill in her teaching.

Classroom Observation of R 4

Observing classroom gives a clear picture of what kind of approaches the teacher uses to reflect a lesson. Through observation, I can compare the data collected through interview and draw a conclusion. Therefore, I would like to mention the classroom scene.

I had already talked to the teacher about my study. So I directly went to the teachers' room, shook hand and sat on a chair for a while. After a while, both of us entered Grade Nine class. Some of students stood up and greeted whereas other remained sitting talking to each other. The teacher told me to sit on a bench where there was only one student sitting. I smiled looking at him. He also did the same to reply my smile.

The teacher wrote the topic 'Madam and her Madam' on the board and told students to turn page number 56. He wrote the words and their meaning in English on the board. Students started copying it. After this, he recited the first stanza of the poem and explained. The pupils listened to him. He repeated the same job up to the sixth stanza. Then, again he started reciting the first stanza but this time students were also asked to follow him. When recitation was over, the respondent asked them to memorize the words and their meaning previously written in the board. He told them that they would get 12 minutes for this task as there were six words with meaning written. The students started reading the words aloud. After the given time, the teacher stopped them and told them to make sentences using given words. The teacher first of all asked a question to the student sitting nearby me. 'Sir, aayena' (I don't know) the student replied. Then the teacher facilitated with some examples and asked him to try. Another student also had a problem to understand the given meaning of a word. The respondent facilitated her with Nepali meaning of the word. He kept on

helping students for making sentences. Also he was checking their task whether the sentence they made were appropriate. Before leaving the room, students were asked to make 12 different sentences using the words.

The above scene presents the teacher-oriented way of teaching rather than student oriented as there was no such interaction between teacher students and, student-student. The teacher needs to know that the teaching with little involvement of the students in practice doesn't help to obtain the goal of teaching. It is also believed that learning is impossible if students' desires and needs are neglected. Richards and Lockhart (2010) disclose "…while learning is the goal of teaching, it is not necessarily the mirror image of teaching. learners, too, bring to learning their own beliefs, goals, attitudes, and decisions, which in turn influence how they approach their learning" (p. 52). The teacher was not found using peer observation tool of reflection for self improvement. This is similar to the finding of Bhatta (2009), "Very few of the Secondary level EFL teachers in Nepal were involved in classroom observation and feedback for their professional development" (p. 110). This habit deprives the teacher to know the real problems of the class. Therefore, the classroom activities remain rigid and bored. Harrison (2008) says

> You will focus mentally on particular problems or dilemmas that are to do with how a particular teaching session went. Often, perhaps with the aid of a lesson evaluation form, you will identify what went well during the teaching session, and what did not go according to plan (as cited in Harrison & Dymoke, 2008).

During the interview session, he reported that he knew the idea of classroom observation in his master's degree. Disclosing the reason behind not using peer observation in his teaching, he said *actually, this is not in practice in government*

schools. Others also don't apply it. Therefore I did not do it. This shows the tradition of schools and teachers in Nepalese context. Bishwa (2010) says "Almost all the respondent echoed that peer observations were not practiced systematically…" (p. 102).

Thus, it can be deduced that R 4 did not invite his colleagues to observe his class despite he read about it in his master's degree.

Classroom Observation of R 5

Reflecting a lesson helps teacher/instructor to point out the mistakes/error in the classroom and it also encourages him/her to work in group. In reflective teaching, a teacher can invite a colleague to observe and give appropriate feedback about the class. Through this observation, I wanted to see whether the teacher reflects his lesson using peer observation approach.

I asked the gate keeper about the room of the principal. As he showed, I headed towards the room. The room was on the first floor. I saw that there was no one in the room. So I was in confusion about what to do. Immediately, feelings somewhat odd, I asked a man going past me about the principal. He pointed a man with a coat as the person I was looking for. The man was talking to some people standing on the corridor, at first I did not dare to interrupt him but I had no choice, so I finally reached nearby and requested him to allow me to talk to him separately. He agreed. I introduced myself and handed him envelop. After reading the letter, he told me that there are two English teachers in secondary level. I requested him to allow me to talk to both of them. Then, he called a teacher standing nearby and told him to help me. I expressed everything to him about my study.

The teacher told the students that I was there for a research. The teacher asked them to turn the book on page number 55. He wrote the topic 'Put in order' on

the board and instructed them to arrange the sentences in proper order by looking the pictures. After about fifteen minutes, the teacher stopped them. He divided them into pair and told them to discuss in pair and get a common answer. For this, all the students were sent to the ground. I think he did it because of room's structure. The teacher and I also went to the ground. All the students were seen talking to each other in pair. I think due to difficulty to communicate in English, they were talking in Nepali. The teacher monitored them and after about ten minutes they were asked to go in the room. I also entered the room and sat on my sit. The teacher finally, facilitated the right answer orally and asked them to correct their task if they had written in other way.

The class was fully student centered. Students were interacting with pair friend to solve the given problem. The teacher seemed wise in the sense that he sent students in the ground outside because the space in the room for interaction was not sufficient. When I saw his classes, I even found him asking feedback from students. These are some positive aspects of the classroom. But there is doubt about whether the respondent is aware of these positive signals. If he is aware of it, reflective teaching can help him to evaluate every event of the classroom and do better in the coming classes. Also, if the teacher is repeating same trend of teaching in the classes, it will bring monotony to the students. For this also, the teacher should have used the tools of reflection. But I could not find him using any tools of reflection.

During interview, I knew that the teacher got the idea of peer observation in training. While I asked the reason for not reflecting a lesson, the respondent said that biased mentality of head master and teachers' involvement in politics are the reasons due to which teacher was not interested in doing so. R 5 said, *I am really disappointed from the behavior of administration because it always demoralizes the teachers who*

do not belong to the political party in which they have been involved. Not only this, internal evaluation system is also influenced by it. He furthermore said that teachers are divided in different political parties. According to him, they are not interested in co-operating the teachers who belong to other party. Due to this situation he did not apply the peer observation approach of reflection in teaching. Talking about the role of head teacher Thapaliya (2008) says, "Headteachers of the public secondary schools are pivotal persons because they are not only teachers but also school managers who extend professional support for instructional activities in the classroom" (p. 5). But by listening to the respondent it seems that the headmaster was not playing the role of inspirer.

By observing and listening to him, I came to an understanding point that due to teachers' involvement in politics the teacher did not apply peer observation skill in his teaching.

Classroom Observation of R 6

To compare R 6's statement with his practice, it was necessary to see his classes. Therefore I have included the classroom scene as primary source of data.

After coming out of R5's class, I requested him to take me to the sixth respondent. He pointed out a man talking to some people on the ground as the person I was searching for. I went down stair and spoke with him about my purpose. He then told me to wait about ten minutes. To spend the time, I stayed on the ground. He called me to go to the class room. It was the same room that I had just sat in.

All the students stood up and said good morning to us. The teacher showed me the first bench to sit. The students seemed curious to know about me and the cause of my arrival. But the teacher did not say anything about me. The teacher told them that he is going to begin a lesson about application writing. Students were silently

watching and listening to him. The respondent told them to make an effort to write an application to get scholarship to study in higher level. The students seemed puzzled. Encouraging them, he said not to worry for mistakes; he would help them later for better application writing. The students taking an exercise book out of their bags started writing. All of a sudden, his cellular mobile phone rang, so he went outside. When the teacher was out, the pupils started talking to each other in Nepali saying that the task was hard. They seemed afraid to talk to each other due to my presence. After about ten minutes, the respondent entered the room and checked whether they had completed the assignment. He stopped them writing and asked them to turn the book page number 76 of the book and read a sample application. Once they read the text, the teacher explained the way of writing application. He said that though there was not mentioned the date in sample text, they should write it on top left corner of the paper. He furthermore added "We should then write the name of concerned person, status and office's name". Showing the address in the book, he said that it is started with Dear and should be added Sir if male or Madam if female or both should be included if it is unsure. Then he talked to them about the body and conclusion of an application. Despite ringing of the bell, he took about five minutes to explain the procedure of writing an application but also he did not complete the task. He told the students that rest of the parts would be discussed in coming class.

The respondent was teaching them about writing an application. The class began with assignment to student. I think he did this to bring interest among students towards the lesson. The teacher in the mean time went outside to receive his phone and came back after about ten minutes. Due to the lack of time management, the teacher could not complete the task. He was not found monitoring the class. There might be problem in every one's classroom. To find the solution for the problems,

Wajnryb (2010) says "Classroom Observation Tasks seeks to provide stimulus and ideas for ways of exploring one's own teaching by observing other teachers and classrooms in action, or by having one's own teaching/classroom observed for the purpose of continued learning and exploration" (p. 4). But realizing and removing the problems of the class, the teacher was not found using peer observation tool of reflection.

I knew in the interview session that he himself is a teacher trainer. He also reported that he introduced these things in his training session as trainer. In this context, I deduced that he does not apply the required teaching skills himself/herself but asks others to follow the instructions. As a result, trainee cannot transfer the knowledge to the real class. NCED (2003) found that teachers could not adequately transfer the skills that they acquired in their practical classroom life, the reasons can probably be linked to factors like the quality of training, the delivery of the package and so on (cited in Thapa, 2007). According to him, observing a class means time consuming and is not practical. He reported that due to heavy load in the school, he did not have time to invite others. He said *everyone is busy in own classroom teaching throughout the day. How can I invite some to sit in my class?* According to him, teachers cannot work as machine and they need some rest to make students aware of the lesson. Talking about classroom observation he furthermore reported, *I do not go to observe others class and I also do not ask others to see mine because of over load in the profession*.

Talking about R 6, I deduced that training has become theoretical part only due to heavy load in school the respondent did not invite any one to observe.

Classroom Observation of R 7

I wanted to see whether the teacher used peer observation approach of reflection. Therefore I saw his classes and would like to include the scene of the class.

As I entered the school, the gate keeper showed me the way to principal's room. I reached the room of principal, gave envelop and gave my introduction. Then she took me towards the teacher's room. The teacher was not found over there. Therefore she told the teachers sitting in the room to visit her in the office when he comes. We returned her room. After a while, one man entered the room and greeted her. She told him to help me for my research. As I knew that he was a teacher I was seeking for, I greeted him. Then, he took me to a classroom.

I was introduced in the classroom and requested to sit on a bench. The teacher told the students that they were going to have a grammar lesson titled Simple Present Tense. He wrote a sentence using present form of verb and started explaining the parts of speech in relation to the sentence. Showing the example, the respondent said "You should use verb one with plural subject". He then generated two more sentences using same form of verb and related with the rule previously made. I looked at the students: some of them were copying the sentences from the board and others were simply listening to the teacher. A student in meantime raised a question about the verb used with 'I' in present tense. The teacher answered it as an exceptional case and the same form of verb is used even with 'I' and 'you' as with plural subject. Then, he asked students to make any one similar sentence. To his question, some of them spoke and some of them could not make the sentence. He again wrote some of the similar sentences to make them understand. The teacher then rubbed the board and wrote one sentence where there was verb+s used. He explained in this way 'You should use verb five with singular subject like, he, she, it, Ram, Shyam etc.".

Furthermore, he wrote five more similar sentences and tried to relate them with the rule he formulated. After this, the students were asked to copy it. As a class work, he wrote five sentences with a gap in each. He added a verb in bracket next to each sentence and asked them to complete them using appropriate form of verb. After about seven minutes, the teacher interrupted them; asked to correct their answer looking at the board and completed the sentences. He did not assign anything to them as home work.

The teacher taught grammar using inductive method. The class mostly was teacher centered. The teacher was formulating rules on the basis of examples he made and asked to make some sentences of their own. The sentences he asked students were from the book. He did not use the grammar in real life situation which is a basic necessity in language class. To overcome the problems that occur in the class reflection can help a lot. It gives the teacher idea about finding the options to do better in the class. Wajnryb (2010) says

> When we teach, we are often so absorbed in the purpose, procedure and logistics of our lesson that we are not able to observe processes of learning and interaction as they occur through the lesson. Being an observer in the classroom, rather than the teacher releases us from these concerns and affords us the freedom to look at the lesson from a range of different perspectives outside that of the actual lesson plan of the teacher. (p. 7)

An observer has a specific job to see and provide appropriate feedback on the basis of the observation. For example, one colleague can be invited to see the student assessment system. By this, the teacher becomes aware of the reality of own practice. Hence, he/she can find alternative way of evaluating students if there was found anything wrong. But during class room observation, I found R 7 not using any

approaches to record lessons. I furthermore, observed his classes second time but it was similar to the pervious class. This was similar to the experience of Bishwa (2010) "The practice of peer observation is not common amongst the EFL teachers" (p. 91).

In interview session, he reported of being unaware of using peer observation approach of reflection in the class.

Summary of Analysis

Except R 7, all the respondents were found familiar with peer observation skill of reflective teaching. Among them only R 3 was found using peer observation approach. She learnt about it in TPD training. Rest of the respondents were not found using this technique of reflection.

Theme 2: Audio/Video Recording Lesson

Audio and video recording devices are the approach of reflection. They help a teacher to record the class and see the strength as well as drawbacks. James (2001) realizes and expresses the importance of video recording in this way

> This would allow…teachers to see with their own eyes a teaching idea being implemented in the local situation; perhaps a result they will be convinced of its effectiveness, and be inspired to experiment with it themselves in their own classes (p. 109).

Through this skill, a teacher can review every activity that happened in the classroom and dig out the weaknesses. Richards and Lockhart (1996) state "…it allows choice of focus" (p. 11). Then, he/she tries to resolve the problem. On the other hand, it has some limitations too. The first and foremost thing is, its availability at the school. A government school may not be capable to buy this sort of equipment in the country like Nepal. Also, it requires the knowledge of technology and a long time to review the lesson. Schratz (1992) states "Setting up the equipment for a

lecture's recording and going through the various analyzing phases requires a lot of time" (as cited in Richards & Lockhart, 1996)

To collect data, I applied classroom observation and interview tools. I would like to present each individual's classroom activities first and then analysis and interpret of their perception about it.

Classroom Observation of R 1

To see whether he used the tools of reflection, I wanted to see his classes. Therefore I would like to put an account of his classroom activities.

It was the second day to observe his class. So, I reached the school at the time we had fixed the previous day and we entered Grade Nine classroom.

Everyone in the class greeted us. I sat on the back bench. The teacher informed the students that they were going to have a class on 'Condolence'. They were asked to turn page number 33. The teacher wrote the title on the blackboard in chalk. He, further, wrote the words and their meaning in English and in Nepali in bracket. Then, he told them to read the two condolences given on the page. Students started reading the text. Two of the students did not have the book. The teacher requested the student who was sitting on the first bench to give his book to the friend. He asked him to see the friend's book sitting next to him. The class room was silent. After about ten minutes, the teacher told them to do the exercise (question no. 3). The students taking the exercise book out of their bag, started writing. One student did not understand the instruction. Therefore, he asked the teacher to explain it. The teacher tried to make them understand by simplifying the instruction. He told that they had to read the given statement and try to match it with the text on page number 33. According to him, if the given statement matched with the text, they had to write true

otherwise false. After about ten minutes the teacher facilitated them to write the answer and students were asked to correct if it was in their task.

After that, the teacher told them to write one condolence, either imaginary or real. Everyone started doing the task but some of the students were feeling difficulty to complete the task. The teacher told them to see the given condolence in the book and just change the name given there. The teacher sat on the chair for a while and monitored them. Later, every student came to him and he checked the paper of each student. He orally, advised them to correct the spelling (of the words) and sentence grammatically.

After checking the paper of all, he gave an assignment to write one more condolence for the next class. Immediately, after that, we came out of the class.

The teacher taught students to express condolence orally and in written form. The students were asked to read and do the exercise given in the book. The students did the task individually as the teacher said. This seems that the students were deprived of communication skill which is must to enhance speaking. Ur (1996) says "Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course" (p. 120). None of the students were given opportunity to interact with other friends and with the teacher. It is believed that only having rule may not be fruitful unless students are asked to contribute orally. Freeman (2006) states "…being able to communicate required more than linguistic competence…" (p. 121). The teacher provided the ultimate answer of each question orally. He used chalk and black board during forty five minutes period. The teacher was not found using recording device in the classroom. This was similar to the finding of Phyual (2008) "I also could not find any evidences during the field visits and classroom observation that the subject (S 1)

audio video recorded lessons" (p. 86). Recording the class either with audio or video recording device is one of the powerful ways of keeping record of the classroom. It helps teacher to review the lesson and find out the strength and weakness of teaching. "One advantage of media is that a permanent record of performance is obtained, one that can be examined and reexamined" (p. 25).

Replying my question he reported that he did not apply this approach of reflection in his classes. His statement and practice showed that the teacher did not use audio/video recording device. Showing the importance of it Schratz (1992) states "Class recordings (audio-video recording) which are kept for later use, can give a valuable insight into an individual teacher's growth in experience over years" (as cited in Ricahards and Lockhart, 2007). The teacher was found unaware of using this type of approaches for professionalism in teaching. When I told him about its importance R 1 spoke *this is suitable just in seminars but not applicable in real life situation. The school does not have enough desk and bench. How can the school buy an expensive recording device*? He said that the school is having problem to even to fulfill the basic needs of infrastructure. According to him, lacking the recording device is the main cause for not reflecting the lessons. He reported *our school does not have recording device. Therefore, I am unable to do so*. I visited the resource room and the principal of the school. The principal opined that due to lack of strong economic source the school is unable to buy such devices. During school visit, I came to know that the school has got a cassette player but its recording function was out of order. The school was found not having any video recording devices. Due to this situation, the teacher is deprived of fullest account of a lesson that is recorded using audio cassette or video recorder (Richards & Lockhart, 1996). As a result, the teacher

is unaware of the strengths and weaknesses of the preparation. Finally, it hinders the teacher to gain professionalism in teaching.

After visiting school and talking to R 1 and the principal of the school, I came to a point that the respondent was found unaware of using audio/video recording device in the classroom.

Classroom Observation of R 2

To see whether the teacher uses the approaches of reflection, I observed the class and school premises. So I would like to present the scene here.

I reached the school ten minutes in advance and sat in teachers' room. When the teacher came, I greeted him. He smiled and told me to go to class nine with him.

I sat on the back bench. The teacher asked students to turn the book page number seven in the book. He furthermore, told them to underline the difficult words in the text. Students started doing the task. The teacher then, divided the students into group. To formulate group, he said that, the students who were sitting on one bench were in a group. Students were asked to guess/find out the meaning of underlined words in group. Later, the teacher facilitated the appropriate meaning of the words which were difficult to students. He sometimes used Nepali language to make them understand. The students were asked to do one exercise (question number 6) on the next page in group. The exercise was about writing true or false against the given statement. He read the given instruction and simplified it to make the task easy. After they completed the task, he facilitated the right answer. Then, he again told them to answer the given questions (question number 7) by reading the text. The teacher was monitoring the class. Before they completed the task, bell rang. So we came out of the room. The teacher assigned them to complete the task before we left the room.

The students were divided into pair/group to solve almost all the problems. This is good for enhancing speaking skill. Interacting with friends make them easy and comfortable to enhance this skill. Lynch (2001) says "…simultaneous group work maximizes each learner's opportunity to speak and that practicing in a small group reduces the psychological burden of public performance" (p. 110). The teacher facilitated them with the final answer. The teacher used chalk, black board and the text book only in the classroom. He did not use any other teaching aids in the class. Also, he was not found using the tools of reflection for enhancing the profession. By observing his class, it can be deduced that he is unaware of the real quality of his teaching. Recording a lesson assists a teacher to view the parts of the teaching which should be removed and which one should be more focused. Tann and Pollard (1987) state "Individuals may also have a sense of an 'ideal self', this is, of the characteristics which they may wish to develop and of the type of person which they might want to become" (p. 38).

R 2 reported that he sometimes records students' voice with cassette player and makes the students listen to it. R 2 said *I sometimes do this sort of activities to bring newness in the classroom. Students become happy listening their voice.* But it was not found during the classroom observation period. He agreed with the point that he does not record the classroom activities for his professional development despite being aware of it. This is similar to the finding of Phuyal (2008) "I found all of the subjects involved in the research not audio video recording their lessons though they has positive attitudes towards its use for effective language teaching" (90). He said that lack of recording materials at the school was the main cause. Furthermore, the respondent reported that teachers were afraid of brining newness in the profession. He disclosed the reason, '*if we start doing these types of activities, we will be isolated*

from others'. During the field visit, I found the school having one cassette player which was of old system and needed cassette to record the voice. The school also had got a camera to shoot photograph but it did not have the video recording function. The principal of the school said that due to the lack of income source the school was in that situation.

By interpretation and analysis of the data, I am in a point that R 2 did not record the lesson for his career development.

Classroom Observation of R 3

I sat in the classroom of R 3 to identify what approaches of reflection the teacher uses for professional development. I would like to present the account of the observation herewith.

After meeting the teacher, we went to the Grade Nine. The teacher showed me a chair to sit on and she started to begin the lesson.

The teacher told the students to turn the book page number fifty in the book. As they did so, the teacher informed them that they were going to study about mouth to mouth resuscitation. She asked them to see/read the sentences together with her. The respondent read the first sentence and simplified it to make them understand. Students remained silent in the class. In this way she read and simplified the whole lesson sentence by sentence. Then after, students were asked to read the lesson once on their own. Some of the students read the lesson aloud whereas the others had silent reading. After about ten minutes, the teacher started writing questions and answers of them on the black board. Students were asked to copy. As she was writing the answer of question number 'c', the bell rang. She completed the answer and told them to read the answer she provided on the board as home assignment.

When I observed her class, she was found reading the sentence of the text and simplifying it in her own words. By this type of teaching the teacher understands the text well. Ur (1999) says "When beginning to read a text, …we depend on decoding letters to understand words but as soon as there is a meaningful context we tend to bring our own interpretation to the word …rather than its exact component letters" (p. 140). She might understand the lesson well. But in teaching, an instructor needs to make students able to comprehend the task. In her class, students were asked to read the lesson on their own but there was not any measurement to test them whether they really comprehended the task. Ur (1999) states "A foreign language learner who says, 'I can read the words but I don't know what they mean' is not, therefore, reading, in this sense" (p. 138). I saw the respondent using chalk, black board and text book. As she was found not using any approaches of reflection to bring changes in teaching, I even asked her whether she is aware of the recording the class with the help of audio/video recording device. She said *I read something about video class in my master's degree but exactly I don't remember about that in detail*. When I saw the curriculum she had studied, I found that there was a chapter about showing video to students for making them able to understand English speaking section. But there was not a lesson discussing about recording teacher's classroom activities for self progress. During the school visit, I noticed that there was a cassette player which teachers use for listening activity in the classroom. This is similar to the finding of Nyaupane (2007) "In almost all the observed classes I found very poor physical facilities" (p. 75). Making me know the reason behind this, R 3 said *I do not know the idea of recording our class ourselves.* I wanted to know why the school did not have the recording device. Replying my question, she said that due to poor economic source, the school was unable to buy video recording device.

I concluded that insufficient technical knowledge about using recording device to enhance professionalism is the main cause of not using recording device in the class besides poor economical condition of the school.

Classroom Observation of R 4

I visited the school and observed the classes of R 4. This is important to present the classroom scene to analysis and interpret. Therefore I would like to present the classroom situation.

I knocked the door of the school. A man opened it and asked me where I was from. As I told him that I wanted to meet the principal of the school, he pointed a room by his finger. When I entered the room, there was a man sitting on a chair talking to two women who were standing up. He stopped talking and asked me the purpose of visiting the school. I handed over an envelope enclosed letter from the university and introduced myself. The two ladies standing went out as I started talking to the principal. The head teacher called a teacher and introduced him with me. I told the teacher the purpose of my arrival at the school. After listening to me, he made me wait for about ten minutes and invited to his class room.

Every student stood up and greeted me in a single voice. I thanked them and sat on the desk where the teacher showed me. All the students were having a book turned. The teacher made them aware that they were going to have a lesson about Mr. Pun. Before beginning the lesson he asked them whether they had seen the man. 'No' every one said. The respondent asked a student to stand up and read some sentences. He then explained the sentences in detail. After that, next student was asked to read some sentences where previous one had stopped. In this way, the lesson was read and explained. Then, the teacher asked them to read the text and underline difficult words. When they completed the task, he facilitated meaning of the words in English as well

as in Nepali language. On the next stage of the lesson, he wrote questions on the board and told them to find the answer on the text. The questions were about Mr. Pun's birth place; his schooling; job in Chitwan; study abroad; his contribution to society, and the date when he was awarded The Ramon Magasaysay Award. As students were doing the task, he came to me and asked about the educational environment at Kathmandu University. He also said that there was not good teaching system when he was at college. Then, he stopped the students and asked one by one to speak aloud to reply each question. He corrected them if they were wrong. After that he thanked the class and we left the room.

The teacher was heavily following teacher center method. Students were simply reading the text and the respondent was giving authentic and final explanation. Students were not getting a chance to have interaction among them. Also, the respondent used Nepali language to teach English. This makes students dependent on someone to understand the language. Hence, students remain poor in English language. During the observation period, I found him not using any tools to record his class. Richards and Lockhart (2007) state that recording can be reviewed and this reviewing can help teacher to see the details of a lesson that cannot be observed by other means. In the case of R 4, if he had recorded the lesson to review own practice, he would have been known the real picture of the classroom. As a result, the respondent would start searching the way for better teaching in future. Freese (1999) states "The self report data suggest that teachers are taking the time to evaluate their practical experiences and develop habits of mind or dispositions, which influence them to consciously and deliberately think about their teaching". When I asked him whether he knew about audio/video recording skill, he replied *I think I've read it on NELTA's journals.* Replying another enquiry, he said, *I don't record my class because*

there is not any such device to record the class at the school. When I talked to the principal about the situation, he replied *we are not in a situation to buy these things*. He furthermore said that in Nepalese context, the recording device is not necessary.

After this remark, I concluded that R 4 does not use the recording device to reflect lessons and he reported that the recording device is not necessary for Nepalese schools.

Classroom Observation of R 5

I sat in the class of R 5 to see whether he uses any recording devices to reflect his lesson. To analysis and interpretation, it is better to put the classroom scene herewith.

After entering the classroom, I sat on the back bench and the respondent started teaching. He asked the students whether they have the habit of keeping diary. Students said that they did not. He made them know that he was going to bring a diary of a girl in the classroom. Everyone seemed excited that how the teacher would bring the diary in the classroom. Pointing to a girl, he asked for her English book. The teacher turned the page number 66 in the book and asked everyone to see the same page where there was a diary. R 5 wrote three questions on the board: a) What's the name of the writer b) What surprises her most? c) Why does she wish to be like her sister? and told the students to find the answer of the questions quickly from the chapter in page 66. Students remained busy in the task. The teacher walked around the class. After about ten minutes, he asked some of the students to reply the answer. He did not facilitate the right answer. Furthermore, he assigned them another task on page number 67 to complete by reading the lesson. This time also he monitored the class walking around the pupils. Some of the students complained the teacher that they could not find the answer of the question. The teacher assured them that he would later provide the right answer. After about ten minutes, he told the students to

compare their answer whether they are same with the student sitting next to him/her. In the mean time the students were talking to each other to see whether there was similarity in their task, the bell rang. The respondent assigned them to underline the answer of each question on the book by pencil as homework.

The teacher taught a diary written by the writer of the book. Students were interested in the lesson by his skill of beginning the lesson. They were asked to find the solution of some pre reading questions which made the pupils involved in digging out the lesson. He again assigned them to find the answer of more questions in the chapter. The teacher was walking around the room. The students were then divided into pair and asked to compare their answer. During the whole forty five minutes time period, the respondent was found not using any tool of recording the lesson. When there is lack of audio/video recording a lesson, Richards and Lockhart (2007) say that the teacher miss important quality, "…the recording can be replayed and examined many times and can capture many details of a lesson that cannot easily be observed by other means, such as the actual language used by teachers or learners during a lesson" (p. 11). A teacher by recording a lesson can review every specific part which shows the way ahead either to continue the similar way of teaching or bring some changes in future. Hence, teacher becomes professional. Therefore, it is believed as integral part of developing teaching profession. But, R 5 was not found using any devices to record his class.

R 5 was found unaware of using the recording device to enhance professionalism. He said that he did not use the recording device in his classes. He reported that lacking the device at the school was the cause. He stated, *if there was such device, I certainly would use it*. He also said that teachers should be provided a training to use technical devices. I found a cassette player which was used for

listening purpose, at the school of R 5. The principal of the school reported that due to the poor economical source the school could not buy the recording device.

Thus, it is deduced that R 5 did not use the audio/video recording device. It was reported that due to low income source, the school was not in condition to buy recording device.

Classroom Observation of R 6

Knowing whether the R 6 used recording device to reflect his lesson, I went and observed his class. To interpret and analysis I would like to add the scene of the class herewith.

I sat on the first bench of the classroom after we entered the room.

The teacher after greeting the students asked a question 'Have you ever been angry with your parents?". Most of them replied 'not' but few students said few times they had been so. The teacher asked one more question about the reason. One of them said that his parents beat him badly blaming that he did not come home on time. Another also had the similar story. The respondent told them that they were going to study about the dispute between parents and a son.

He wrote two questions on the board: A. Why's Chanda in tears? B. What does the note say? As he asked them to find out the answer quickly by reading the lesson, the students raised their hands to reply. She pointed some of them to answer the questions. Then, he divided the students into eight groups and assigned a question for each group. They were asked to read the lesson further and find out the answer. There were four questions. He assigned one question for two groups. As he instructed, they went to the ground holding the book in their hand. I and the respondent also went outside where students were busy in their task. The teacher was monitoring them and suggesting them to use English language as the means of communication. After

about ten minutes, he asked two groups to compare their answers to see if they were same. He also told them to discuss if they were different. Members of each group were busy convincing each other as they had different answer. They were using Nepali time and again to use some of the word that they didn't know in English. The teacher at last told them to see the lesson once again at home to be sure with the answer and they were asked to go to the respective class.

R 6 to arise the interest in students towards the lesson made some questions which helped the students to be familiar with the lesson unknowingly. Ur (1999) says "…tasks aimed at encouraging learners to guess or 'do without' words can help to habituate them to using these strategies" (p. 149). Students were divided into pair and asked to interact with each other to find the solution of the given problem. This kind of practice makes students use their mind to see the solution. When a student finds solution by individual search and interacts with other friends, this makes him/her self confident. Lynch (2001) states, "One way to bring learners' interactive processing out into the open is to get them to explain their current interpretation of a text" (p. 125). Apart from the positive aspects of the lesson, the teacher was not found using any approaches of reflection. Due to this, the teacher cannot look at own practice through critical eyes. When someone evaluates own action to find some alternatives then only the profession becomes up to date otherwise it is out dated as time passes. Dymoke and Harrison (2008) state "Although reflective practice has become a standard in initial and continuing professional education and development it is actually a state of mind as well as an educational approach for all professionals to examine both non critical and critical incidents in our working lives" (p. 3). Moreover, some students need more care from teachers' side. This is possible only when the teacher can see the real picture of the classroom. To get equal attention there should be a system of

incorporative classroom. To define this term Pollard and Tann (1987) say "An 'incorporative classroom' is one which is consciously designed to enable each child to act as a full participant in class activities and also to feel him or herself to be a valued member of the class" (p. 73). Recording classes help teachers to see the classroom real picture of the classroom and it makes him/her aware of the need of incorporative classroom. Despite its important role, the respondent was not found using the recording device in the classroom.

During the interview phase, R 6 was found aware of recording the class for reflection. Finding out the reasons behind this situation, I talked to the teacher. R 6 reported that there is not recording device at the school. He said *our school does not have any recording devices. We just have got cassette player but its recording function is not in order.* During the school visit, I saw a cassette player. Stating the situation, the principal of the school said that Ministry of Education should include about this in education policy and should facilitate the government schools with recording device.

By observing and listening to the teacher and the principal, I came to a state that R 6 did not use audio/video recording device as an approach of reflective teaching. It was also reported that the Ministry of Education should be responsible to bring changes in this situation.

Classroom Observation of R 7

To verify the statement, about the approach of reflection he used, made by R 7 I observed his class. To interpret and analyze, I would like to put the classroom scene.

As this was the second day, I greeted the respondent and other teacher at the school and then we went to classroom.

The teacher greeted the students and wrote the title 'Present Perfect Tense' on the board. He informed them that they were going to learn about this tense. The teacher wrote five sentences on the board:

a. *I have passed B.A.*
b. *We have completed the homework.*
c. *You have read the newspaper.*
d. *He has invited us.*
e. *They have lost money.*

The respondent then made a structure on the basis of the sentences. He wrote: S (Subject) +has/have+v3+ O (Object). He again tried to make them understand focusing on the structure. Then, they were asked to make five similar sentences using the structure. He monitored the class. He was telling them the use of 'has' (with singular subject) and the use of 'have' (with plural subject and with 'I' and 'You'). He corrected the wrong sentences made by the students. He then wrote five incomplete sentences and asked them to complete them using has/have with appropriate verb given next to the sentence. After about ten minutes, he facilitated the answer and asked them to correct if they made any mistakes. He then, assigned them to write ten sentences using present perfect tense. After that, we came out of the room.

While visiting the school, the teacher was found teaching grammar using inductive method. He formulated the sentences at first and then on the basis of the sentences, he created a structure. But the respondent was found focusing on structure only and not on its real use in life. If this is the case students may not be able to use the language. They just have the set of rules and unrealistic sentences in their mind. Ur (1999) says "Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive, and it is not

necessarily true that grammatical structures need to be taught as such… (p. 76). I found the teacher using basically chalk, duster, black board and text book. While observing his classes, R 7 was found not recording his classes as he said. Due to this habit, the respondent does not become aware of the weaknesses of his class. Hence the teaching remains the same. When I informed about reflective teaching, he defended his style of teaching in this way *I have no idea about the way of recording the classes, so how do you expect me to do so?*

On the basis of observation and interview I deduced that the teacher did not use any approaches of reflection.

Summary of Analysis

All the respondents were found not using audio/video recording device to record and review the lesson as this is one of the means of reflective teaching. Three respondents (R 2, R 4 and R 6) were found familiar with this terminology and four (R 1, R 3, R 5, R 7) were unaware of it. None of the school I visited had got recording materials. There was no video recording device at all. Talking about audio recording device, each school got cassette player but all of them supported only old version of cassettes and the cassettes are now not available in the market. By seeing this situation, one can comment that the teachers of all these government schools are missing important part of reflective teaching. To emphasize on recording a lesson Richards (1996) writes "Audio-visual recordings are powerful instruments in the development of a lecturer's self reflective competence" (p. 11).

Theme 3: Carrying out Action Research

Action research is a way of enquiry to find out truth from the self life. Bishwa (2010) says "Action research is an enquiry conducted by the self into self" (p. 30). In empirical research, we go to the field to see the reality among others whereas in action

research we see our own practice. In the teaching profession, a teacher organizes an action research to view the classroom activities. Richards and Lockhart (2007) state "Action research typically involves small scale investigative projects in the teacher's own classroom, and consists of a number of phases which often recur in cycles: Planning, Action, Observation, and Reflection" (p. 12).

During the school visit, I talked to the respondents about the action research, they carried. I also collected their perception about organizing action research. In interview session, all the respondents required briefing on action research before probing them further.

R 1 said that he knew about action research during the teaching practice session of one year B. Ed. He reported that he carried out an action research during the same teaching practice session and after that he had not used it in his teaching. Replying my question about what he did during B. Ed he spoke, *we had to see a student's (either weaker or talented) background in detail, like, how is he/she in this condition, what make him/her to be in this position and so on.* It seems that he carried out a case study. He was found in confusion between action research and case study. Richards and Farrell (2005) define it in this way "Action research refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems" (p. 171). When I gave him some example of action research, he reported that he did not do so. Disclosing the reason for not carrying out organize action research, R 1 reported that he was not familiar with this term. I even talked to the principal on the topic. She said that school does not have any system to mange action research. She said *if teachers want, they can do it in their own but school does not force any one to do so*.

On the basis of analysis the data, it is deduced that R 1 was not found using this approach of reflection in his teaching.

R 2 and R 3 work at the same school. R 2 responded *I read about it during my master's degree and I carried out it recently to bring positive change in the classroom.* According to him, he carried out an action research to improve (English) accent. He supported this opinion "Action research is becoming increasingly known as an approach that encourages practitioners to be in control of their own lives and contexts" (McNiff, 2002, as cited in Biswa, 2010, p. 30). R 3 reported that the main cause of this situation is insufficient knowledge about action research. She reported that she has never applied it in her classes. I asked the principal of the school whether the school has provision of organizing action research. He replied *the school does not have such system but we encourage the teachers to organize different educational program for brining quality in teaching.*

Thus, it can be deduced that R 2 is familiar with the term action research. He learnt about it during his master's degree course. But R 3 did not do. The school where R 2 and R 3 work does not have systematic provision of organizing action research but it encourages the teachers to do different educational programs.

R 4 was found being aware of action research. He said *I read about it in my degree's course.* He furthermore said *I sometimes do action research.* When I asked him to tell me something about the research what he did, he did not answer. Instead saying about the action research, he said that he forgot. R 7 was found unfamiliar with action research. He said that therefore he did not carry out action research. The principal of the school said *sometimes the teachers organize different academic activities like drawing competition, debate, and speech competition.* When I asked him to talk about particularly action research, he said that there was not such system.

Thus, I came to the point that R 4 was familiar with action research but he forgot about the activities he did in action research. On the other hand R 7 did not carry out action research. The school where R 4 works does not have provision of organizing action research

R 5 and R 6 work at the same school. R 5 was found being familiar with the term action research. He said *I learnt about it in training and organized an action research among the students of class Nine. I wanted the students to have their hand writing neat and tidy. I first of all, taught them about how to write an alphabet, then word and a sentence.* He reported that he did because it helps him to bring quality in teaching. Richards and Farrell (2005) suggests the four steps (planning, action, observation, reflection) procedures for conduction action research. When I talked him about his procedure, he said that first he prepared mentally that he would begin with alphabet then word and gradually sentence. He reported that he spent about one hour each day to teach them about how to improve handwriting. Then, he said that, he checked everyone's paper, gave specific idea/instruction and later checked their hand writing in the regular classroom. On the other hand, being aware of action research, R 6 reported that due to unavailability of exposures, he did not organize action research. The principal of the school praised the idea of carrying out action research. He said *it is good idea of doing action research, but it is not mandatory to do such research. Teachers themselves should be interested in improving their skills.*

Thus, it can be said that R 5 carried out action research. It was found that he learnt about it in training. Whereas R 6 was not found doing so. The school does not have a system of organizing action research.

Summary of Analysis

R 3 and R 7 were found unaware of action research. Two respondents R 2 and R 5 were found carrying out action research and rest of others were found not doing so. Five respondents (R 1, R 3, R 4, R 6 and R 7) were found not doing action research.

Theme 4: Keeping Journal

Teaching journal is a written account of classroom activities. A teacher after a classroom keeps record of important events of the classroom. Richards and Farrell (2005) "A teaching journal is an ongoing written account of observations, reflections, and other thoughts about teaching, usually in the form of a notebook, book, or electronic mode, which serves as a source of discussion, reflection or evaluation" (p. 68). It can be of two types. One is writing everything details in a diary and next one is keeping lesson report. In lesson report, the teacher fills a pre prepared form where there is only main activities are recorded. It is a kind of filling out a check list. Airasian and Gullickson state "Journaling requires the teacher to maintain and reflect on a record of classroom events or activities with the intent of recognizing recurring problems, themes, successes and needs" (p. 16).

I visited the school, observed the classroom of each respondent and interviewed them. Knowing whether the teachers keep journal, I interviewed them and asked to show the journal too.

R 1 said that there was not a chapter talking about keeping diary in the course he studied at the university but he realized the importance of it in his own. Also, according to him, it was focused in the training session he attended. Expressing his opinion and practice of keeping journal, he said *in the very beginning my teaching career, I realized that I need to keep record of the things and I did in the class. It was fruitful too. But I could not continue it.* According to him, there were many classes he

had to handle. Therefore, he could not manage time to keep record of every class. Later, when he became experienced one, he said that it was not necessary for him because he was familiar with every part of the lesson. This was similar to the view of R 2 and R 5. R 2 said *this is basically suitable for new teaches who have not been familiar with the text*. According to him after teaching two or three years, a teacher knows everything about the book and lessons. Supporting R 2, R 5 reported, "*When the teacher is familiar with everything in the lesson, keeping diary is not necessary. It may be useful to beginner one*". But Richards and Farrell (2005) have different opinion about it, "The process of writing about teaching events often leads to new insights about those events" (p. 69). This statement suggests every teacher to know the classroom better and to find alternative source of teaching, a teacher should keep the record of it. During the research period, R 1, R 2 and R 5 were not found keeping journal because they thought that this is important just for novice teachers.

Thus, by the analysis of the data, I came to a position to say that R 1, R 2 and R 5 know about keeping journal but they do not do so. This is similar to the research conclusion of Bishwa (2010) "The systematic use of action research, peer observation, portfolio and teacher journal/diary for their professional development is a very uncommon phenomenon amongst the EFL teachers" (p. 120).

R 3, R 4 and R 7 were positive towards keeping journal but none of them were found maintaining diary as one of the approaches of reflective teaching. R 3 said *due to business during the time of master's degree, I could not manage time to attend the university. Therefore, I can't remember the ideas about the diary maintaining.* According to her, she was asked to do so in the TPD training she attended. She told me that she would apply it in near future. R 7 completed his Bachelor and Master's degree in English literature. According to him, there was no chapter about keeping

journals and diary in the course he completed. He said *I don't apply this term because I did not get any idea about it.* R 4 said that due to the lack of practical knowledge at the university, he did not think keeping journal as valuable. He said *we were taught only theory, but no one showed us how to keep diary. So that, we never realized its importance*. He reported that he would have applied the theory of keeping journal if there had been practical session about it. During the school visit, the teachers were not found keeping journal for improvement of the classroom teaching.

Thus, it can be deduced that, R 3 and R 7 did not apply it in their teaching. Similarly, R 4 also did not maintain diary.

R 6 got the idea about keeping journal by reading different articles in ELT magazines and journals. Even though he knew the way of keeping diary, he reported that this cannot be applied in the class. *How can a teacher manage time to keep record of classroom activities besides teaching 5 or 6 periods in a day? Government should bring the system of teaching three periods and rest of the time for planning and evaluating the lesson.* He said that a teacher cannot do everything like planning a lesson, teaching, evaluating and even participating in meetings and other extra activities. Emphasizing the role of teaching journals, say "We have found that without such a record, the teacher often has no substantial recollection of what happened during a lesson and cannot use the experience of successful (and sometimes unsuccessful) teaching as a source for further learning" (p. 69). But, while talking to him and observing his class, he was found not keeping journals of his classes. He said that he did not do so because there is heavy teaching load. According to him, there should be just three classes for a teacher to teach in a day.

Thus, by analyzing the data above, I came to a position to say that, R 6 did not keep teaching journal.

Summary of Analysis

All seven respondents were found aware of keeping teaching journal but it was found that there was no such tendency of keeping record of their classes making teaching journal.

Theme 5: Group Discussion

This is a kind of gathering of teachers to share their experience among them. This can be either formal or informal. In the meeting, teachers share their classroom's strength well as weakness. If one is having problem regarding teaching, there is discussion among the teachers to find solution. Richards and Farrell Say (2005) "Typically, a support group will involve a group of teachers meeting to discuss goals, concerns, problems and experiences" (p. 51). The time and venue for the meeting is decided by the teachers. It is believed that when a teacher starts sharing the existing problem, it releases his/her tension. Also, different kind of opinions and solutions which may help the teacher can be found from the colleagues.

During school visit, I talked to my respondents and other teachers who they had group discussion with.

R 1, R 4 and R 5 have similar opinion and practice regarding group discussion. All of them were found familiar with it and they said that it would help teaching. But, all three said that they did not do such practice. R 1 said *there is no such trend in our society*. According to him, if he had seen others discussing about the classroom matter, he also would have followed the same way. He said that school administration should play the key role for this. The respondent furthermore stated that the head master should have a specific plan to observe and evaluate teachers and should be given appropriate feedback time and again. He complained that this is the lacking point at his school. R 4 reported *it is easy to read the theory in books but difficult to*

apply in real situation. He opined that there is unavailability of exposures who transfer the knowledge from theory to practice. Similarly, R 5 said that politics at school had polluted the school environment. The respondent said *teachers are ready to spend hours in political party organized rally and protest program but they don't want to sit with colleague to share about classroom activities*. According to him, the headmaster's politically biased mentality was the key factor creating dispute among teachers. He said that teachers are in the condition that they even do not greet to next teacher who has a faith in next philosophy other than him/her. Because of this, he reported that he did not talk to other teachers to discuss about the classroom events and activities. During the school visit, I noticed that R 5 and R 6 who work at the same school even did not like to talk to each other. When I met the principal of the school, he reported that everyone has right to have faith on a political party so he could not stop teachers from this.

Thus, I came to a point that R 1, R 4 and R 5 were familiar with the term group discussion but they were found not practising it in their teaching profession.

R 2 and R 3 work at the same school. They said that they sometimes sit together to discuss on the subject matter that they feel difficulty. R 2 said *if necessary, I sometimes talk to her about the issue and sometimes she also requests me to discuss on a matter*. According to him, not only about the difficult task, but also they shared the matter of students' performance and some alternative way of teaching. R 2 reported that wanted to thank to the concern people for creating such cooperative environment, so that he is able to share his classroom experience with other with his colleague. When I talked to R 3, she also said that there is harmonious environment at the school because of this she could do it. She opined that, discussion about the teaching was a kind of regular activity at the school. The principal of the school also

reported that everyone at the school had cooperative attitude. He said *school encourages teachers to interact for making classroom activities better.*

Thus, it can be said that, R 2 and R 3 participate in group discussion.

R 6 was found aware of the skill called group discussion. But in the interview session, he reported that he did not discuss with his colleagues about classroom activities. He said *I am a teacher by profession but I also have other roles like, husband, father, senior brother and so on. I spend my time in teaching from morning 9 to evening 4 at the school.* He reported that he even needed to manage time for family. He made counter question to me that even after teaching six periods in a day whether I can spend further time in the matter of same teaching and school. During the school visit, he was found not involved in group discussion because of over teaching load.

Thus, it is interpreted that, R 6 did not involve in group discussion.

R 7 said that he sometimes discussed with his colleagues about lessons. According to him when he felt somewhat difficult, he would go and talk to co-workers. But when I met one of his colleagues (she was the one he used to discuss with regularly), she reported that there was no such system developed at the school. It was the similar to the finding of Phuyal (2008), "The eleventh subject presented contradictory information through former two tools of data collection. He earlier claimed that he shared his experiences a lot but later he contradicted his former claim saying that he shared his experiences informally" (p. 100). Seeking the reason for not doing so, I met the participant another time too. He said that he did not need such practice.

Thus, it can be deduced that R 7 was did not discuss whit his colleagues about classroom activities.

Summary of Analysis

By going through the above mentioned data, it was found that all the respondents were found aware of group discussion tool of reflection. Among the respondents only few (R 2 and R 3) were found discussion about classroom activities.

Theme 6: Teaching Portfolio

Teaching portfolio is a self prepared written account of a teacher's achievement. Richards and Farrell (2005) state "A teaching portfolio is a collection of documents and other items that provide information about different aspects of a teacher's work (p. 98). Portfolio is divided into two: working portfolio and showcase portfolio. Basically, for in-service teacher working portfolio is required in bringing positive result. First of all, a teacher develops a specific goal and makes plan in written form. Then, he/she goes according to the plan. Finally, the teacher sees own competence on that field by relating the goal with result. This is equally important for a teacher to get upgraded in the office. Richards and Farrell (2005) say "The portfolio can both serve as the basis for self-appraisal and be a component of the teacher's assessment" (p. 98). Achievement/contribution is the one on the basis of which employee is promoted. Therefore this is important for above mentioned two purposes.

During the research period, I met the respondents and the principals of the schools. I first of all, told them what the teaching portfolio is then asked whether they have made portfolio of their own. In my research none of the respondent was found having written portfolio.

R 2 and R 3 said that they did not have portfolio. R 3 opined *I had no idea about it at all.* According to her, this was completely new way for her to make teaching career stronger. Similarly, R 2 reported that he did not create portfolio because he was totally unaware of it. This was the similar to the finding of Bishwa

(2010), "From the above discussion it is revealed that none of the respondents seemed to have any ideas about portfolio. Portfolio, therefore, appeared to be a new concept for all the respondents" (p. 115). The principal of the school said that he made the plan to run the school as his portfolio but he had never asked the teachers to do so because there was no such system implemented by the government.

Thus, it can be deduced that R 2 and R 3 did not make teaching portfolio.

R 1, R, 6 and R 7 also reported that they had never created portfolio in their teaching career. R 1 said, *I am simply a teacher. I think to make aware of making this sort of document is the responsibility of headmaster and the member of management committee*. R 6 also reported that the sole responsibility should be taken by the principal of the school. He said, *there is lack of such system at the school to ask teachers to make portfolio.* R 7 opined that he had never asked to make portfolio so that he did not create the document. Richards and Farrell (2005) think that these teachers are missing important part of professional development. They say that this process prompts the teacher to engage in a comprehensive self assessment of different aspects of his or her work (p. 99). When I met the principals of the schools, they said that due to lack of government policy of making it mandatory, the teachers were unaware of teaching portfolio.

Thus, it can be interpreted that, R 1, R 6 and R 7 didn't have portfolio.

R 4 and R 5 opined that they do not have idea of creating teaching portfolio. Disclosing the reason, R 4 said, *I have never seen a teaching portfolio*. He furthermore reported that due to unavailability of exposure, he had no idea about making it. R 5 similarly said, *no one up to now has shown me a document as you said (portfolio).* He said that there should be someone to show the way of doing the task. According to him, real exposure was unavailable at the school. The principal where R

5 works said that the school asked the teachers to make a future plan. When I requested him to show the one plan that a teacher had made, he told me that he asked the teachers to do the task orally not in written form. The principal of R 4 also reported that the school asked the teachers to do the job by making plan but according to him it had not been mandatory.

Thus, it is interpreted that, R 4 and R 5 did not create portfolio.

Summary of Analysis

The analyzing and interpreting the data it was found that the respondents were unfamiliar with the term teaching portfolio. It was also found that there was no system of creating portfolio among the teachers. The schools were found not having such tendency of making teachers create the portfolio.

Part Two

Participants' Generated Reasons

Since my research was aimed at finding out the possible reasons behind using or not using different approaches of reflective teaching, this section solely focus on the same point. I have mentioned the generated reasons under six themes linking with related literature.

Theme One: Peer Observation

Peer observation is one of the approaches of reflective teaching. A teacher invites a colleague to observe his/her classroom activities. Classroom observation can be of a specific part/action or whole classroom activities. The observer gives appropriate feedback in follow up section. By the suggestions given by the colleague, the teacher tries to improve teaching. Wajnryb (2010) says, "It is important to say at his point that observation is skill that can be learned and can improve with practice" (p. 1).

There were different reasons generated by the respondents behind using and not using this approach of reflective teaching.

R 1 was found being familiar with peer observation but also he did not use this approach of reflecting teaching. He explored the reason that poor monitoring mechanism at the school was the main cause of it. According to him there should be an appropriate and active system of monitoring teachers' classroom activities at the school.

This opining of the respondent's reflects the situation of the school he teaches. It also shows that though the teachers know the idea of peer observation skill, they don't apply it. They need a kind of supervising system at the school. The supervising body needs to evaluate teachers' actions. And also it needs to provide appropriate feedback to the teachers.

R 2 got the idea of peer observation while studying at the university. Despite knowing about this skill of profession enhancement, the respondent was found not using it. He reported the reason that due to fear of brining newness in the classroom, he was afraid of inviting colleague to observe his class.

R 2's saying denotes that there is fear in teachers to apply new approach/idea in the class room. One of the fears can be being isolated. When a teacher tries to introduce an extra approach, others may not like that. Hence, colleagues do not co-operate the teacher. As a result, peer observation approach becomes impossible.

R 3 reported that she knew about peer observation in teacher training. She invited a trainer to observe and give suggestions. By observing her class and discussing with her, I came to know that she applied peer observation approach in her teaching. Disclosing the reason she said that it helps her to know the weaknesses occurred in the class.

R 3 is the only one respondent who was found using this approach in her teaching. As she stated, it shows the actual figure of the lesson/ a part of a lesson. This type of information cannot be gathered by self. By listening to the peer friend one can bring positive change in teaching. This approach benefits mutually on both. Observer can get the idea of teaching in different style. By this the observer can bring change in his/her class. Richards and Farrell (2005) state "It provides an opportunity for the teacher to see how someone else deals with many of the same problems teachers face on a daily basis" (p. 86).

R 4 reported that he got the idea of classroom observation in his master's degree course while studying at the university. But the teacher was not found using peer observation skill in his teaching. The respondent reported that the main reason behind not following peer observation approach was poor trend among the teachers.

The statement denotes that culture of teachers in the context. The teacher does not dare to apply an approach of self enhancement though he is aware of its importance. The opinion of the respondent shows that a teacher feels odd to apply newness in school environment. He/She uses those methods/approaches which are in use at the school.

R 5 reported that he got the information about peer observation in teacher training. But he was found not using this approach in his teaching. By observing his classes and listening to him, I came to an understanding point that due to teachers' involvement in politics he did not apply peer observation skill in his teaching.

The response of the respondent reflects the situation of schools and teachers. It shows that teachers' active involvement in political party disturbs the teaching and learning atmosphere. It also reflects that teachers, who do not follow the same

political philosophy, do not share their experience and feeling with each other. They are not ready to help each other regarding teaching and learning.

Though R 6 was found familiar with peer observation skill in teaching, he did not use it. The respondent disclosed the reason that due to heavy teaching load in school he did not invite any one to observe his classroom.

During the field visit, it was found that a secondary level English teacher teaches between 4 and 6 periods in a day. In teaching, there are three main stages: planning, teaching and reflecting. If we distribute the time in these all three sections, R 6 voice can be justifiable. Because a teacher to bring quality in teaching needs to have better plan. Unless and until there is a plan teaching cannot be as fruitful as it should be. Similarly, reflection is the way of self evaluation of the plan and action. Therefore, it is also equally important in teaching. That's why, a teacher needs sufficient time in teaching procedure. There should not be overload in only classroom teaching.

R 7 said that he was unaware of using peer observation approach of reflection. The respondent reported the reason that due to insufficient knowledge about it, he did not apply this skill \in his teaching.

This statement shows that still there are teachers who are not familiar with the approach of peer observation. The idea of this skill can be gained (basically) in two ways. They are in pre-service training and in in-service training. Pre-service training means a formal education about teaching. It is provided by different universities as educational degree, for instance, B. Ed., M. Ed., B. A. in teaching, M. A. in teaching and so on. R 7 got his master's degree in English literature and this is not educational degree. Therefore he might be unaware of peer observation approach. Similarly, he

has not got any change in participating in in-service training. Due to this also he was unknown about peer observation skill.

Summary of Analysis

Except R 7, all the respondents were found familiar with peer observation skill of reflective teaching. Among them only R 3 was found using peer observation too about which she learnt in TPD training. It was found that she applied it because it helps her to know the weaknesses of her teaching in the class. Rests of the respondents were not found using this tool of reflection and they reported different reasons. They were: a) poor monitoring mechanism at the school. b) fear of introducing newness in the profession. c) trend of teaching without reflecting a lesson. d) heavy teaching load and e) unawareness about peer observation.

Theme 2: Audio/Video Recording Lesson

This is an approach of reflecting a lesson. A teacher can use either audio or video recording device to record the classroom activities and later the teacher can review/listen (to) it to reflect the lesson. By this approach, a teacher knows the actual practice inside the classroom. Richards and Farrell (2005) state, “The purpose of making a recording of a lesson is to identify aspects of one’s teaching that can only be identified through real-time recording” (p. 42). This approach also helps teacher to remove unnecessary habit of using a phrase/word time and again. Moreover, a teacher can see/listen to the overall events/actions occurred in the class. This helps him/her to identify the mistakes/errors of the teaching.

In my research, three respondents (R 2, R 4 and R 6) were found familiar with recording a lesson with audio/video recording device and four (R 1, R 3, R 5, R 7) were unaware of it. This is the fact that none of the respondents were found applying this approach in teaching a lesson. The respondents reported that due to unavailability

of audio/video recording device at the school, they do not use this tool to reflect their lesson.

The statement given by the respondent shows that government schools in Kathmandu district does not have appropriate audio/video recording device. Due to this situation, teachers are deprived of most essential approach of reflective teaching. Showing the importance of video recording, Richards and Farrell (2005) say, "The best record of a lesson is a video because it provides a much more accurate and complete record that a written or audio recording" (p. 44). Through video recording, teacher can review the interaction between students and teachers and teacher – students interaction. With other reflective approach it is not possible to see the actual classroom activities in natural setting. Similarly, through audio recording, a teacher can listen to the complete classroom activities. This helps teacher to eradicate unnecessary habit of speaking. For example, a teacher may have the habit of using Nepali words (ani, ho, ra etc) in the class. Also, to improve pronunciation both the teacher and students can use this approach.

Summary of Analysis

All the respondents were found not using audio/video recording device to record and review the lesson as this is one of the means of reflective teaching. Three respondents (R 2, R 4 and R 6) were found familiar with this terminology and four (R 1, R 3, R 5, R 7) were unaware of it. The reasons behind not reflecting their lesson through audio/video recording was unavailability of recording device. Talking about audio recording device, each school got cassette player but all of them supported only old version of cassettes and the cassettes are now not available in the market There was no video recording device at all. By seeing this situation, one can comment that the teachers of all these government schools are missing important part of reflective

teaching. To emphasize on recording a lesson Richards (1996) writes “Audio-visual recordings are powerful instruments in the development of a lecturer’s self reflective competence” (p. 11). Thus, unavailability of the recording device was deduced as one of the reasons for not reflecting the lesson. It was also reported that, due to insufficient technical knowledge, the respondents were not using audio/video recording device in their classes.

Theme 3: Carrying out Action Research

Action research is one of the approaches of reflective teaching. It denotes the research in action. Improving teaching skill a teacher can organize it in his classroom. It can be carried out anytime to see/observer a particular aspect of teaching and learning in the classroom. Through this, a teacher can better understand the classroom environment and its challenges. Gregory, Kemmis and McTaggart (1988) state “Action research is used in this book to refer to teacher-initiated classroom 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 & Lockhart, 1996).

In my research, three reasons were reported by the participants for carrying out and not carrying out action research.

Two respondents R 2 and R 5 were found carrying out action research and rest of others were found not doing so. R 2 carried did so to bring positive change in teaching. R 5 also carried out such research to bring quality in teaching.

As two respondents said, action research is worth carrying out in teaching and learning field. To bring newness among students a teacher needs to know the students interest, necessity and the problems they are facing. Action research can be beneficial in this regard. Richards and Farrell (2005) say, “Action research refers to teacher-

conducted classroom research that seeks to clarify and resolve practical teaching issues and problems" (p. 171). As R 2 and R 5 did, a teacher needs to have a plan at first to address a particular issue. The teacher then goes to the class, collects the data and later reflects. By this process, he/she is familiar with a specific issue and can go to find the solution.

Though two respondents (R 4, and R 6) knew about carrying out action research, they were not found using this approach of reflective teaching .The respondents reported that unavailability of exposure was the reason for not carrying out action research.

Action research is a practical way of finding out the details of an issue. Therefore, in pre-service/ in-service training, it is wise to show the students/trainees practical way of carrying out action research. Only accumulating theoretical knowledge may not be sufficient context because unless and until someone practically knows to carrying out an action research, it becomes tough job. The teacher may feel difficulty to make a plan or to gather the data.

R 1, R 3 and R 7 were found unaware of action research. They reported that due to insufficient knowledge about it, they did not do so. This is similar to the finding of Bishwa (2010), "R1, R3, R5, R7 and R8 said that they have no ideas on action research" (p. 101).

Summary of Analysis

R 3 and R 7 were found unaware of action research. Two respondents R 2 and R 5 were found carrying out action research and rest of others were found not doing so. R 2 carried out action research to bring positive change in teaching. R 5 also carried out such research to bring quality in teaching. Five respondents (R 1, R 3, R 4, R 6 and R 7) were found not doing action research .The reasons for not carrying out action

research were a) insufficient knowledge about action research and b) unavailability of exposure.

Theme 4: Keeping Journal

Keeping journal is an important and cheap way of reflecting a lesson. A teacher after class, writes about the classroom activities. Richards and Farrell (2005) state, "It is normally completed shortly after a lesson has been taught and records as many important details as the teacher can remember" (p. 38). He/she can relate and compare the written account with the plan that was earlier made. The teacher can see that what aspect of the lesson went well what was to be improved. Journal can be kept in two ways: lesson reports and checklist.

In this research, despite knowing about keeping teaching journal, none of them were found recording their lesson in this way. The respondents reported three reasons behind this situation.

a) Teachers' belief about maintaining diary: By the analysis of the data, I came to a position to say that R 1, R 2 and R 5 know about keeping journal but they do not do so because they thought that this is just for novice teachers. They might be right partially but it is also true that keeping record of a lesson guides teacher to search alternative way of dealing a lesson. It gives new taste to the students. Hence teaching becomes interesting and meaningful. If all the teachers think that this is the responsibility of only beginner teachers, very few of them only do such activity. Bishwa (2010) discloses the conclusion of his research in this way, "The systematic use of action research, peer observation, portfolio and teacher journal/diary for their professional development is a very uncommon phenomenon amongst the EFL teachers" (p. 120).

b) Insufficient knowledge about keeping journal: R 3 and R 7 were found not having enough information about it. It was reported that due to insufficient information about keeping journal, they did not do so. This is similar to the finding of Bhusal (2010), “About the use of journals for the professional development the data revealed that the teachers were not in the habit of maintaining journal since they were not familiar with it” (p. 89).

c) Unavailability of practical classes at the university: R 4 reported that he was familiar with keeping diary while studying at the university but students were never asked to do so practically. He said that he would have learnt about keeping journal if there was practical session in the classroom.

This shows that university provides students knowledge about keeping classroom report but there is lacking the practicality of it. In English, there is one saying ‘learning by doing’. This is true in the case of students to keeping journal too. Through actual practice only they can learn the way of writing and reflecting on it. R 4 is one of the many teachers who may know the theory but due to lack of practice, they do not apply it in their teaching.

Summary of Analysis

All seven respondents were found aware of keeping teaching journal but none of them keep record of their classes in diary as teaching journal. The reasons behind not keeping journals were a) teachers belief about maintaining diary. R 1, R 2 and R 5 thought that this is useful just for novice teachers. b) insufficient knowledge about keeping journal c) unavailability of practical classes at the university.

Theme 5: Group Discussion

Enhancing profession in teaching, teachers can meet, share their teaching experience, and find the alternative way of teaching and solution of the problems they are facing.

For this, teachers determine the place to visit, issue to discuss and even they can invite expert to give suitable suggestions. Through this approach, teachers become familiar with various effective techniques/skills. They get it through the habit of sharing and suggesting.

By going through the collected data, it was found that all the respondents were found aware of group discussion. Among them only two respondents (R 2 and R 3) were found discussing about classroom activities because of cooperative school environment. Rest of all other were not. The reasons deduced after analysis and interpretation were a) teaching trend: R 1 said that there is no such trend started in the school. He reported that he did not discuss with colleague because others at the school do not do so. According to him, it becomes unusual when someone starts totally new idea because other teachers look it as another way. b) unavailability of exposure: R 4 said that there was not a person to show him that how to organized group discussion. He said that without seeing of others how he would know the procedure and steps of discussion. c) politics at the school: R 5 said that all the teachers are involved in political party. According to him the teacher who belongs to one party even does not want to talk to the teacher who belongs to next political party. The respondent said that English teacher who has a faith in another political party does not want to speak with him. Therefore, he cannot talk to others about classroom matter.

Summary of Analysis

By going through the above mentioned data, it was found that all the respondents were found aware of group discussion tool of reflection. R 2 and R 3 were found discussion about classroom activities because of cooperative school environment. Rests of all other were not. The hindrances deduced after analysis and interpretation were a) teaching trend: R 1 said that there is no such trend started in the school.

Therefore he did not involve in group discussion b) unavailability of exposure: R 4 said that there was not a person to show him that how to organized group discussion c) politics at the school: R 5 said that next English teacher who has a faith in another political party does not want to speak with him. Therefore, he also does not talk to him about classroom matter.

Theme 6: Teaching Portfolio

Teaching portfolio is all about keeping record of teaching activity. It helps teacher to see the past. Looking at the portfolio, one can make the future better. When a teacher is familiar with the weaknesses/failure of using a technique in the class, he/she automatically tries to search something better. Thus, the teacher becomes professional. Richards and Farrell (2005) state, "It (Teaching portfolio) serves to describe and document the teacher's performance, to facilitate professional development, and to provide a basis for reflection and review" (p. 98). Therefore, this is one of the essential approaches of enhancing teaching skill.

In my research, none of the respondents were found familiar with the term teaching portfolio. No one was found having own portfolio because of a) Lack of knowledge about making portfolio: R 2 and R 3 reported that they had not heard about it before. R 3 reported that it was completely new idea for her.

It shows that teachers are unaware of the idea of making portfolio. Bishwa (2010) says, "Lack of knowledge about portfolio is the most serious problems in using it" (p. 115). The information about it can be accumulated through ELT journals and books. Internet can be the next source of information about it. When I visited the school library I did not find any ELT related books and journals. Similary, it was found that teachers did not have easy access of internet at the school. The next way of

getting idea about teaching portfolio is training. But R 2 and R 3 reported that they had not got any session about it during training they attended.

b) Poor system at the school to make teachers compulsion to create portfolio: R 1, R 6 and R 7 reported that they didn't have portfolio because of lack of profile making system at the school. According to R 6, the school administration should have established a system of creating such document.

The document stats that the schools are not having a system of creating teaching portfolio. First of all, the school administration should be aware of it. When I visited the principals of the respondents most of them were found unaware of it. The headmaster where R 6 works said that teachers themselves should be interested in developing their career. By the data collected, it can be said that teachers as well as school administration should be familiar with this terminology.

c) Unavailability of exposure: R 4 and R 5 said that they were unaware of it because of lack of exposures. R 5 reported that no one had shown him the way of keeping portfolio.

The opinion of the respondents denotes that teachers were deprived of visiting the expert of keeping portfolio and learning about it. By this situation, it can be said that teachers becomes unaware of the reasons behind progress and failure on a particular issue occurred in past. So that he/she may not be clear about making future plan and objective. Richards and Farrell (2005) say "By reviewing the portfolio the teacher can make decisions about priorities and goals and areas for future development or improvement" (p. 99).

Summary of Analysis

None of the respondents were found familiar with the term teaching portfolio. No one was found having own portfolio because of a) insufficient knowledge about making

portfolio b) poor system at the school to make teachers compulsion to create portfolio c) unavailability of exposures: R 4 and R 5 said that they are unaware of it.

Chapter Summary

This chapter was divided in two parts. In first part, I thematized the data collected from observation and interview. Then I interpreted and analysed the statement of teacher as well as of principal of each school. And in second part I included the participants generated reasons.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND MY REFLECTION AS A RESEARCHER

In this chapter, I have summarized the finding of my research. After that, I have drawn conclusion of the study along with further implication. Finally, I have mentioned my achievement during the dissertation period.

Findings of the Study

Findings of my study are based on the interpretation and analysis of the data collected from different tools. They are as follows:

a. The study showed that English language teachers teaching at government schools in secondary level in Kathmandu district were familiar with classroom observation approach of reflective teaching. Among them, few were found using peer observation approach. It was reported that this approach was applied to know the weaknesses of the classroom teaching. However, most of the respondents were not found using it in teaching. The reasons they reported were: a) poor monitoring mechanism at the school b) fear of introducing newness in the classroom c) trend of teaching without reflection among the teachers d) heavy teaching load and e) unawareness about peer observation.

b. The data showed that most of the respondents were unfamiliar with audio/video recording lesson. It was also reported that although some of the teachers were aware of this approach of reflective teaching, they were found not using it to record and review the lesson. The respondents reported that due

to unavailability of audio/video recording device at the school, they did not use it.

c. I found that many of the respondents (R 1, R 2, R 4, R 5, and R 6) were aware of action research but few were only found carrying it out. Those who did this sort of research reported that to bring quality in teaching they carried out action research. However, the respondents who were found not using action research reported two reasons: a) insufficient knowledge about action research and b) unavailability of exposure.

d. The data revealed that the respondents were aware of keeping teaching journal but there was no tendency of using it among the teachers. They stated the following reasons behind not keeping journals a) teachers' belief about maintaining diary. R 1, R 2 and R 5 thought that this is useful just for novice teachers. b) insufficient knowledge about keeping journal c) unavailability of practical classes at the university d) overload in teaching

e. I found that despite being aware of group discussion, most of the participants were not found involving in it. Those (R2 and R 3) who were found using this approach of reflective teaching reported that cooperative school environment was the reason behind it. After analysis and interpretation the data, following reasons were found for not participating in group discussion: a) trend of teaching without using the approach of group discussion b) unavailability of exposure: R 4 said that there was not a person to show him that how to organized group discussion c) politics at the school: R 5 said that next English teacher was involved in another political party, therefore he did not want to talk to him.

f. I came to learn that there was no tendency of keeping teaching portfolio among the participants. The following reasons were reported behind not doing so: a) insufficient knowledge about making portfolio b) poor system at the school to make teachers compel to create portfolio c) unavailability of exposures

Conclusions of the Study

I have intended to carry out this research in order to explore the reasons behind why English teachers in secondary level in Kathmandu district reflect and do not reflect their teaching. Based on the above findings derived from the data gathered, I have come up with the following conclusions about this study:

a. English language teachers teaching at government schools in secondary level of Kathmandu district are familiar with peer observation but very few of them apply this approach of reflective teaching. Knowing the weakness of their teaching was reported as the reason for applying it in the class. However, most of the teachers do not participate in observing class to enhance teaching profession. The reasons behind not applying peer observation skill are: a) poor monitoring mechanism at the school b) fear of introducing newness in the classroom c) trend of teaching without using peer observation approach of reflection d) heavy teaching load at the school and e) unawareness about peer observation.

b. Many teachers are unaware of audio/video recording the class to reflect. There is no tendency among the participants to record the class with audio/video recording device. The reason for not using audio/video recording device is unavailability of audio/video recording device at the school.

c. Most of the teachers are familiar with action research. Among them only few teachers carry out action research. They do it to bring quality in teaching. On

the other hand, many teachers do not carry out action research. The reasons behind not carrying out action research are a) insufficient knowledge about action research and b) unavailability of exposure.

d. There is no practice among English teachers to keep teaching journal in spite of being familiar with it. The reasons behind this situation are a) teachers' belief about maintaining diary. Some of them think that this is useful just for novice teachers. b) insufficient knowledge about keeping journal c) unavailability of practical classes at the university d) overload in teaching

e. Few teachers involve in discussion about classroom activities with colleagues. They do so because of cooperative school environment. On the other hand, even they know about group discussion, many teachers do not involve in it because of the following reasons: a) trend of teaching without applying group discussion approach of reflective teaching b) unavailability of exposure c) politics at the school.

f. There is no tendency of keeping teaching portfolio among the participants. The reasons behind this situation are: a) insufficient knowledge about making portfolio b) poor system at the school to make teachers compel to create portfolio c) unavailability of exposures

Implication of the Study

Based on the research findings and the conclusions drawn from them, I have outlined the following implications.

a. The findings of the present study have given the implication that schools need to formulate one mechanism to monitor teachers' classroom. On the basis of monitoring, the schools should provide them feedback. Also the teachers need

fear free environment at the school premises. Therefore, there should not be trend of dominating and teasing.

b. Teachers are having problem due to heavy teaching load. They do not getting time for keeping journals, peer observation, post class discussion and so on. Therefore, there should be less number of teaching hours.
c. Many teachers are found unaware of different approaches of reflective teaching which is one of the ways of enhancing teaching profession. Therefore, there should be enough in service teacher training, ELT magazines/journals, internet access and other ways of updating them.
d. Based on the findings of the present study, we can point out the need of latest audio and video recording device at all the schools as they are the devices used for reflecting a lesson.
e. Due to lack of exposures, teachers are unaware of real use of action research, group discussion, and teaching portfolio. Therefore, they should be provided the practical lessons.
f. Teachers are not in mood to talk to colleague who is involved in next political party. To overcome this problem, all the responsible persons/body needs to make a plan and go accordingly.

Implementation of the suggestions stated by this research certainly bring changes in teachers to evaluate own beliefs and practices. That will finally lead towards quality teaching and learning.

My Reflections as a Researcher

During fourth semester of my master degree at KU, I came to know about reflective teaching through four articles embedded in a subject called Teachers Development in ELT. As I went through them, I was aware that teaching professionalism can be

enhanced from self. Then, I was in search of similar articles/lessons. When I internalized its importance through different other creations born through experience of in service teachers, I came to a mental state that, reflecting one's own lesson is the first and foremost step of being betterment in the career. This philosophy led me to go in the same field. Through different research I came to know that most of the government teachers do not apply this skill. Therefore, I decided to know the difficulty and challenge to reflect a lesson in similar schools.

During the study I went through different experiences. I had a kind of fear hidden in me to enter an unfamiliar institution. During the field visit, I experienced that it was difficult to know who to talk first, whether people will help me, will I be allowed to sit in class to observe and so on. I did not want people to devalue me simply by the dress. Therefore, I maintained myself with formal and well ironed dress with polished shoes. I dared to enter the school (the school where first respondent works). The gate keeper stopped and asked me some questions. As I was talking to him, slowly and gradually I gained courage to go ahead. Second challenging job was to enter the teacher's room and talk to unknown teachers. When I entered the room, there were many teachers gossiping. They did not care even my entry. Finally, I interrupted them. One of them suggested me to come to the school next day because of teacher's absence. He even provided me his cell number. Before setting off to my working place I gave him a call. To enter the school second time, I did not feel nervousness as I had felt previously. Up to this stage I was mentally strong enough so, I felt quite comfortable to talk to the teacher and do the job.

When I listened to the recorded teacher's voice, I was not satisfied because I thought I did not get what I was expecting. Therefore, I modified the interview

questions. I made as many possible questions as I could and headed to the next school thinking that I would meet the first respondent later.

At a school, I and a teacher decided to talk on the issue but when I took permission to record his voice in my cellular mobile phone, he was disappointed scaring whether his voice can be misused. One interesting event when I got a better lesson was with a next teacher. I was recording his voice despite his permission because I was in a mood to show proof of my job to my dissertation guide. Later, he knew it , took my mobile phone and asked me to delete it. I was scared with a giant figure if he would break my phone or attack me physically. But he did not do so. I immediately erased his recorded voice.

Being tired of walking whole day, I entered the teacher's room of a school. About twelve teachers along with principal were sitting. They were taking tea and holding a plate of *amilo sadheko* (a kind of locally prepared food). To my surprise, the principal requested me to sit on a chair nearby her and offered me a cup of tea and the food.

I used to listen to the recorded voice of the teachers to transcribe them. During this, I found not only the respondents mistakes but many mistakes and errors I made while talking to them. From that incident, I realized that being a teacher I should first of all apply the tool of reflection in my lessons.

After completion of field visit, I met my thesis guide to help me further. According to his suggestion, I read three dissertations thoroughly and did the job accordingly. I analyzed and interpreted the data of the respondents under six themes and showed him. I was so happy by listening to his positive response toward the task. Therefore, being excited and encouraged, I completed the task of that unit and submitted to the guide. Contrary to my expectation, he told "I don't allow you to go

further". He handed me two dissertations in my hand and told me not to write anything but just read them by tomorrow and talk to him. Due to this, I was so frustrated that I did not do anything for about five valuable days because I was on leave for certain days from the office and my office does not provide paid leave. Not only I, but it also affected my life partner too. Despite that situation, my spouse kept on encouraging me. Once it was about 2 am, I woke up. I tried to feel sleepy but could not. She knew it. Sitting up on the bed she started convincing me. She told me "Something is better than nothing. So, come on, at least go through a page or write a paragraph". She further said "I believe, you believe on your capacity". I got up and started reading. It was 3 am. Then I completed the task and went to the university to meet the professor.

Chapter Summary

In this chapter, I presented the summary of findings. On the basis of findings I wrote conclusion. After that, I included some recommendations for reflective teaching. At last I showed my own experience and reflection during the research.

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APPENDIX I

(An observation schedule)

Name of the teacher	Name of the school	Approaches used to reflect the class		
		Video recording	Audio recording	Peer observation

APPENDIX II

Interview questions

Name of the school:

Name of the teacher:

1. Do you the idea of keeping diary/teaching journals?
2. After teaching a class, do you write on your diary about the positive aspect or weakness of the class?
3. If yes, why do you do so? How often do you do it? If you don't mind, may I see that diary?
4. If you not, why don't you keep the journals of your class?
5. Do you know the way of recording class by the teachers to enhance the profession?
6. Do you record your lesson with the help of audio device? If yes, why do you do so?
7. If not, why don't you record your lesson with audio recording device?
8. Do you record your lesson with the help of video device? If yes what is the purpose of doing so?
9. If not, why don't you record your lesson with video recording device?
10. Are you familiar with classroom observation skill of teaching?
11. Do you observe any other English teacher's class? If yes, why do you do so? How often do you do?
12. If not, why don't you observe other's class room?

13. Do you invite any colleague to observe your class room? If yes, why do you invite him/her?
14. Do you know about the idea of carrying out action research?
15. Do you sometimes organize action research? If yes, what purpose did you carry out the action research?
16. Do you have idea of group discussion among colleague for developing teaching profession?
17. Do you talk to other English teachers in a group about the lesson you taught/teach? What matter do you discuss about?
18. If not, why don't you do so?