

ENGLISH TEACHERS' PERSPECTIVES ON REFLECTIVE PRACTICE FOR
PROFESSIONAL DEVELOPMENT: A NARRATIVE INQUIRY

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AN ABSTRACT

of the dissertation of Kaushila Gaire for the degree of Master of Philosophy in English Language Education, presented on 14 May 2023, entitled *English Teachers' Perspective on Reflective Practice for Professional Development: A Narrative Inquiry*.

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Teachers have a key role in bringing change in education. Teachers' professional disposition for appropriate classroom pedagogical practices ensures quality education and professional teaching. Teachers of the 21st century are expected to modify and update their knowledge, skills and thought by reframing their ideas into pedagogy. For that, reflective practice is an easily accessible opportunity for teachers. Thus, this research study focuses on how English language teachers perceive professional development through reflective practice and how their ways of reflecting on teaching experience help professional growth and how their narratives help for professional growth in the context of Nepal. For this, I have taken the idea of theoretical construct and relevant literature. The reviews of the relevant literature helped me to connect my own journey of professional development to my teaching career.

For the research purpose, I adopted narrative inquiry as a research method and interpretive research paradigm along with critical reflection theory. Critical reflection theory facilitates English language teachers to examine their beliefs in teaching.

The research participants for this study were four English language teachers teaching at the secondary level in Rupandehi district. Their narratives worked as data and interview was used as a data generation process in it. Then, I transcribed interviews and developed them into textual content in English. Then, I analysed and interpreted the data into different codes and generated two major themes; teachers' perception of reflective practice and their experiences of reflective practice for professional development. Further, all the teachers were positive about integrating

reflective practice into their classroom teaching on a regular basis to enhance their profession and it motivated them working in collaboration with self and others.

The study shows that participants have followed reflective activities for classroom teaching. Through reflective practice, they were even successful to build up their identity beyond professional teachers. In addition, the participants believed that the culture of pedagogical discussion in the school brings a pedagogical shift in teaching profession. They felt challenged to alter their teaching strategies due to unorganized sharing situations in their early teaching career..

The participants' narratives concluded that reflective practice is required for teachers' professional development. So, this study contributes to the discourse of reflective practice for classroom teaching in general and teaching English language in particular in the Nepalese context. Furthermore, a critical stance and a sense of working with others emerged through reflective practice in the participants extend their professional development. Hence, the participants' narratives provide a rich foundation for the teacher's professional development.

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

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

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14 May 2023

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DEDICATION

This dissertation is dedicated to my late parents and teachers, who encouraged and inspired me to carry out this research.

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ACRONYMS AND ABBREVIATIONS

B Ed:	Bachelor of Education
COVID:	Corona Virus Disease
ELE:	English Language Education
ELT:	English Language Teaching
et al.:	And Others
HoD:	Head of Department
ICT:	Information and Communication Technology
KU:	Kathmandu University
M Ed:	Master's in Education
MoE:	Ministry of Education
M Phil:	Master of Philosophy
NCED:	National Center for Educational Development
NELTA:	Nepal English Language Teachers' Association
Ph D:	Doctor of Philosophy
SLC:	School Leaving Certificate
SSRP:	School Sector Reformation Programme
TU :	Tribhuvan University
TPD:	Teacher Professional Development

CHAPTER I

INTRODUCTION

This study explores English language teachers' perceptions of reflective practice for professional development. Especially, how English language teachers perceived professional development and particularly in what ways they shared and reflected their teaching activities for professional development in the context of Nepal.

This chapter begins with the background of reflective practice for professional development in relation to my personal experience as a beginner teacher. Then, I present the rationale of this study to show the significance of reflective practice for professional development. After that, I presented a problem statement, the purpose of this study which is guided by two research questions that led me to accomplish this research work. Finally, I presented the structure of this chapter, followed by the delimitations of the study.

Joining the Dots of Learning English

After a long stay in Assam, India, my parents moved to Nepal to live in a rural village in Gulmi district in 1985 AD. It was the first visit for my mother and me to Nepal. Then, I joined one of the schools in my village in the same year. After I joined the school, only I started to learn the Nepali language. But my mother did not have literacy in the Nepali language and could barely communicate with people speaking Nepali. She faced problems talking with my teachers when she was called to the school. Then, she adopted the strategies of learning by listening to neighbouring sisters and reading Nepali books with self-efforts. Despite difficulties, she was successful in comprehending it. She told me her success story of learning the Nepali language. She added that her retrospective look as a reflection of her learning helped her learn further. Her own theory of learning a language worked better for her.

Similarly, I had a problem understanding the English language when I was in grade six. However, it was not a beginning class for learning the English language. I communicated about the problem with my mother. The talk with her was really helpful for me. Dillon and Maguire (2001) shared that the talk can become a guide to the action and thoughts of the learner when the learner internalizes it. I got an opportunity to learn from her.

When she shared her struggle and success story of learning the Nepali language as a beginner, I used to bring her in my way of learning the English language. Bolton (2010) mentioned that sharing stories is a way of reflective practice that provides an opportunity to make our experience meaningful. So, the discussion for exchanging my understanding with her added a new idea to me.

Her strategy motivated me. Consequently, I was questioned with my thought and I sat alone to question myself: Have I practised reading English textbooks to overcome my problem? Have I studied the English vocabulary the teacher has provided to me? I revisited my works through my own questions that reflected my previous activities. Then, I moved to re-questioning and rethinking my activities behind learning English. That, ultimately, provided insight to increase my effort for continuously reading English textbooks and tasks to do provided by the English teacher. My own questions created the ways of learning English.

I knew my problems of poor focus on spelling. Then that led me not to misspell English words while reading and writing. This practice developed my habit of questioning to think and re-think prior activities about why I faced problems in understanding the English language. Gradually, it grew as an interest in me to learning the English language. Moreover, my practice of reviewing my activities in learning English brought improvement to me. Overall, the retrospective look at the prior works emerged questions to think in the way of practising English. Therefore, that resulted in better improvement in learning later. Thus, I completed my secondary-level education in 1998 with good marks. Then, I joined in government campus in Butwal for higher study.

Situating Myself in a Teaching Profession

The desire to be an English teacher strongly grew on me after I improved my English language while I was studying in a remote village in the Gulmi district. I made a promise to guide neighbouring children using reflection as an essential way to learn the English language.

However, my teaching career is interwoven with bitter experiences and series of efforts to enhance my professional skills. I started teaching after I completed my master's degree in education in 2010. I got an opportunity to work as a secondary-level English teacher in Butwal. I taught English to the students of classes nine and ten for nearly a month. I found the students were often quiet in class. As a student of education, I used to think that teaching was easy. Once I taught a poem, "The Past and

the Present", to the students of class ten with my full efforts, but the students remained quiet. Then, I assigned them a task asking them to talk about their past activities using "used to" as they read the poem about a poet's past childhood activities. To my surprise, the students remained silent instead of using "used to" to explore their childhood behaviours. The situation took me to my school days of learning the English language and made me nervous about teaching the remaining lessons. The students' responses informed me that they were unable to comprehend the assigned tasks.

I was in a dilemma. I had a belief that I was doing well to guide the students. However, the student's performance forced me to revisit my classroom teaching activities. In fact, my classroom was a mirror to reflect on myself. I remembered a statement that "mirror never tells a lie." I saw a gap between a theory that I learnt to be a teacher and an actual classroom practice. I learnt about various theories of teaching in the classroom during my education, but they did not work in an actual classroom. As a secondary-level English teacher, I started thinking about my classroom teaching. I needed to see my activities critically for my professional growth, with reflection as an important component of teaching (Ryan, 2005). "Each classroom is a laboratory, each teacher a member of the scientific community" (Stenhouse, 1975, p. 142). The students' responses informed me to think over the situation for discussion in the classroom.

I had a belief that the students would learn what teachers taught them. Actually, the belief did not work in my class. I was not able to interact about it even with my colleagues. Brookfield (1995) stated that teaching becomes innocent teaching if the teachers ensure themselves and think that the students receive the things that they desire to provide them. I had a similar feeling that the students received the things that the teacher delivered to them in the classroom. But Luitel (2009) mentioned that teaching is not informing to the students and it is a narrower view of education. The reality was different in my case. Therefore, I decided to look at my works through different lenses. The classroom experience pushed me to re-work for applying alternative strategies.

As an alternative strategy, I decided to continue my own English language teacher's legacy to bring change in teaching English to the students that are explaining everything to the students before asking their views. It somehow worked for some

students. Still, it was a huge challenge for me to increase all the student's learning achievements. So, I was thinking about the classroom situation.

The silent situation of the classroom continuously reflected in my mind and raised many questions. Therefore, I desired to discover my limitations to improve students' learning. My thoughts went back to my school days. I recounted the school days of learning the English language that I went through to do better in English. I discussed with students working as a participant to have their reflective views in the classroom about their practice of learning the English language. Not surprisingly, the reflection on learning English worked slowly. The students were more active than before. They were not hesitant to engage in activities and to reflect on their problems in learning the English language. So, my way of learning English in school as a student has tremendously influenced my teaching profession now. The reflective view through questions on their practice among students has doubled their effort to understand the English language.

Thus, the way of establishing an environment to have a reflective view of self-activities answered the problem of a quiet classroom and unresponsive students. Students become aware of their weaknesses and they improved their ways of practicing English among themselves. Then, I set my mind to provide reflective tasks to the students to know their work experiences for increasing learning achievement.

In the same year that is 2010, I luckily got a chance to join in training "Critical Thinking and Creativity" organized by British Council in a teacher training centre at Bhairahawa, Rupandehi. Teachers get new guidelines from training, workshops, short-term courses and discussion (Sah, 2015). The workshop raised me to think about my previous ways of teaching. The purpose of the training was to create a "Group teaching and Learning environment" for developing sharing culture among teachers for teaching students creatively. Vidmar (2006) mentioned that the peer-sharing process makes teachers engage in constructive professional discourse. In the workshop, we, 30 trainees, worked in groups of six and completed the assigned tasks. Each group shared their ideas, provided constructive feedback, and gave critical comments to all the groups. More importantly, they reflected on the working ideas of the task to each other. Bandura (1977) mentioned that successful teaching is expected within the school when teachers think of collective capability to work. Therefore, I was determined to change the traditional way of teaching after I was persuaded by my colleagues. Then, I knew the ways that I actually missed using for good teaching. The

training was an opportunity for professional concerns where teachers showed their commitment to continuous learning to add new ideas, examining the impact of their own works.

I followed the ways that I practised in the workshop to bring changes in my traditional ways of teaching. It restructured my actions, beliefs, and my knowledge for teaching English in classroom. In this case, I understood that reflection with colleagues makes us critical to adopt alternative ways in teaching. Gray (2007) suggested that shared practices makes teaching more efficient to adopt new ways of working to alter our teaching strategies. Indeed, the workshop paved the path for teaching career progression and made me engaging in reflective practice. The workshop also ensured me that changes are possible in our traditional teaching . But, the chance of attending a wide range of professional activities seems limited in schools.

Then, with the commitment, I questioned my practice to develop myself. Myers (2012) stated that the ability to question why a teacher does what she does has been connected to the development of professional artistry and reflective reasoning. Then, I requested one of the senior experienced English teachers (colleagues) to observe my classes. I appreciate the benefit of having my class observed and discussing with others. The constructive feedback that I was provided in a post-class discussion led me to be focused on lesson aims, classroom activities and student performance which was less prioritised in my teaching. The discussion alone helped me to review, renew and extend my activities and also detected my strengths and weaknesses in the lessons. The post-discussion also helped me to modify my teaching strategies (Bailey, 2006). Moreover, after I was observed, I acquired the knowledge, and skills essential to professional thinking, planning and practice.

I went back to my work to know the past activities to do things differently for future actions. The way to look back to reveal past experiences, which Schon (1987) stated reflection- on action is a powerful tool for teachers' professional development. So, my inquiry into past activities helped me with my performance management and professional growth. I would not be aware of my own practices if I did not assume professional responsibility through my inquiry into past activities. My inquiry was to teach to testify. Through critical reflection theory, I got help to analyze the topics that I explored in the class in light of my own experiences, my values and beliefs. According to Bullough (1997), to bear testimony of a way of being in and

understanding the world, we can bear witness by reflecting on our practices and making the tacit about our practices plainer to ourselves and others (as cited in Farrel, 2013). Thus, reflective practice examines classroom teaching.

Now, as a secondary-level English teacher in a community school, I want to explore teaching activities for creating self-learning situations. Similarly, few teachers readily engaged in content discussion, pedagogical practices and classroom problems in subject committee meetings, weekly discussions, collaborative blogging, and keeping students' records to reflect our practices. In contrast, I found some teachers hesitant to link them to the active concerns of professional growth.

Therefore, I focused to have the perception of English language teachers putting a question; why are English teachers reluctant to engage in professional concerns? Wallace (1991) asserted that reflective practice is a very thoughtful exercise and teachers need to practice it to gain professional expertise. An integration of reflection into teaching activities is a way of professional development. It becomes a school improvement policy for quality education. The purpose of my study is to find out the secondary-level English teachers' perceptions and experiences of reflective practices in their English language teaching.

Reflective Practice: My Way to Professional Development

My anecdotal evidence gave me the idea that reflective practice has a strong connection with professional development for teachers. Throughout my journey of teaching, I took the opportunity of establishing a situation by asking questions to me along with the students, peer sharing, self-questioning, and many more reflective activities. I intuitively applied them to strengthen my profession. The reflective activities allowed me to study my own teaching activities effectively in order to discover my strengths and weaknesses for good academic outcomes. Brookfield (1987) defined that teachers deploy a critical perspective when issues and concerns in teaching are triggered by their own experience, and my own experience provided clarity for changing perception in teaching. I accepted the feedback that I got through self-questioning, and I went back to my work for proper analysis. Then, I went further, acknowledging the prior activities to learn more. Hence, it helps teachers to examine and explore their actions and brings confidence in teaching.

Teaching is not only a collection of facts, but it is an experience of individual teachers based on their stories. So, reflection allows the teachers to bring out their working experiences to the self and among colleagues. Teachers gain expertise by

sharing and narrating their professional stories of different teaching activities among their colleagues in their working places.

Reflective practice develops teachers to see their world through others' lenses. Hord (1997) forwarded his idea that when teachers work for reflection with others, it reduces the situation of working in isolation for teachers and increases academic gains and makes teachers more committed and better informed in their work. So, the activities in reflective practice, like working with teacher staff, peer observation, and training, are important for co-constructing knowledge for professional development and to analyze own activities. The reflective practice activities facilitate in-service teachers to enhance their professional teaching performance (Belvis et al., 2013). In this regard, Killien (2009) identified teaching reflection as a deliberate attempt to understand and evaluate the success of teaching and learning experiences that shape future action. Unfortunately, such practice is lacking in schools. Pickett (2005) and Stoddard (2002) mentioned that through reflective activities, in-service teachers get the opportunity to question their thinking, and students get a chance to express their voices and highlight the problems that they faced in the study. Accordingly, a chance to review teaching ideas and students' efforts to notice teachers' weaknesses helps teachers in their profession.

Teachers' close observation and nature of inquiry make them more reflective in nature. So, through reflection on their work, teachers develop self-efficacy and become involved in the teaching process differently than before. Teachers have to go through the activities of reflective practices when they wander for good decisions in the teaching process (Lupiniski et al., 2012; Schon, 1983; Valli, 1997). Hence, to put a question on own teaching activities and get better ideas to bring changes in the teaching profession, reflective practice is important for teachers.

Professional development is not a process of carrying out established theories and facts of teaching in a classroom teaching. It is a way in which teachers rework and rethink their classroom teaching practices. Golombek (2015) further stated that professional development emerges from a process of reorganizing teachers' knowledge, beliefs, and practices rather than simply imposing new theories, methods, or materials on teachers. Furthermore, reflective practice helps teachers to see the result of past activities and broadens their thinking about how to teach in the future. As a result, developing themselves from their learning and growing professionally

becomes possible. So, reflective practice adds value to teachers' professional development.

Rationale of the Study

When I recounted the early days of my teaching career during my teaching at a private school in 2010, I remembered only my mere positioning as a good English teacher. In those days, being an English teacher, I went through different classroom problems despite my belief in a good teacher. The quiet classroom and unresponsive students (on the day of teaching a poem) raised a question in my mind. I only transmitted the content of a poem to the class. While reflecting on my action, I remembered my experiences (Maulid, 2017) and felt that my way of teaching, that is, only delivering content from the course book, was not effective.

Mainly, the way of making professional inquiry was a retrospective observation of my classroom activities for me, and I realized that teaching does not mean transmitting course content to the students. Slowly, I changed my role. Gnawali (2008) stated that the teachers' inquiry within themselves fosters education better than learning from others. Through self-inquiry over my teaching, I changed my pedagogical strategies. Another way I constantly took help from my senior colleagues was through interaction. It motivated me to teach the students by adopting the teaching guidelines from my colleagues in the class. I created a situation for the students to learn from discussions with friends that helped them to know how they went to understand the content (Komur & Gun, 2016). I shared my belief with my colleagues and added more ideas to improve my profession. I accepted the strategies of working with collective ideas to see my own experiences. Gutierrez (2015) highlighted that reflective practice is a part of in-service teachers' ongoing professional development as it makes them busy learning and exploring their ideas regularly. Professional development is possible when the teachers reveal their ideas to each other.

My classroom was evidence to inform me why my teaching activities were less effective. After I became aware of the reasons, I struggled to bring a change in my perception, and I enquired about alternative ways.

The discussions with colleagues in the classroom, I increased students' participation in the work. Teachers discuss the content, pedagogical skills and instructional materials. In pursuit of high-quality teacher education programmes and professional development activities, reflective practice has received wider attention

because the teaching experience itself does not guarantee improved practices (Nguyen, 2017, Widodo & Ferdiansyah, 2018). Through it, teachers get an opportunity to listen to their own voices as well as that of others to get acquainted with individual strengths and weaknesses for receiving feedback. Gradually, teachers' own voice and sharing with others becomes a way of constructing new ideas for professional development.

In the case of public schools, teachers have less opportunity to examine their practices due to fewer discussion activities organized in schools. Candy (2020) Teachers struggle against the constraints set by organizational rules, which do not see the prevailing factors for facilitating good practice. Teachers' knowledge emerges from their practice and the situation they are working on. Practices for being professional teachers should not be subordinate to educational organizations.

Teachers may create a space through reflective practice to explore teaching repertoire for professional development. But fewer chances are there to learn about their profession by analyzing their experiences due to the culture in the school. Day (2002) suggested that teachers' learning is based on the school's culture. If the school provides positive support for teachers' professional development, it ensures teachers' learning. Teachers grow professionally only after continuous involvement in learning for analyzing their work. Reflective practice and professional development need to be a continuous process then. The learning and growth of teachers never stop (Suter & Rushton, 2012). Thus, reflective practice becomes a more concrete way for teachers to achieve their professional growth.

Similarly, the knowledge of many experienced teachers goes unheard in the context of community schools due to the lack of an established system of reflective practice. Teachers' working experiences and activities are more helpful for many teachers to grow professionally. For that, sharing system is required in a school. Rosenholtz (1989) mentioned that when a teacher's habit grows of teaching alone behind the closed doors of the classroom, reduces the chances of working from the possibility of teachers getting feedback and accepting criticism. I worked as a novice teacher in Butwal; I found pedagogical activities shared by my colleagues very supportive of my teaching.

Now, my long years of experience in teaching and my effort revolving around professional development informed me that each school needs to think of maximum learning engagement opportunities for teachers through reflective activities. It

promotes a discussion culture in the schools and motivates teachers to develop context-specific strategies. The school can be developed as a professional development place through reflective practice. The teacher-initiated professional development programmes like a workshop, collaborative activities and training can be organized focusing on classroom realities through reflective practice in school.

The techniques the teachers use for reflection are required in the schools. Teachers have limited opportunities in training organized by the government, and such training has a very narrow scope in a real-life teaching situation. In that case, reflective practice is more practical to enhance the teaching profession. Many researchers hold that reflective practice is a "hallmark" of professional competence for teachers (Zeichner & Liston, 1996). Reflective practice creates a space for teachers facing similar difficulties to get together and promotes their desire to bring change over problems. Teachers, as reflective practitioners, get the self-motivation to discuss the problems that they encounter in the classroom with their colleagues for better views and analysis of classroom problems (Florez, 2001).

Most teachers have for granted assumptions about teaching. Therefore, they do not examine their ideologies easily and continue the same routine activities that they have been using since starting their job. In such a situation, reflective practice develops the critical ability of teachers to question their assumptions. It creates pressure on teachers to rethink their work through self-inquiry. So, teachers can build the habit of accepting comments from colleagues and students, and the teachers become good enquirers and look at their teaching activities critically.

Jerez (2008) focused on the value of reflection because it encourages teachers to work with colleagues, communicate ideas, and look critically at their actions to evaluate the process they were following. In this regard, teachers challenge their preoccupied thoughts and adopt new strategies to meet the learners' demands in their working places. Hence, it develops the culture of inquiry-based teaching in community schools.

Therefore, teachers' efforts to improve themselves and their inquiry in the teaching field can motivate educational leaders, policymakers, and school leaders to work with the school teachers to find new perspectives in education. Besides, it shows the need to collaborate with school teachers to keep their opinion at the policy level for addressing the need of students of different schools. Therefore, reflective practice becomes more helpful as an organized training to support teachers in having

professionalism and for further alternatives in teaching. For others, it encourages appreciating teachers' activities and views to improve community schools.

After I reflected on my long struggle in teaching, it developed me as a teacher. So, my experience informed me that reflective practice demands the professional development of teachers in workplaces. Different teachers have different ways of teaching their students. However, they go through similar problems and make an effort to improve the quality of school education. For that, they do not get experts frequently from outside. So, teachers get into professional development, raising questions in their teaching and sharing their problems, skills, and individual practices in working places. Teachers may create a situation of learning community in school for their professional growth.

When I worked as a novice English teacher in a private school, I brought changes in my profession only after I was involved in analyzing my teaching activities. Students' behaviour in a classroom and silent classroom situation created an opportunity to find me in teaching. Then, I shared the practices that I carried out with my colleagues. They were encouraged to work in collaboration for their professional enhancement. So, this study was necessary for teachers to uncover the reasons behind one's teaching and create opportunities for professional development in workplaces. Similarly, it also encouraged teachers to include reflective practice as a strategy of professional development to contribute to effective teaching in schools.

Problem Statement

Teachers' professional development is a prominent discourse in schools and colleges. But, the teachers are found to be following routine teaching activities that seem less helpful for teachers' professional development and educational improvement of community schools. Argyris and Schon (1974) stated that for many teachers, teaching is a "rule of action," and it confines them to become only teachers and does not support finding their own theory of actions to be professional teachers. Teachers' professional development is not an end process, and teaching linearly does not work in 21st century classrooms. So, thought of teachers if governed by commonly held perceptions of teaching, classroom teaching becomes difficult.

Mostly the things that happen in the classroom depend on what teachers make of them. Teachers have thought that their belief works as a strong influence on classroom teaching. But, it is not helpful every time. Hodkinson et al. (2008) opined that teachers need to involve in learning constantly, and they become teachers through

learning. So, teachers with having only former learning experiences and their once-established portfolio work less for considerable support for professional growth. So, they require to build capacity for ongoing professional growth. But teachers seem to carry their profession in a routine way that does not assess their learning experiences. Barnett (1997) kept his view that teachers always have to observe their profession in terms of what they want to do in order to improve the quality of teaching and students' educational achievement as opposed to what they are permitted to do. So, teachers have to seek a way to see their profession critically.

Critical reflection theory focuses on the significance of examining the teaching activities and the assumption that teachers carry for a long time. Brookfield (2017) stated that teachers are to uncover and challenge the assumption that works against us in the long term for professional development. Critical reflection theory not only places teachers to find reasons for the obstacles to professional growth but it helps teachers to build up their theories of teaching and learning to explore the answer to their questions related to professional growth. So, unexamined teaching activities do not guide better actions in teaching in general and teaching the English language in particular. Reflective practice is a soulful inquiry that embraces critical reflection to challenge taken for granted ways of being and becoming a good teacher (Whitehead,2016). Then, our teaching works are examined in our daily classroom teaching activities through reflective practice.

The purpose of professional development is to lead teachers to what to include and how to adopt flexibility in modifying content by involving in regular basis of reviews through reflection. By putting frequent questions to self for career progression is a way than just taking part in training once. In the schools, as Borko (2004) visioned, one-day off and infrequent training and provision often undertaken away from the school site are held, but that will not be adequate and qualify teachers' quality to be professional teachers. So, to demonstrate professional growth and development, expertise and accomplishment, teachers' self-involvement in the workplace is essential. Dewey (1910) stated that professional teachers go beyond what is accepted and surely known to something. For it, teachers' commitment to making inquiry in their profession is more essential than following the rules of teaching. But based on my experience, teaching activities mostly go in a conventional way. As evidence of teachers' professional development and activities of professional growth, reviews of lessons and professional developmental plans are key activities,

but they are not continuous activities in school. Teachers are to follow certain established classroom teaching assumptions. Then, established legacy does not support to be updated classroom teaching practices.

Professional teachers are inquirers of their teaching activities. Day (2002) mentioned that reflection remains at the centre of systematic inquiry and puts questioning at one's teaching. An attempt to make an inquiry is possible through self-engagement and with the help of colleagues. Thus, the professional development of teachers is necessary, and it is a less researched area.

The professional development of English language teachers is a pertinent aspect of study in the context of Nepal. I, with the idea of Pandey (2012) as an English language teacher, worked in a quiet classroom with unresponsive students behaviour for a long but I did not feel easy to question my behaviours. I prefer to use a linear way of teaching rather than researching alternatives to minimize my weaknesses concerning my teaching activities for a long time. Gnawali (2008) claimed when teachers proceed to create a situation to evaluate themselves as an individual, and then their effort helps learners to understand themselves. In the same way, English language teachers' inquiry begins from the classroom, where they do examine their pedagogical activities, instructional materials and the skills they use, and their impact appears on students' learning outcomes along with their teaching (Pardo & Tellez, 2015). Hence, the professional growth of the teachers is a problem.

Teachers' self-inquiry shows their strengths and weaknesses informing them what they missed to do for better teaching. So, professional development is a change in teaching for self-growth. Awasthi (2009) showed the condition of professional development of English language teachers, which is not satisfied due to their poor command of using the English language. Uplifting the profession through self-reflection is essential. Day (2002) mentioned that teachers have to embed reflective practice to revisit and update their own knowledge, skills and strategies for good teaching. Teachers' inquiry examines their pedagogical knowledge and creates room for learning for quality teaching to the students.

Equally, Loughran (2002) viewed that reflective practice is not an individual phenomenon; rather, it is a highly social activity. The self- inquiry of an individual becomes more effective while working with others. Myers (2012) mentioned his view that for teachers' professional development, the subsequent reviews from peers and mentors are important that give way for incorporating a new pattern in individual

teaching behaviour. The contribution of school staff is great in addressing the problem arising from self-reflection. Gould (2004) stated that working with other teachers can lead to change and development, and it only happens in learning organizations. But, the schools are in search of invited experts, which is not possible every time.

According to Freeman(1992), teachers following effective colleagues in school can learn better in teaching than following colleagues working in universities (cited in Farrell, 2013). Interaction with other teachers develops the ability to relate to others and assumes the individual teacher imaging the situation from different perspectives to grow professionally.

Reflective practice involves teachers questioning to self and collaborating with others for good teaching. Schon (1983) indicated that a teacher as a reflective practitioner is equal to good practice of teaching. Teachers' participation in a dialogue clears doubts and uncertainties. Farrell (2013) stated teachers' discussion together in dialogue about their working activities becomes an important part of professional development in language teaching. Integrating reflective practice in education programme is a key way to teachers' professional development (Collin et al., 2013).

In many governmental forms of training like the teacher professional development (TPD) module and workshops, even experienced teachers are instructed on listening to trainers (experts) rather than being involved in exchanging ideas. Maggioli (2003) asserted that teachers learn best if administrators make an effort for successful learning through sharing atmospheres. So, training centres and schools, if created by sharing culture through a way of reflection, the problems of the teachers are addressed. Kiely and Davis (2010) mentioned that experienced teachers grow jointly; they get changes in their practice and their thought. Working with others brings changes in teachers' thoughts to work in an improved way.

Teaching through reflection has been less focused despite its intensive importance in teaching in schools till today. As Zeichner and Liston (1996) claimed that reflective practice had been ignored in professional development in schools, and teachers, follow already established modes of teaching. Gelter (2003) mentioned that reflection is not spontaneous activity in the teaching profession among in-service teachers due to the lack of a school system and teachers' dedicated efforts and time. So, reflective practice only as a spontaneous activity help for extended professionals.

The teachers consider reflective practice as a less serious method for professional development due to the lack of proper administrative support and the

heavy work burden in the context of Nepal (Joshi et al., 2018). Teachers re-think their profession by applying reflective practice activities. Dreyfus and Dreyfus (1986) consider the processes of reflection with the intention of professional development at least seem to be the exception rather than the rule in the schools. So, the importance of reflection activities for teachers' professional development can't be minimized and discarded by teachers.

Teachers are comfortable following reflection as a clearly defined procedure, and then it becomes a complete way of dealing with everyday problems to be a good teacher. Unfortunately, it has appeared as a challenge to their position, and they do not feel comfortable sharing among colleagues. I took help from Pokhrel (2022), who focused on the need for self-efficacious for teachers' professional growth through self-reflection, but I experienced working with others promotes self-efficacy and increases mutual respect among teachers. The faith and belief of others in teaching makes teaching behaviours observable for knowing what aspects of the lesson went well or did not go well while teaching. It creates a culture for planning and working among others in schools. Anyway, it is still not properly followed and acted out in schools. So, it made me think about how teachers understand the value of reflective practice. How do teachers involve themselves in reflecting their ideas? Does reflective practice help teachers to grow professionally? Integrating reflective practice in education programmes is seen as a key competency for teacher professional development (Collin et al., 2013; Barton & Ryan, 2015). The good practice of reflective activities among teachers is a crucial way of professional development.

Purpose of the Study

This study aimed at exploring English language teachers' perceptions of reflective practice and their experiences with the techniques they employ to enhance their profession through reflective practice.

Research Questions

This study was guided by the following research questions.

1. How do secondary-level English language teachers perceive the value of reflective practice for professional development?
2. How do they narrate their experiences of reflective practice of classroom teaching context for professional development?

Delimitations

This study explored perceptions of teachers teaching the English language at the secondary level in public schools. I studied only the English language teachers' perspectives on reflective practice and their experiences with reflective practice for professional development. It is delimited to teachers' thought to be involved in reflective practices for correcting uncertainties and limitations of professional growth.

Structure of the Study

This study has been divided into seven major chapters. Chapter One deals with the introduction of this research. It began with the introduction of this research, including an anecdote of my experience as a teacher of private and public schools for the context of this study. Then, I presented the rationale of the study, the problem statement, the purpose of carrying out this study and the research questions of it.

Chapter Two reviews the literature relevant to the research issue. It also presents the theory that informed this study. It also provides brief reviews of previous studies carried out on reflective practice for professional development in Nepal and around the world. I provide a conceptual framework as the lens of it and the research gap that I established through the literature review.

Chapter Three focuses on the methodological discussion. This research follows the qualitative research under interpretive research design. I discuss the philosophical bases I have under ontology, epistemology and axiology for this study. Then, I discuss the research method, that is, Narrative Inquiry in detail.

Chapter Four presents the stories of English language teachers about their profession. I present their stories in different sections. The different sections of their stories state the chronology of their professional development as well as the perceptions and practices of reflective practice for professional development.

Chapter Five presents the analysis for the first research question. This chapter is about English language teachers' perceptions of reflective practice for professional development. I present different sub-themes on the teachers' perceptions.

Chapter Six presents the analysis of the second research question. I discuss the participants' experience of reflective practice for their professional development. I also mention teachers' future strategies so that they grow professionally sound.

Lastly, Chapter Seven goes with reflection, implications, insights, Pedagogical implication and conclusion that I drew from the findings of this study.

CHAPTER II

LITERATURE REVIEW

In this chapter, I present the related literature that I reviewed for this study. I keep related literature reviews in different sections: thematic review, theoretical lens, and empirical studies. Besides this, the research gap has been presented with the conceptual framework of this study at the end of this chapter.

Reflective Practice

Reflection in the teaching profession is a way of looking back at the works and developing the capacity to re-frame a practice that teachers performed in the past. It engages teachers in the self-improving process and helps them do future practice better. To gain expertise in the teaching field, teachers become practitioners who repetitively practise. It is a rigorous process. Rinaldi (2006) asserted that teachers' habit of doing the activities repeatedly makes their actions better and helps with professional development (as cited in Smith & Craft, 2011). So, in reflective practice, teachers observe their own activities and develop their own theories to solve the problems that they face in their situations. As Rinaldi (2006) stated, it is a "pedagogy of listening" to self and others. Through reflective practice, teachers very often come to dialogue with the self and clear their uncertainties by listening to others. Critical reflection theory links reflective practice, and it highlights reflective practice as teachers' self-evaluation. Only through the thoughtful practice of teachers' work at different times do they do quality teaching. It encourages teachers to proceed with their work in a more improved way. Agustin (2019) mentioned that the easiest and most practical way that teachers can do to promote their professional development is by doing reflection. Reflection can be done at any time, particularly after the teaching and learning process, to increase the efficiency of teachers' performance regarding teaching-learning activities. Teachers narrate an experience of doing their work closely in reflective practice. So, reflective practice is an act of thinking and giving a close look at the works that teachers performed in the field of teaching-learning. Rodgers (2002) stated that reflection is a systematic, careful, and focused way of thinking about a problem that works as an approach like the scientific inquiry to get a solution.

Moving with a thread of looking and thinking about the work that the teacher performed ensures teachers' progress. We become more reflective practitioners through observing our works. So, reflection is a process of exploration of thoughts and actions to evaluate our works. Through it, we get insights into our actions and clarity around our initial thoughts. Semerci and Kilinc (2010) disclosed that more experienced teachers tend towards more reflective thinking, which makes them involved in continuous intentional thinking, research-oriented activities, and sincere teachers. As a result, we get multiple perspectives to see our works; and it generates newer ideas to carry out our activities. So, reflection is essential to enhance teachers' professional development.

Teacher's Engagement in Reflective Practice

The teachers have to face different classroom situations. Teaching is not as straightforward job as a teacher expected in a classroom. Being rational for techniques of teaching may not work for teachers. So, they see their professions from different perspectives. Reflective practitioners engage in three types of reflection. Argyris and Schon (1978) asserted that they are reflection-in-action, reflection on action and reflection-for-action.

Teachers may get confusion regarding teaching English in a classroom. Then, they immediately select the best options during teaching activities to solve the problem they found in the classroom. Rolfe (2014) forwarded that teachers who reflect while teaching are said to be "doing reflection-in-action." Reflection may occur in each minute of a teacher's life. Only transmitting the content of the course book to the students is not enough. Therefore, teachers have to give perspectives on how best the lessons can be taught to the students to increase their learning.

The reflective action related to immediate problems to get a way is related to reflection in action. To be a professional English teacher, one has to think after teaching a lesson. A conclusion coming from thinking and analyzing a lesson after the completion of a lesson helps teachers to bring improvement in teaching. The teachers think on the ways that they use to teach a lesson. This gives opportunities for teachers teaching English to reflect own activities and enhance their profession. Reflection-on-action refers to teachers reflecting on their whole day's teaching activities after the completion of the day, including the lessons taught, student engagement, and other aspects of their day, once the day is completed (Meierdirk, 2016; Uhrich, 2009). It is a way of looking back upon the teaching activities to get new insights. Burns and

Bulman (2000) stated reflection takes us to our retrospective practice. Reflection on action supports teachers to give new meaning to their teaching and minimize the problems that they face in their classroom teaching.

The teachers achieve new knowledge by engaging in the above two types of reflection. They confirm for teachers for further guidelines for future teaching, that is, reflection for action. The teachers prepare the guidelines for teaching English based on what they have achieved previously. Chien (2013) declared that teachers teaching the English language use the knowledge and skills they learnt from the past to plan future actions under reflection-for-action. With the help of reflective practice, teachers teaching the English language re-examine their teaching activities for their professional enhancement.

Ways for Teachers Involving in Reflective Practice

Teachers require platforms to narrate their daily classroom teaching practices, experiences and their thinking related to the teaching profession. Cirocki and Widodo (2019) highlighted different ways; writing reflective journals, peer observation, lesson study, action research and digital technologies like sharing through blogging.

The reflective journal allows teachers to place their work experiments, uncertainties, and queries. Cirocki and Farrell (2017) stated that they developed a new thought to do better in teaching from it. Teachers name it teachers' logs or diaries. It is a self-engaging technique that engages teachers, making them aware of the teaching-learning process to discover their weaknesses and strengths. The reflective journal is crucial in professional development for beginners and in-service teachers. Kabilan (2007) mentioned that reflective journals prepare teachers for professional development. Reflective journals are crucial for teachers to create an educational discourse that is then shared with and used by other reflective practitioners (Cirocki & Farrell 2017). Therefore, reflective journals create a situation for discussion among teachers for clarification about the doubts that they meet while teaching students.

Peer observation is a way that helps teachers do a collaborative reflection on pedagogical practice as a cooperative venture among practitioners. They observe each other's instruction, offer helpful criticism, and reflect together. Peer observation involves teachers in the academic debate that brings improvement in teaching (Hammersley-Fletche & Orsmond, 2006; Jones & Gallen, 2016; Sivan & Chan, 2009). Working with two-way discussion encourages teachers to improve instructional practices, enhance commitment to teaching, and develop confidence.

They get clarity between talk and action or apply theory to practice. It increases the critical awareness of teachers about their actions and develops collegiality for good teaching practice.

Lesson study is another way and teachers use it to stimulate reflection. It is a teacher-driven and collaborative inquiry platform for studying curriculum, teaching, and student learning (Akiba et al., 2019). In this regard, teachers work as a team to identify a problem with instructional materials and it helps to increase students' learning. Teachers' another way to engage in reflecting on their teaching practices critically is action research. So, teachers are engaged in the process of asking questions about their classroom actions in teaching English in order to learn and bring improvement upon them.

Teaching through conventional strategies to students is less helpful in developing their skills and knowledge. It is quite difficult for teachers to find out how they performed in the classroom. Myers (2012) stated that technology is the heart of teaching and learning to raise the standard of education in twenty-first-century schools worldwide. Similarly, teachers teaching English reflect their practices using technology. Teachers can use different tools for teaching and reflecting on the English language, like blogs, e-portfolio, and video recordings. Tajeddin and Aghababazadeh (2018) mentioned that blogging creates digital communities where teachers share reflective entries. It stimulates collective reflection for teachers to compare their teaching activities with other teachers. Then, teachers point out what is left to include in their teaching through reflection processes and respond to each other for teaching profession. Technology assists teachers in teaching English language classrooms.

Co- Becoming; A view of English Language Teachers On ReflectivePractice

I went through the concerned studies on reflective practice for professional development to explore the understanding of English language teachers, particularly using reflective practice for professional development. English language teachers understand that reflective practice brings teachers into a professional dialogue form. In it, the participants felt challenged for disposition to inquire about classroom teaching practices. But, the participants thought it possible to shift their teaching activities when discursively connected among colleagues. Cranes (2011,p.6) mentioned that academic intentions need to correspond to being allied with colleagues. Working with colleagues nourish individual idea, concepts and teaching activities, and teachers grow together. Loughran (2002) viewed that reflective activity

includes framing and reframing experiences that challenge the teachers to investigate, listen and self-directed learning to arrive at new deeper understanding. But reflective practice is not only a brief review of one-day teaching. Lupinski (2012) forwarded that reflection can be a fruitful process for enriching and widening one's thinking by working together. So, teachers' thinking needs to be assisted by others; otherwise, the professional development of teachers becomes a problematic plan. Therefore, professional development is not an isolating activity. Connell (2014) linked that reflection and self-inquiry are social practices associated with the teaching profession in which teachers participate in learning.

Teachers' academic growth is possible by re-learning and rethinking with the dialogue of others. Teachers can't be assisted in working through their own problems without being told what to do and how to do it. Hail et al.(2011) proposed that a shift in perspective in teaching is possible with sharing in workplace, which is the hallmark of reflective practice. The knowledge and the way of knowing about teaching activities become legitimate when teachers collaborate with their colleagues as a part of reflective practice. Teachers retrace their work steps and improve their pedagogy as a reflective practice activity, but working collectively brings layered information to change the work teachers perform for classroom teaching practices. Teachers' core reflection with staff becomes a collective asset to ignite good teaching procedures for the English language students. Loughran (2002) considered that sharing teaching experiences in discussions encouraged individual teachers to judge their experiences outside their constructs and begin to regard their practice from various viewpoints. Meaningful and powerful learning does not happen in a vacuum or by some happy accident. Freire (1972) views learners as 'critical co-investigators who engage in dialogue with their teachers; It is associated with the creation of an effective learning situation by a skilful teacher and incorporates a combination of knowledge, skills, understanding, and attitudes that develop over time through training, experience and focused reflection. Thus, the ideas that came from the discussion expand the space to be professional teachers.

Reflective Practice; Inquiry and Change For English Language Teachers

Teachers focus on classroom teaching results to examine how they teach to the students. English language teachers regularly observed the result of classroom teaching regarding students' responses, achievement and self-questioning. Accordingly, teachers make inquiries about their profession. Teachers do not solve

and disclose the problem of teaching within one lesson of classroom teaching. Cohen et al. (2007) kept their view that teachers' professional development is a step-by-step process that is constantly monitored over varying periods of time and reflection activity. So, teachers are continuous inquirers of their work during their teaching career. Then, with the process of inquiry, English language teachers are alert to continue successful strategies and discard less successful classroom strategies and modify them for classroom teaching. For that, teachers rely on their skill of observation and reflection of their works. Consequently, the English language appeared for teachers teachers' self-reflection, involvement in the learning environment and changes in their belief in seeking good practice.

Jones and Ryan (2014) mentioned that reflective practice stresses the significance of self-reflexivity for change. By adopting self-study as a reflection and a method of teaching, they do research and reflect on their practice and reach a deeper understanding and become insightful in their profession (Loughran, 2015). So, reflective practice is itself a kind of research activity in the existing practices for improved professional activities. Tripp (2012, p.31) stated that until the teachers face some form of challenge and become critiques of their teaching activities and professional values, they simply repeat and reinforce existing patterns and techniques of teaching that never bring change to be professionally sound teachers. Therefore, reflective practice motivates teachers for inquiry to be professional teachers.

My Theoretical Stance

Initially, I was thinking about a theory that would match my study. Then, I went through a literature review on social constructivism. It would be better connected to my study. But, after collecting the data, I found it different than I thought before. I got my participants to reflect on their work experiences of teaching English in the classroom. I also knew they had repeatedly raised probing questions about teaching English to promote their profession. After that, I found that critical reflection theory is more compatible with current teaching practices as it is concerned with personal learning that involves thinking about procedures and practices with the ability to question previous activities.

Critical Reflection Theory

For responsible professional practice, teachers go through reflective practice to observe their works on the content and pedagogical approaches they practised while teaching. However, it is difficult to question teaching practices that teachers carried

out for a long. Brookfield (1995) developed the critical reflection theory that guides teachers to find out how worthy individual teaching is from a different vantage. He asserted that teachers raise awareness of teaching from many angles that interrogate them about how teachers worked before. Critical reflection theory provides room for further work. Teachers develop their capacity to unearth, examine and change very profoundly held assumptions and transform teachers' actions (Mezirow 1991). Teachers hold a certain belief, and they go through it. Their conventional way of thinking functions in a powerful way and blocks transformation. In this case, teachers' way of following the defined teaching pattern gets new possibilities in working. Being critically reflective practitioners mean giving a critical stance on teachers' works for change. Teachers' professional growth is impossible without evaluating their work repeatedly. Through reflection, teachers may raise questions like; did my preconceptions work well? How might I change my belief and thinking to do better for the situation? Fook and Napier (2000) stated that teachers get an increased capacity to better practice change in work, and they come across uncertainties in their profession. Critical reflection questions long-held assumptions of the teachers and gets answers to long-standing questions within them. They develop confidence, agency, and responsibility to observe and update their work professionally.

I had a belief that I was a good English teacher. Therefore, I did not like sharing my work activities with others. But my assumption did not work in a classroom context. Though I entirely relied on my thinking of the best teacher and my knowledge of teaching in the classroom. But, my classroom teaching was a question of my belief. It made me aware of finding new possibilities in my long-standing thinking and linear way of teaching.

I felt I was working well. But the students' unsatisfactory performance made me realize that I have to restructure my teaching way to bring change to my long-held assumption of being a good teacher. Teachers' habit of focusing on the self and inhibiting working with others may not help in professional growth. Critical reflection theory posits that teaching is not a linear activity. Therefore, I chose it, which enabled me to rethink and review my work. I became critical of my own classroom performance, classroom outcomes, and teaching procedures that I got from my experience.

Brookfield (1995) mentioned that teaching can never be an innocent activity, and the teachers need to inquire about their work and also need to be conscious of

students' and colleagues' views. Critical reflection raises awareness and brings contradiction in thinking while working with others. Daniel (2002) demonstrated that critical reflective practitioners explore their professional difficulties with other teachers to discuss concerns and ideas. So, to enhance the teaching profession, one needs to see their practices through critical reflection theory because it encourages teachers to question their beliefs and to work with others for improved teaching. The teachers' way of accepting critical comments came from self-evaluation and colleagues. Teaching is a socially constructed activity.

The concept of this theory was situated in my class while I was starting to teach a poem to the students. The quiet classroom triggered my mind, and I asked a question to myself. Brookfield (2015) suggested that skilful teacher always raise their awareness through how students are experiencing their learning. When my students could not perform the given task, I thought of working in collaboration with them and their colleagues for good performance.

Fook et al. (2000) suggested that critical reflection practice makes teachers explicit for collaborating to expose professional vulnerabilities. So, teachers create rooms to inquire about themselves with others. Although it is difficult to accept when someone comments critically, such comments create confusion, add high inputs, and make teachers highly resourceful.

Dewey (1933) forwarded instructional reflection under the critical reflection theory. This theory offers opportunities for teachers to think about their works through reflections. The apparent idea under Dewey's (1933) instructional reflection is that teachers' work centres and depends on how people think, and thinking relies on their actions. So, Dewey's theory frames the research into how teachers use their own thoughts about their instructional practices to shape their teaching.

Empirical Studies

I was confused about what to start when I thought about my research study in the initial phase. Then, I decided to explore my teaching experiences as an English teacher in which I had long bitter experiences of how I had gone for my professional enhancement. I was in search of related literature that would support me in clearing my perception of professional development and the way I went through developed ideas for me to set this study as a dissertation.

Gnawali's (2008) study on teacher development through reflective practice explicitly explored that reflection allows teachers to see them professionally. His

study showed that reflection makes teachers aware of their own teaching and helps them go beyond the unorganized personal world for quality teaching.

This study also concluded that teachers' reflection demands inquiry in their teaching works which results in understanding their teaching practices and their learners for teaching. When teachers are reflective in nature, it motivates them to learn, and it ultimately strengthens their profession. Finally, the study focused on the importance of reflection and systematic inquiry in teaching to alter teaching strategies and inform actions in the teaching profession. Thus, this study supported getting an innovative idea as a link to my concept.

Likewise, Almazrawi's (2014) study on the reflective practice among Saudi female in-service teachers aimed to examine the skills of reflective practice and attitudes of Saudi female in-service teachers. In this study, she revealed that teachers not only held the concept of reflective practice but also felt the need for professional training in reflective practice to grow as professionally sound teachers. She also forwarded teachers' view that reflective practice provides space even to modify curriculum. Her study showed that reflective practice develops a culture of inquiry among teachers for evaluating and revising their works. But, due to a mismatch between their actual classroom strategies and theory of teaching, teachers get confused about applying the ideas that came after reflective practice. However, they were open to their thoughts and used innovative teaching strategies.

Similarly, I studied the article "Using the e-portfolio to document and evaluate growth in reflective practice" (Wesley & Rachel, 2012). It was a case study, and the research was carried out on two science teachers. In this article, e-portfolio entries which grew over time provided opportunities for the teachers to extend and develop evidence about a new way of thinking for teaching and learning. This study revealed that reflective practice brings teachers' experiences and discussions among teachers as new ideas in teaching. Teachers interrogate their teaching, and they get reminded of professional commitment. They showed that reflective practice is a way of responsiveness to pedagogy and the iterative process of professional growth. Reflective practice through e-portfolio worked as a catalyst, and the two science teachers learnt a new way of teaching the students.

In the same way, Saric and Steh (2017) researched critical reflection in teachers' professional development. This study aimed at exploring teachers' understanding of critical reflection through reflective practice. It has revealed that

teachers were involved in the process of reflective practice from a superficial level to a deeper level that is reporting experiences to more profound evidence-based thoughts on their work. It has advanced teachers in raising implicit knowledge and reframing ideas related to their profession. From this study, they found that an individual teacher requires open-mindedness and wholeheartedness for reflective activities. In addition, it showed that the teachers had held the value of reflection for professional growth.

Similarly, Cirocki and Widodo's (2019) studied reflective practice in English Language Teaching in Indonesia and shared practices from two teacher educators. This study aimed to find out how teachers take responsibility for their professional growth through reflective practice. It used mixed methods. This study revealed that platforms like reflective journals, peer observation, lesson study progress, and digital technology have to be given to the teachers to promote the reflective practice. Educators must encourage teachers to join in reflective practice and debate for sharing their activities.

Pokhrel (2022) studied reflective practice and professional development as an English language teacher. The purpose of this study was to find out the spirit of willingness and responsibility of teachers on reflective practice for professional development. It used reflective practice as a method in the study. This study advocated that reflective practice makes teachers self-efficacious and motivated towards the profession. It was also found that reflective practice develops novice teachers as more confident in their pedagogy. Yet, the guide of teacher educators remains pivotal for beginners in using reflective practice as a strategy for professional development. The other finding of the study was that reflective practice helps English teachers to bridge the gap between the theory of teaching and actual classroom practices by cultivating a reflective mindset in teachers. The study also recommended that reflective practice as a strategy creates willingness in teachers to teach English for professional development despite other personal and school managerial obstacles.

Pandey (2014) studied reflective and reflexive practices moving across actions and thoughts. The purpose of this study was to explore the efficacy of reflective practice for professional teachers. This study revealed that reflective practice develops the ability to convert abstract ideas into practical ideas, and the ideas appear into actions. It also clarified that all the teachers unearth their talent through reflective practice in teaching English language. The further findings of this study were that the reflective practice makes teachers mobile and they recaptured their experience for

further improvement in teaching. The teachers develop questioning and better performing together through reflective practice. Therefore, according to data from this study, it highlights that reflective practice is a key way to teachers' professional development.

Policy Review

Teacher professional development has become a major concern in Nepal's education field. Effective teaching and quality education is possible in the presence of professional teachers. So, teachers' professional development has received significant concern in school education. Teachers' involvement in training for participation, research and self-study, self-practice, and exchanging ideas for reflection promotes teachers to become professional teachers. Pokhrel and Behera (2016) mentioned that teachers are motivated to participate in professional developmental activities, but implementing the outcome of those activities that trainee teachers gained has stood as a problem in an actual classroom. To bring reformation in the educational situation, many policies for teacher professional development existed in Nepal.

According to the Nepal centre for educational development, from 2009 to 2015, there was a teacher professional development programme (TPD) for in-service teachers who completed five years in school under the school sector reformation program (SSRP). However, this program had become a problem due to the large size of teachers and the lack of infrastructure and human resources to fulfill their demands. So, this program has revised its framework for professional development program.

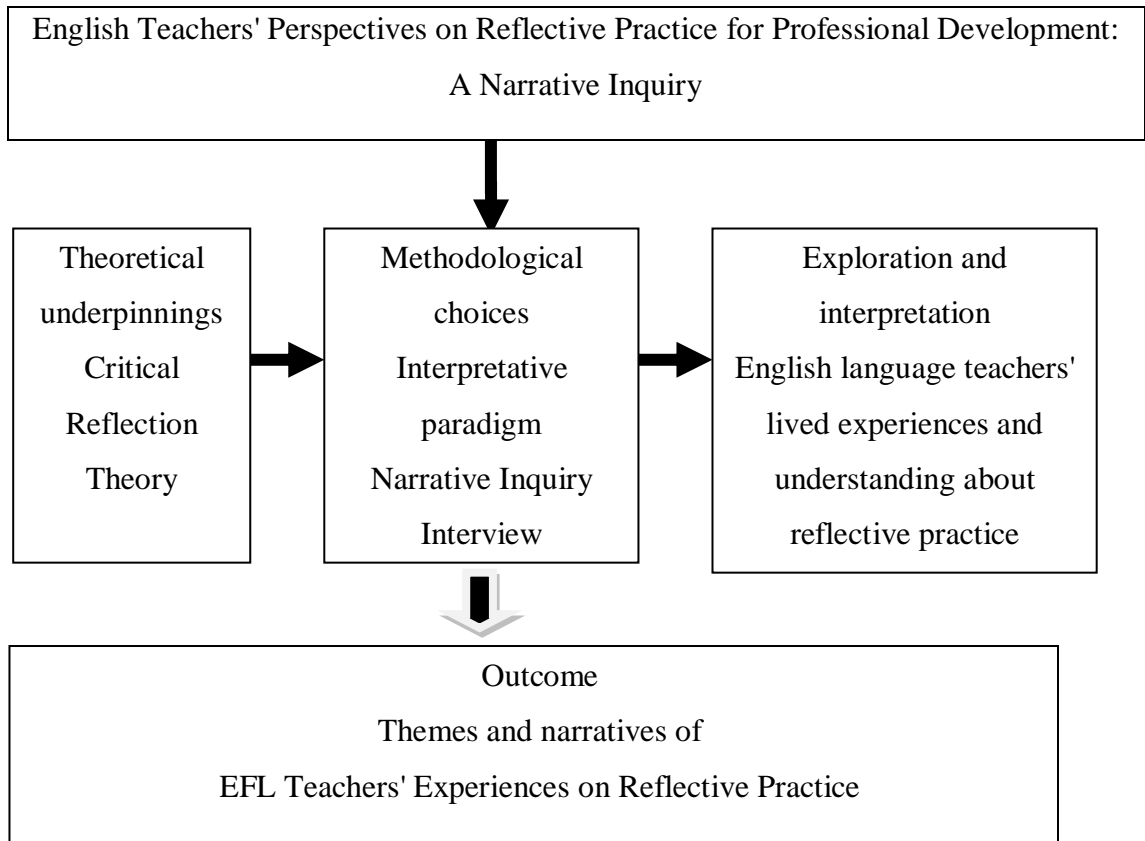
Nepal centre for educational development (2015) worked for teachers' professional development in Nepal under the school sector development program (SSDP). Teachers are provided varieties of training like certification training, refreshment training, and need-based modular training are provided to the teachers. Certification training is based on standardized courses and the availability of instructional materials for training. Refreshment training is based on teachers' self-learning and teachers who teach differently able students are provided enrichment training. Both lower secondary and secondary level teachers are involved in training on their specific subjects. Still, lower secondary teachers are provided training even on an additional subject as needed. After the completion of training in the training centre, there is the provision of observing teachers' professional activities by the trainers in the schools.

Research Gap

The ideas explored by relevant literature on professional development through reflective practice showed that it is an important area of study for teachers' professional growth. The issues and the ways raised in the given literature support the English language teachers' positive teaching development. Although the review of the literature studies has focused on teachers becoming self-inquirers for professional growth, the way of developing teachers through collaborative, reflective practice in working places is left, and it needs to be made an extensive area of study. Next, the individual characteristics of teachers standing as a hurdle to disclosing doubts and uncertainties in teaching activities shown in the reviewed literature require a more comprehensive study at the teachers' level.

Conceptual Framework

The conceptual framework presented in Figure 1 frames the whole study in short. It indicates different aspects of this study, including the theoretical base, research methods, and data collection tool. As a narrative researcher, I carried out research on teachers' perceptions and their experiences of professional development through reflective practice. The given conceptual framework shows the requirements that I used in this study.



Chapter Summary

In this chapter, I reviewed the literature relevant to this study under various themes, including the need for reflective practice for teachers' professional development. Then, I presented the critical reflection theory as the theoretical framework of this study. Finally, I presented the research gap to differentiate this study from other studies and to set agenda for this study to cover the existing gap found in related literature.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I introduce a plan for how I carried this study ahead. The chapter moves with philosophical consideration, research paradigm and research methodology that help to set the foundation of this study for exploring English language teachers' perspectives on reflective practice. It includes the research site, participants, and research design required for the study. Furthermore, I mention quality standards as well as ethical considerations.

Philosophical Considerations

Philosophical considerations refer to the ground through which a researcher connects an idea to understand the proposed study. So, I connected my study to the following philosophical positions: Ontology, epistemology and axiology.

Ontology

It was one cold evening in December 2019; I got the word Ontology in research class at KU. I tried hard to understand its meaning but found it equally difficult to understand. The professor clarified the concept to the students by showing one realia in the classroom. There was no single truth and generalization of meaning behind the realia among the students. The students perceived it in their own way based on their beliefs. So, ontology is a belief. According to Richards (2003), ontology is the assumptions we make about the kind and nature of reality and what exists.

From the initiation of my teaching career to now, I have gone through multiple ways of developing my teaching profession. I faced both pleasurable and painful moments in the course of developing myself. Hence, the teaching profession is not an end product; the teachers go through different attempts to enhance teaching. I believe teachers adopt multiple ways to develop them. I found that the research participants involved in my study adopted multiple ways to develop them. I became aware of it through their vignettes. According to Snape and Spencer (2003), ontology is the nature of the world and what we can know about it. I believed in their experiences and voices when I worked with them regarding reflective practice for professional development and influencing factors that added value to them in school settings.

In the Interpretive paradigm, reality is concerned with participants' engagement with their situation. Neuman (2016) stated that there exist multiple socially constructed realities. I accepted their realities and I saw their world from their eyes. The ontology for this study was completely subjective and depended on participants' views. This ontology implies that realities are multiple in the world.

Epistemology

This study's prime source of knowledge was the English language teachers' spoken narratives given to me in the form of stories on reflective practice. An effort for the interpretation of the teachers' narratives was an equally important epistemology in it. I approached closer with my research participants to gain their world of information on the title of this study during the time of this work. Their stories of reality broadened my perspectives to see their professional world through reflective practice and I was resourceful due to them. Their world of information deepened my understanding and took me into their position to perceive them.

My closer and frequent contact with them made it easy to retell their stories, which appealed to them for elaborating their talks. It was a way for me to get complete information. They unfolded the realities of their profession while I was in frequent contact with them. Then, during this research work, I collaborated with them like a co-worker. Working with them as a participant brought more information for this study. As Denzin and Lincoln (2012) mentioned that constructing knowledge is a collaborative process. Knowledge is a human construction, and it is of their worldview. In this study, I considered the participants' world views of subjectivity and its significance to prepare this study as relevant as possible on reflective practice for professional development.

Axiology

Axiology deals with the value of how people add to different things. However, I felt it was an abstract concept. Axiology links with what value the researcher attributes to the participants, data, and the result of the research study (Kuyini & Kivunja, 2017). While conducting this study, I covered participants' narratives to give an axiological viewpoint. Their repeatedly told and retold stories had wider coverage in this study. Their narratives were focused and I did not let their narratives miss in my study. The participants' perception and their experiences to carry out reflection opened my view of professional development more deeply and brought me to the participants' real practice of professional development.

Interpretive Research Paradigm

The term paradigm characterizes a researcher's "worldview" in educational research (Mackenzie & Knipe, 2006). So, my worldview is upon participants' data for an interpretation of data or giving meaning to the data (Bryman, 2008). I used interpretivism as a research paradigm to understand participants' views on reflective practice. Using interpretive as a research paradigm, I was actively involved with them and got the point that their context has constructed their perceptions. It helped me to understand that teachers' perceptions are influenced by the social context in which they are working. Guba and Lincoln (1989) stated that there is a subjective reality, and the realities differ as the individual world always constructs it.

As a narrative researcher, I considerably focused on participants' experiences and perceptions in their narratives. I revolved around them. Using an interpretive paradigm, I got their worldview on reflective practice and built up a critical stance that the teaching profession is better fostered by revisiting teaching activities and working in collaboration. The participants' multiple perceptions yield different types of understanding of the teaching profession. I accepted their views to know how they enhance the teaching profession rather than giving hegemonic ideas in the teaching field.

Narrative Inquiry as a Research Method

I started teaching as a novice at a private school in 2010 in Rupandehi. My teaching journey was not more accessible for me at that time. I struggled to be acquainted with the proper use of English and choose an appropriate way to teach students effectively. So, I wanted to narrate my profession's painful and pleasurable experiences working in different places over different periods. The bitter and exciting experiences embedded in my profession supported me to grow professionally. Barkhuizen (2011) declared that the narrators' good and meaningful understanding of their experience gives connections to others' experiences and minimizes the complexity of understanding others. Thus, I connected with my research participants (English language teachers) through narrative inquiry during this research study. Barkhuizen et al. (2014) asserted that narrative inquiry implemented in qualitative study helps the researcher to understand the inner world of the participants and their language for academic activities. So, I implemented narrative inquiry as a research method.

The English language teachers' professional growth was not achieved in a single attempt; rather, it is an ongoing process. The research participants surely had long stories of experiences in their profession from the past to now. So, I chose narrative inquiry to reveal teachers' long experiences in different periods through narrative inquiry. Connelly and Clandinin (2006) mentioned that narrative inquiry directs the researcher towards the participants' past to the present time information about the events. I chose narrative inquiry as a research method to get detailed information about the professional developmental phases of research participants of different periods, which helped me make the data richer. The teachers' narratives related to their profession has an inherently temporal thread as I found their current events arising out of past experiences and activities and pointing out to future outcomes (Carr,1986). Teachers' narratives were recorded in the interview and written in vignettes in this study.

Through narrative inquiry as a research method, I was able to reveal the participants' reality, excitements, feelings, emotions and many unfolding experiences of workplaces. English language teachers' personal reality and the influencing factors in their profession, both by personal and social context, make the data more real and insightful. It has created a deeper level of inquiry environment between me and the participants. Chang (2006) asserted that narrative inquiry is a transformative research method to get teachers' reality, and their stories are more important to represent their real experiences. So, I could be involved in deeper-level inquiry with research participants to elicit the required data for this study. Connelly and Clandinin (2006) stated that researchers become able to make more inquiries about participants when they get an idea of personal feelings and workplace experiences. The participants' narration showed their experiences and their perception of professional development in this study.

The research participants' live narratives in a story form brought every detail to me about the various aspects of the teaching profession, like their confusion, interest satisfaction, and dissatisfaction. So, if I chose any other statistical method to measure their understanding, it would be impossible. Similarly, Wang (2015) stated that the layer of information is possible through live narratives. So I could have detailed narratives that brought me together with them even after the information was saturated. Clandinin (2006) mentioned that narrative inquiry is a way to understand

the experience and to study the experience of people. I explored the real-life practices of the teaching of the participants.

The research participants focused their voice on their original context, their workplaces, for incorporating their work experiences, activities, pains and pleasures. Narratives are not readily found but naturally occur with the time and the context as stories of the people. Riessman (1993) pointed out that stories do not come from the sky but are formed and received in the context. The participants' context-based narratives brought authenticity to the data.

My participants' narratives interrogated different commentary thoughts upon my own teaching. I got meaning in my teaching, and I was able to give meaning to their teaching-learning experiences through their narratives and the analysis of narrative (Barkhuizen & Benson, 2008). In this regard, I found myself as a part of teachers' narratives.

I was involved with them as a participant, which clarified my understanding of their narratives on teachers' professional development. Furthermore, the analysis of their narratives took me to teaching activities now and then. It connected me with a temporal thread of teaching, personal, social, and educational settings where my own teaching experiences unfolded like them.

Selection of Research Site and Participants

For the selection of the participants, I visited four different community schools in two different times of Rupandehi district after having consent from the administration of those schools. Then, I had indirect interaction with eight English language teachers teaching at the secondary level about their teaching experiences and their shared culture of teaching activities in the schools. But, I did not find four teachers out of those two schools who had long teaching experiences. As this study used qualitative narrative inquiry design, and it demands collecting teachers' long experiences and personal explanations (O'Tool, 2018). So, for the data, I chose the next two public schools of Rupandehi district purposively where the teachers had more than a decade of teaching experience. Then, I requested two English language teachers from each school to receive probing questions about their school's knowledge exchange programme for professional development. After I got their idea about the use of reflective practice and the use of it in their teaching, I selected those schools. I believed that I could get the required data from them. Therefore, I took two

public schools in the Rupandehi district as a research site, and it is my working area too.

All the participants had long work experience, and they had different temporal threads of professional development for the pedagogical shift regarding classroom teaching activities during their teaching career. Their teaching experiences are interwoven, not in a single moment but from past to present. The participants of this study were four English language teachers. I decided to get detailed and in-depth information from the selected small-scale participants. As Creswell (2008) stated, the small size of participants is useful for a qualitative research study. I brought detailed information from those selected participants.

Among four secondary-level English language teachers, three were female teachers, and one was a male teacher. Two of them were doing M Phil, and the other two had completed master's degrees in English education. All participants were from public schools. One male teacher was a Roaster of the Rupandehi district. Regarding three female teachers, one was involved in different NELTA activities and worked as an executive member at a district level.

Two teachers were permanent teachers, and the others two were working under the 'rahat' quota. Moreover, I thought to maintain gender inclusiveness in this study. Three participants belonged to the 40 to 45 age group, and one was 30. There were no more differences in age among the three participants; one was younger than the other three participants.

Data Generation Process: Interviews

I collected the participants' narratives using interviews as data collection tools. For this, I interviewed the research participants using the guidelines I prepared before an actual interview. I modified the previously prepared questions during the interviews to get the elaborate information required for my study. They were open-ended questions.

I recorded their interview using the Zoom application, which helped save as my participants spoke. However, it was not an easier journey to get them. I telephoned them frequently to get their time. Due to their busy schedule, two participants extended the time than they had fixed before. Similarly, I kept in contact with the third participant by phone. I got the response that there was a power interruption. After that, I proceeded to the next participant. She was ready, but there was a power interruption immediately after the interview began. Then, a connection

got lost between us. I was exhausted, but I did not give up my work. However, I was unsuccessful in doing my work on my first attempt. It was a second attempt to contact the participants for an interview. I got them on their off days, and they provided enough time for an interview. So, I used the Zoom application. I started through simple conversations to get them with the research topic. I started with the warm-up talk, and gradually, the interview indirectly went in progressed to bring meaning to my research questions. I did not repeat some interview questions that I felt overlapped in meaning and modified the questions immediately, linking their response (Probing questions) at the time of the interview.

By Zoom audio, I recorded interviews, and it kept participants' voices as the participants were together with me. I was not distanced away from two of the participants during the interview. Anyway, the audio records of those participants helped me to feel their presence again and again till I got them completely. Then, I requested two other participants. For them, they liked to come in for an interview online. In this case, zoom recording was a better way. I completed getting information after four follow-ups formally and informally with them. Bryman (2012) mentioned that a person carrying qualitative research study does have repeated interviews to explore participants' views and experiences related to professional development. Hence, having all the information in a single attempt was impossible. Furthermore, I had a casual talk and informal conversation in between to reveal the participants' richer layers of data relating to the purpose and research questions of this study.

Besides, I frequently remained in contact with them. Despite the participants' busy schedules; power cut interruption, they provided the information to me.

Meaning Making Process

After I collected participant teachers' narratives in an interview, the content, their way and the dialogic conversation between us were the primary focus to interpret the data. The organization of data began with transcribing as a step of recorded interviews. While transcribing the data, non-narrative lines like the casual conversation were deleted. I transcribed teachers' stories recorded in the interview from Nepali to English. I changed the given audio clip data into textual data through transcription. The participant teachers were assigned pseudo names and participants' identifiers (place and names were replaced).

Then, the coding process is another step in which the data is coded with complete care. In the coding process, I re-read the transcription and took care of

repeated words and ideas generated from the data. Glesne (2006) asserted that coding is a process of sorting and defining the pictures according to the research purpose. So, I sorted out the data that corresponded to my research purpose. Strauss and Corbin (1998) asserted that initial coding breaks down the collected data into different discrete parts and helps the researcher to closely examine all the similarities and differences of the whole participants' view. After coding the data, the data were kept into different condensed categories as themes. Barkhuizen et al. (2014) forwarded their idea that the thematization of the data is possible after transcription of the data. I kept the participants' views, their focused way of exploring their story with full rigour or without losing the meaning. Then, I proceed ahead for exploring the meaning of the participants' views.

Mostly, I focused on participants' perception of professional development, experiences and activities in the data for having meaning. Then, I examined if there was any repetition and overlapping in concepts that I kept in different clusters. Finally, I synthesized repetition and grouped similar types of views. I observed the data based on the research questions that I raised and also based on interview guidelines.

The interpretation of the data that goes simultaneously with coding and categorizing data was another important step that I followed in this study. I interpreted the narratives linking the critical reflection theory and reviewed the literature for new insight. The meaning of their narratives was explored to the best of my understanding.

Quality Standards

Quality standards are essential to ensure the quality of the research study. The quality standards of any research study depend upon the paradigm that the researcher has used for the study. The paradigm gets different when the quality standards get differ. I used an interpretive paradigm. Therefore, temporality, trustworthiness, authenticity, credibility, confirmability and verisimilitude are used to give quality to my research.

Temporality

In this study, I got participants' narratives connected with different time periods. They revealed their experiences as early career teachers to the stage of being experienced teachers. Cunliffe et al. (2004) stated that the researcher needs to accept more nuanced and dynamic notions of temporality as a means of grounding the research in human experience.

Through participants' narratives, I came to know how the participants continually constructed a sense of their teaching experiences and how they built their identities as teachers in moments of time and space as narrative temporality makes participants' voices meaningful and relationally responsive to their context and meaningful to the researcher to get connected with them. The participants' voices regarding reflection were incorporated into the past, present and future. I recognized their voices and interpretations in different moments of time, that helped me to enrich my understanding of the teaching profession.

Sociality

Narratives always have a social tone. In this study, the participants narrated their constructed and re-constructed teaching experiences related to their social context. While telling and listening to narratives, the research participants constructed, and repeatedly re-constructed, their identity, like who they socially are connected to. They highlighted the information that was vital for them, like their struggle to be an early career teacher. In this process, I did not interrupt them; rather, they were on their own telling narratives.

Spatiality

The participants narrated that their teaching experiences were intricated to different working places where they inquired teaching journey for their professional growth. Connelly and Cladinin(2006) defined the place as a concrete, physical place and sequence of places where events take place. So, their working institutions impact their teaching understanding. The role of the teachers' is determined by the schools they are in. The participants explored that their professional role was based on the environment of working places. Teachers are often considered to be in a professional role if the school provides reflection opportunities to the teachers.

Trustworthiness

Trustworthiness is one of the dominant bases for this research study as it used an interpretive research paradigm. Taylor and Medina (2011) mentioned that trustworthiness is an essential quality of the research study that followed interpretivism as a research paradigm. During this study, I engaged with my participants till information reached saturation point to maintain trustworthiness. My long engagement with the research participants helped me to draw their thick descriptions of professional development. Lincoln and Guba (2000) stated that

trustworthiness is a way through which researchers can persuade participants for detailed information and readers to get the research findings are convenient.

My attempt to collect information from research participants was not a single process; rather it was completed after going through many attempts. I did not let to miss any required procedures to be followed in this study. To maintain trustworthiness, I followed an iterative process for getting data in this study. In addition, it helped me to enrich my understanding of professional development through reflective practice when I get connected with their context.

Authenticity

To maintain authenticity in my study, I mentioned the participants' stories as fair as possible that they told me during this work. The fair presentation of their actual stories helped this study to be real. I did not mismatch the original meaning of their narratives. Equally, I provided clear provisions for data collection and data analysis for authentication of the findings. Webster and Metrova (2007) provided the view that the researcher has to work truthfully and seriously upon the revealed information so that the readers are convinced of the information.

I just changed the tense as per the requirement in it. The participants' perspectives and the context of professional development were kept as original as possible with supporting evidence of narrative quotes. Their original perception and their sense of information maintained authenticity in this study. I did not add any imaginary, false, or value-laden information about my perception and the context of this study. Then, I connected participants' views in my classroom practice to give a retrospective look at my teaching activities for the generation of new knowledge.

Verisimilitude

In this study, I wrote the participants' narratives that they shared in the form of a story during the interview. In participants' narratives, there was different temporal thread and the events of their context that they experienced during their journey of professional development. Webster and Mertova (2007) forwarded their opinion that the participants' context and their interwoven stories to the context remind the readers about the situation that they experienced during their teaching career. So, the teaching moments that they got in different periods and their original context brought me too close to my own context. So, I had an intense study of the shared narratives, and that extended my understanding of professional development.

Their narratives were true documentation of reflective practices that help the readers to get a deeper inside view of their reflection in teaching. As a researcher, it helped me to add new knowledge to my perception. I put the message of their narratives fairly. Bach (2007) stated that through verisimilitude, the researcher actively involves in originally forwarding the narratives.

Credibility

Credibility is a way of maintaining internal validity in the research study. Cresswell (2013) recommended that credibility has to be maintained in any research study. To ensure credibility in this study, I have shared the participants' interviews in a story form and interpreted them in data analysis to represent them as their actual presentation. I provided thick descriptions through unstructured interviews to get teachers' stories comprised of their experiences in this study. Then, I honestly clarified my biases (past experiences and assumptions) that would shape my interpretation of research findings and my approach to the study.

Confirmability

Confirmability is ensured when findings are well-supported by collected data. I gave priority to participants' information, their experiences and their feelings. After having the entire data, I provided interview transcripts and final drafts to the research participants to review and make sure that any manipulation was added to the data. Norman and King (2020) forwarded the idea that the researchers have to take steps to verify the close reality of the participants being free from their disposition. There was no admission of my belief and assumption in the findings of this study. So, this has maintained the quality of data in this study for its confirmability.

Ethical Considerations

Ethical considerations have to be maintained in the research work not to disclose participants' privacy and harm to the participants. I maintained ethical considerations to respect the information taken from the participants. Creswell (2007) mentioned that when the researcher is ethical, the researcher respects the research participants. So, I was highly sensitive and rational with personal, professional and institutional information provided by participants in this study. I was determined not to make any information public to interrupt participants' views and feelings. I have used pseudonyms to maintain privacy while analyzing participants' views.

Taking Permission

As an English language teacher, I believe the participants had a busy schedule. So, before having the information required for this study, I need to get their prior permission. I requested all the participants to arrange their time from their busy schedules. After I was able to establish a good rapport with them, I stated clearly the purpose of this study to them. Then, they agreed to interview. Tracy (2010) mentioned that the researcher does not force the participants to leave anything that harms them till it is concerned with the chosen area of the researcher. So, I took data regarding the professional development of English language teachers through reflective practice.

Harm and Risk

I, as a researcher, need to maintain the ethics of no harm and risk among participants. I created a safe environment for not disclosing the matters of their personal and professional life. For that, I built a good rapport between the participants and me through informal conversation so that they were psychologically prepared to provide me with data. In the same way, I assured them that their personal and professional identification remains anonymous to the readers. Therefore respondents were assured that there would not be any risk or harm being part of the study. I did not force them to share anything that was entirely personal to them. I didn't make them feel odd when they were in the interview. Instead, I helped them to feel easy to speak freely and frankly.

Confidentiality

In this study, I am mainly concerned with the professional development of English language teachers through reflective practice. I maintained pseudo-names regarding their identification in names, educational institutions, and context. I did not give their original names for both personal and institutional identification as it is a matter of moral identification. In the same way, I informed them in advance about my aim of selecting them as my research participants. Mertova and Webster (2007) stated that pseudonyms referred to participants to protect their identities. In addition, I did not disclose their personal attributes. I kept their pseudo- identification not to reveal any personal information throughout this research study to maintain confidentiality.

Chapter Summary

This chapter dealt with research methodology and paradigm, where I discussed the paradigm with philosophical considerations. Then, I focused on selecting the research site and the participants for collecting data with the ways of the

information generation process. Interviews with the teachers to get information about their professional development provided data in this study. While exploring the teachers' interviews, their close associates were disguised, and I did not let them feel harmed and kept their identities unknown.

CHAPTER IV

NARRATIVE PORTRAYALS OF THE TEACHERS

In this chapter, I present the narratives of English teachers' experiences on reflective practice for professional development. I retell the stories that they share in interviews. Then, I kept their voices after I transcribed them. Then, it transforms their interviews into different sub-titles. Then, I mention English teachers' actual words and sentences wherever it seems contextual. This section follows teachers' narratives on reflective practice for professional development.

Teachers' Narratives

The interview that I took with English teachers helped me to collect their experiences in the teaching field. I have organized their experiences into narratives to present them coherently.

Kripa

Kripa was born in the Palpa district. She was the youngest child of her family. She had one brother and a sister. Her father was a bank manager. So, she wanted to enroll in management to work in a bank like her father in the future. She did not have a purpose to become a teacher, but she said that it happened to her to be a teacher. But, now, being a teacher was a career profession for her.

Kripa's School Education

In the beginning, Kripa asked me (laughing)... *"how long do you listen to my story? It's bulky. I moved with my father's job when I was in school."* When she reached school age, she followed her father. His job took her along with her other family members. She had to move to different places for her early education. Her father was a bank manager (government employer). He had to transfer from one city to another. Consequently, she had to change schools frequently.

She went to four different schools to complete her tenth-grade study. Her formal education started in the remote village of Palpa. Then she went to the birthplace of Gautam Buddha, Lumbini, for primary education. She could not stay in the school although she liked it so much. Due to frequent changing in schools, she did not have a chance to think over study instead she had to wait for another school to go to.

Because of her father's transfer to different cities, she made different friends. She no longer had years of sticking with her friends and sharing her feelings. She had to leave school immediately after a shorter time of joining the school. She recounted,

I missed friends when I went to another school. I remembered friends and so many positive teachers who aroused interest in studying for reading in new places."

However, she carried the pains, pleasure, and love of a native school when she moved to another school. She was quite emotional child. She recalled the teachers' assistance in engaging students in different activities at previous schools. The new school environment emotionally disturbed her study. So, she wished no other child would miss friends and teachers like her.

Due to language adjustment, she could not progress as she wished to in school days. She knew the difficulties of learning second languages like Maithili and Bhojpuri. She thought to build a deep connection between languages that is the students' second language. She experienced difficulties in learning a second language. She reflected on past school experiences and memories of her friends that made her cry sometimes. She further shared, "*Early child education better fostered in a familiar environment where the child feels easy to share everything with the friends and the staff as family members in the school.*"

She felt further difficulty in school because of the language problem. In the school of Lumbini, she got language as a barrier to understanding the content taught by her teachers. Most teachers used to speak in Maithili, Bhojpuri, and Tharu; she could not cope with those languages then. However, her effort in learning those languages in the early stage of school life helped her understand those languages later very easily, and she got a lesson about having difficulties understanding a second language. After she realized the problem of learning second languages in school, she made more progress in her college-level study.

Being an English Teacher.

Kripa never thought of carrying the teaching profession and being an English teacher in her life. There was a great influence on her father enrolling her in the education faculty majoring in English. Her father was a government employer, and he worked in the bank, so she liked to study management. But her father did not let her study management. She laughed; why?

I had no answer for it. My father was entirely governed by the thought that daughters were required to carry on a government job that is teaching profession. My father counselled my sister and me accordingly though I was not interested to enroll in management. But I went according to my father's wish. Then, my interest grew in me to be a teacher.

She joined education at the public campus in Butwal. She found herself a brighter student compared to her school study.

She did not have a proper English language. She mentioned, "*Once my father gave me an English book to read for developing my English language. I was inspired to read that book, and I continued reading books.*" As a result, her interest grew in English, and she desired to be an English teacher. According to her, being an English teacher was a craze and a fashion of that time. She accepted the demand of the time to be an English teacher and clearly understood her real goal of enrolling in the education faculty.

After completing her intermediate degree, she started to look for a job. Though she was inexperienced in teaching, many of her friends held a job that inspired her to teach at the private school of Rupandehi. She saw a vacancy in a private school in Rupandehi and decided to be one of the applicants in that school. She called, "*I was a straightforward person as I did not tell a lie as I was a novice person in teaching. Yet, I strongly demanded to provide an opportunity to serve there after my class observation. Then, I succeeded in starting a teaching career there.*"

Kripa's Early Days as a Teacher.

She was very young when she started her teaching career. She dreamed of doing well in school. The administration was quite impressed by the work determination that she showed there. She entered the school with her own interest, but it was not easier as she thought to teach English medium using computers in school. So, she felt her journey of teaching was quite difficult. As she mentioned:

I came from a public school where I learnt with complete translation of English into Nepali. So, teaching in an English medium school was a great challenge. I was afraid every time of English and technology. Speaking in English was a psychological pressure on me. I faced different challenges in the beginning, but I was optimistic and stayed motivated to work. I remembered the book every time that my father provided me though it was not

my course book. I enquired within a book myself to improve the English language.

She understood that her past leisurely activity of reading English books helped her in every step of her difficulty in teaching English. She reflected on her way of improving her English with the students. She persuaded the students to buy small English storybooks to improve their English. However, English medium school was a problem for her. For that, she asked many questions herself she was thinking about it. She said: "*My way of enquiring into myself through questions was a better way for me to prepare in English; I was involved more in monologue for observing my activities before involving in dialogue.*" I asked her a probing question; *Madam, what is a monologue? It is my way of expressing my feelings and thoughts about my work. Madam, how did you involve in it? She replied by writing, and it's a self-dialogue to me.* Her monologue, "*Dear students, I was not quite sure about today's teaching a text on "surprising custom." I sometimes thought the one and sometimes the other about the meaning of words, "propensity" and "bartenders."*" *When I looked back on it, I found it as if I had taught you being confused. Either you speak or remain silent; my promise will make you clear tomorrow.*" She replied that monologue is a kind of reflection for better teaching. *Another way of developing English was through reading books.* Involvement in monologues and reading books are forms of self-reflection to establish myself in my teaching career.

She further mentioned, "*Students' feedback and self-assessment helped me greatly.*" However, her early teaching days started with a fear of learning English. But, with the rigorous attempt of reflection in her teaching English and her keen desire to improve in the teaching field, she did well.

Reflection and Improvement in Teaching.

Slowly, she found her days in the teaching profession were comfortable for her. She minimized the fear of using the English language while teaching the students. She asserted, "*Reflection is compulsory to bring positive changes for teachers. Reflection helps teachers connect with past activities for improved future actions and develop confidence in them.*" She further mentioned,

Recording and reviewing classroom teaching frequently is a helpful way to get classroom reflection. Teaching becomes learning in this way. Teachers build up confidence by repeatedly asking, observing, and listening to them. So,

teachers get corrections over their problems like pronunciation, language aspects and improper use of vocabulary.

Her possible ways to get back to connecting classroom teaching provided her with a reflection for self-examination of her performed activities.

She mentioned, "*ELT associations are equally helpful for teachers to analyze their performances and develop their professionalism. Luckily, she heard "NELTA" (Nepal English Language Teachers' Association) for the first time in Rupandehi-Butwal, where she studied bachelor's degree.*" There she engaged in a one-day workshop program, "Teaching English Creatively." She communicated;

Workshops organized by ELT associations provide different creative ways related to teaching and students' engagement in a classroom with the teachers. Working actively in ELT as a member of the ELT association is another opportunity to reflect on deep-seated beliefs and bring changes in the working styles.

Then she got a chance to be an executive member of NELTA, Rupandehi. Her enrollment in NELTA was another step to bring changes in her profession. Then, she got an opportunity to mentor other English teachers in Butwal. She organized a "How to Teach English to The School Children" workshop and invited school-level English teachers. She worked along with them. During the time of mentoring the teachers, she felt as if others are mentoring her. In the workshop, she even did a presentation which brought many feedbacks to improve her way of teaching. She mentioned, "*ELT association like NELTA and working in it is a good work, and it helps all English teachers in a greater way to bring quality teaching.*"

After she came from the NELTA programme, she changed the planning of lessons to teach the students that she did not know before. She experienced what worked best in classroom teaching, and she did not focus on finishing a lesson; instead, she went through the need of students in the class. She transferred her learning from the NELTA workshop to classroom teaching. She asserted. "*The working environment that she was involved in the NELTA developed a sense of working in collaboration. Working in collaboration helps teachers to expose their problems to get guidelines for their confirmability in teaching.*" When she faced problems in pronunciation, and classroom teaching activities, she frequently put her problems with a senior colleague called (Gyanu Madam) and was a good mentor. She worked under her guidance in case of difficulties on the way of the teaching journey.

She mentioned, "*Judgmental evaluation from colleagues is harmful to teachers. The supportive environment created in the school makes all the teachers to be opened to exploring their mistakes and learning from each other.*"

She thinks involvement in informal and formal discussions in the workplace is more beneficial than training. She said, "*Discussion with colleagues is a productive way of working and reflecting self-work experiences with others.*" The works, classroom management, reporting students' details, and creating different teaching activities were difficulties for her before, but she could easily solve those works after working with her colleagues. She said:

Teaching and Learning is a two-way process where teachers and learners both get benefits and mentor and mentees equally learn. But, an embarrassing working situation among colleagues makes inexperienced teachers feel the downfall, as I sometimes felt during my teaching career. However, according to her, critical acceptance is the best way to professional growth in teaching.

She was not hesitant to forward her voice regarding the pains and pleasures of her profession. She accepted colleagues' help to learn the techniques of teaching stories or English poems from early teaching periods. Now, her long year's experience made her more open-minded. With increasing years of experience, she was more open in the working places. She shared:

Teachers' openness and responsibility develop agency for teachers. Exposure and responsibilities help carry out reflective practice in schools. She frankly said I got problems with the content and new teaching strategies when I discussed them with my colleagues. She again put her view in this way. Established institutional culture helps more to teachers to be open to sharing knowledge.

She observed her own experiences from starting her job to now and evaluated her works and performances through her own experiences of accepting others. She found herself stronger in her profession. She was regarded as a less competent and inferior figure in working places if she accepted others, but now her colleagues followed her. Then, she found it more comfortable to disseminate ideas for teaching to the students. Learning from mistakes and implementing them in classroom teaching changes her teaching performance.

Sisam

Sisam was born in Gulmi, Tamghas. She, too, was the youngest child of her family. She belonged to a working-class family. She disliked women working only at home. She had a mentality of giving good service to the people being a nurse. But, her situation did not become as she thought in her childhood. Now, she chose to be an English teacher and she was happy in her profession.

Sisam' School Education.

Sisam's elementary education started at a private school in the Gulmi district. Sisam was a bold and sharp-minded child, as she did not afraid of school teachers from the beginning of her classes. She stated people called her a "boy-natured girl" because she was indifferent to the societal roles that people expect of daughters. She asked her teachers when she got confused. So, she was a growing brighter child up to the fourth grade. Then she was graded up from class four to sixth class as a reward to her.

After her primary education, her father kept her in another school, a private school, which was nearby to her previous school. She had adjustment problems in that school. Slowly and gradually, she was engrossed in the study. She forwarded her view that she denied the women roles from her early childhood but along with an adolescent period, she felt family pressure. Then, the progress of her study became slower.

She joined another school for secondary-level education, a private school in Gulmi, Tamghas. She passed her SLC (SEE) from that school. She reviewed her school education, and she said that if parents changed schools frequently, that did not result properly in the child's studies. The child always needed a caring and familiar environment to be academically sound.

Being a Teacher

Sisam came to Butwal for further study after SLC, and she joined a private school in Butwal, Rupandehi. She enrolled in education with a major in English. She thought of herself as the luckiest child to study in town. She was determined for a future job when she joined education. She liked the nursing profession from early childhood. However, it went in a different direction. Her interest was to be a nurse and to provide a service to poor people, but she could not do so because many of her family members, uncles, and sisters were teachers. Mostly, they were from education and humanities backgrounds. She narrated, "*Family environment is an influencing*

factor to a child to choose a profession." She also desired to make a difference in others' life from her early childhood, and she fulfilled it by being a teacher. She completed +2 studies, and she became involved in the teaching profession in 2009 before starting her bachelor's degree.

She completed her bachelor's in education from the same college. She took her study and teaching job in a parallel way. She accepts her as a learner even in the teaching sector, which helps her to develop her English speaking. She mentioned her learning attitude and got economic and academic support to study at her jobs.

The Struggle to be a Teacher

Sisam was influenced by her family members to teach as her future profession. She was very much impressed when her village school children were good at studying after her family members mentored them. Sisam started teaching at the age of 18. She had no other options except to start a job early. Initially, it was difficult for her to be a professionally sound teacher. She mentioned:

Teachers need to return to their lessons to re-read the whole day's teaching when they return home. Reflecting on self is important for teachers.

Improvements are possible through reflection. Similarly, teachers have to go through the texts they teach to the students several times. Sometimes, I found myself mistaken and had many instances of revisiting my teaching. After I developed my habit of going through my own teaching to enquire myself, it developed confidence in me.

Then, she demanded higher classes, and she easily got them due to her confidence in classroom performance. She talked in this way. *The reason behind this is my habit of reflecting on my teaching activities. She mentioned I was called because I developed confidence through self-observation in my teaching activities.* She built her identity even being a cooperative teacher among colleagues. The administration liked her way of sharing work experiences. Furthermore, Sisam's colleagues liked her way of sharing, and it gradually inspired others to follow her activities. She was able to create sharing atmosphere in the school too.

Reflection and Improvement in Teaching

Sisam remembered the problematic days of beginning her teaching. She was interested in teaching English, but it was not an easier task. When she was new to her profession, she had no days left to listen to her teaching activities herself. She was

always conscious about what she did and how she went in her classroom teaching.

She developed a pedagogy of listening to herself. She said:

Teachers who revolve around classroom performances by asking questions to them are always the ways for teachers to improve their profession. The questions on students' satisfaction, the result of self-assessment of classroom activities, and the students' learning achievement gives good reflection to the teachers. Self-questioning is a great technique for consideration which helps with professional development.

She still felt her approach to teaching was traditional though she tried not to be a central figure in a classroom. She kept her view; *"Teachers need to be sound technologically for classroom teaching and interaction with colleagues. As I saw my classroom now, technological advancement brings a revolution in the classroom."*

She now goes to the classroom with the laptop she bought in lockdown and starts recording her classroom teaching and comparing her teaching activities by browsing the internet. She stated, *"Incorporating technology in teaching is a great help for teachers for reflective practice and professional development. I got an idea about technology now, which I did not incorporate in my teaching before."* When she showed students' recorded performances, it enlivened them. She became more reflective using technology. She experienced,

Students were introverted due to my imposed theory before, but they could ask questions when they learnt through the internet in the classroom. The use of technology created a friendlier environment in my classroom and brought changes in my teaching style compared to the beginning of teaching. I promised not to impose the strategies that I felt were easy to use in the classroom. My easy ways of teaching made students quiet in the classroom as I did in the past. So, I allow students to discover things through the internet before me.

She further uttered, *"I could correct my work through technology. Moreover, she expressed painfully that administrative personnel misunderstood teachers' efforts in teaching. She wanted an established sharing culture to help teachers exchange working ideas among teachers."* However, being an experienced teacher, she realized it now. However, the challenges she faced made her grow into a more professional teacher.

Self-Observation and Openness in Teaching Activities

After observing her teaching activities, she became open-minded and responsible in the workplace. Her way of looking at her work created sharing culture in her school. She regretted she did not go through the discussion in the meetings in the initial stage. But, now, she enjoyed working with colleagues, and it made it easier to find new strategies in the works. She mentioned, "*Collaborative situations like meetings under the subject head, monthly meetings, mentoring are required for teachers for reflective practice in the school; like meeting under subject committee head.*" She desired to discuss with her colleagues after she found the problems in teaching–learning activities, but many of her colleagues blamed the students rather than doing self-questioning that she did not like. She mentioned, "*Working in collaboration was good than joining in any formal training given by experts in the school.*" She explored that teachers progressed in their job, creating training-like situations through sharing and revisiting their own teaching.

She said, "*Keeping records relating to classroom problems, problems on contents, and students' results either in e-form and or in a diary is another way of doing reflective practice.*" She disclosed all in monthly meetings under the supervision of concerned subject head teachers and among all the colleagues of the concerned level each month. She and her colleagues discussed and shared ideas for goals to enhance their profession.

Moreover, *filling out the reflection sheet was a good idea for teachers to know what went well and what went wrong during the month.* So, it was her way to getting corrected on her work.

She followed professional publications, and she was in search of associating with professional networks. Yet, she has not joined. She argued herself going through journals and examining her works with them for self-analysis. Mostly, she uttered, *Teachers go through fixed assumptions for a long that they do not want to change in their traditional teaching. Teachers' ability to face the challenges of the present moment increases their reflective habits. For it, teachers need training in reflective practice to reveal their thoughts and experiences of them.*

Yugal

Yugal was born in Rupandehi district, Butwal. He grew up with his parents and brother there. He did not accidentally happen to be a teacher, but it was his inner

desire to be involved in the teaching profession. His dedication, continuous effort, and inquisitive nature shown in his profession influenced him to be a professional teacher.

Yugul's School Education

He started formal education when he was five years old. He joined the community school in Butwal next to a famous historical place in Rupandehi district. He said that his beginning class was *sisu* class. He studied up to one class in Butwal. Then, due to familial problems, he moved to the remote village of Syanja to continue his study. He had deep pain in leaving his birthplace and his childhood friends. He was distanced from his home but got a homely environment in his maternal aunt's house. He thanked his maternal aunt time and again throughout the whole interview. When he talked about her, his voice cracked frequently. He wanted to salute his aunt, who was a real supporter of his entire academia. He mentioned,

Good mentors are required for the students and teachers. My maternal aunt was a great supporter of my education. Till today, I realized her great support behind my profession. Now, I work as a mentor to teach my students, as my auntie made an effort to make me stronger in my study.

He talked about a way of reading in a school among friends. He mentioned that "*studying in a group*" was like a campaign in his time, especially after the send-up examination in 1995. He further said,

I had four friends in a group and mostly, I had a collaborative study with them. We stayed together for at least four days in each house and then we moved to the next house. I achieved more studying in a group than studying alone.

Now, he implemented his reading style in his students in the classroom. He remembered the days of getting lots of benefits through group study. He used the same technique as his classroom teaching technique with his students when he taught them.

Being a Teacher

Yugal was forced to study science at the intermediate level by his family, especially by his brother. But, he was keenly interested in studying education with a major in English. His family filled out the form for I Sc, but he filled out the form for I.Ed. without disclosing it to anyone. After his entrance result, he joined Education.

I was interested in being an English teacher when I saw my school English teacher's style of presenting a story in a skilful way. I disliked my science

teacher because I disliked how he created complexity in the classroom. I saw that my science teacher asked harder questions to the students in a fearful situation. So, I thought I should not make my students terrified, creating a fearful situation in a classroom like my science teacher. So, I choose to be an English teacher.

Similarly, his uncle was another figure to attract him to study education. He saw that his villagers gave a high reputation to his uncle and praised him for a prestigious award from the school management committee. So, he was deeply impressed by it and decided to set a journey of being a good teacher in life. He completed his Intermediate level in 1997 and he joined for a bachelor's degree in Butwal Multiple Campus, Butwal-Rupandehi. Along with the study for a bachelor's degree, he began his teaching career.

The Struggle to be a Teacher

Yugal had thought to be an independent person from childhood and did not like to remain idle at any time. With a deep wish, he started his teaching career in 2002 at a boarding School, Rudrapur-Butwal. He was at a bachelor's level at that time. He was a self-deciding and goal-oriented person and he thought that he was for a teacher. According to him, there was significant demand and crisis for the English teacher, so I was called and appointed easily in the boarding as there was no competition.

He started a job as a novice teacher and remembered his more challenging teaching days in the beginning phase. He shared in an interview that studying to be a teacher and being an actual teacher was very different. He studied how to make a lesson plan and how to prepare instructional materials theoretically in a college but it was more than in theory that he learnt. He forwarded his view,

Developing theory from practice works more than using theory in practice. Its reflection on teachers' experiences appears to be the centre for professional development. Continuous review on experience for developing knowledge and skills helps teachers to get expertise. So, I reflected on my practice in theory to bridge the gap between theory-practice gaps. The theory of teaching gets completed when it is actually practised through reflection.

Similarly, he remembered teaching class 6 students when he was a bachelor-level student. He mentioned, *"I entertained students' questions. They are better ways of reflective practice. Reflection makes teachers aware and more thoughtful in self-*

learning. Through reflection, the teacher can teach the students in a well-informed manner in the classroom." He highlighted the importance of reflection in teaching.

He was thoughtful in making his teaching as best as possible. He narrated the way how he was dedicated to his profession.

It was one hour journey by jeep to reach my school from my house. During that time, I was involved fully back to my teaching. I was worried that I felt difficulty in teaching. I was more worried about the next day's teaching than my college study on the way to my home.

He further said, *"I reviewed my teaching through questions, my satisfaction and dissatisfaction. Re-viewing is a better way to get reflection for teachers."* He promised alone at night to have a complete review of the things that he taught on the previous day. He had a habit of reviewing his works at night and he learnt things. He remembered even he reviewed his teaching while travelling time and the time before sleeping except the time provided in the school.

He said, *"Teaching is a self-reflection. Students' result is another way to get reflection for teachers."* He also said that he was worried about students' results. If he knew about the date of the result, he would not sleep even the whole night. He further added that he still had fresh memory of students' results at different times, which pushed him to study more for further good teaching.

Reflection and Improvement in Teaching

Yugal had crossed nearly 18 years in teaching. During this period, he faced different turns and twists in the teaching profession. He learnt theoretical knowledge about the teaching profession was totally different from actual classroom teaching. He was the person who used flashcards and pocket charts (Instructional materials) for the first time in his school. Now, he is a teacher at a community school- Butwal, and he was a trainer of the Soft Skills Project and is a trainer of the British Council, Active Learning Group and Society of Technology-friendly Teachers and a trainer of interactive multimedia classes. He advocated, *"Good teaching was the result of thinking, rethinking and researching of hundred times. Reflection arouses research interest, and teachers go beyond the technical system of teaching. So, reflection is essential for teachers."*

Every year, he used different strategies to teach the same lesson due to self-reflection. Teachers get deep understanding through reflection that brings newer ways

to teach a lesson, and mere experience did not work. Reflection on experiences gives meaning to the teachers.

In the past, he made students involved in reciting the text, but gradually, he knew that it created monotonousness in the classroom. Then, he learnt how to make teaching-learning a fun activity due to his continuous analysis of his works. For it, he tried to teach his students to tell a story. For it, he reflected on his English Teacher's legacy, and he found that it did well in his classroom. Yugal remembered his watery eyes (Tears roll down now) and the time he wandered in search of help to clear the confusion that appeared in his teaching. Sometimes, he became hopeless. So, he promised not to make anyone feel helpless. He recalled,

I remembered my past teaching face in novice teachers' eyes. I felt my appearance reflected on them. As the head of the English Department and a teacher, I guided; how to connect ICT in teaching. No one got confused when they came in contact with me. I mentored the teachers informally.

Similarly, he talked sharing and growing together developed as a culture in his school. There was a monthly meeting of English teachers. He explored, and all the teachers exchanged ideas about the problems in the meetings. They shared the most successful moment and unexpected problems they encountered in a whole month. They discussed and shared with each other, and they drew the conclusion about the problems. Until and unless they felt the need for experts, they did it themselves. He said, "*We had a school-based professional development system. We considered that I was a learner every time. Teachers, who did not learn and be involved in the discussion, even teachers' expertise went down as the ranking of YouTube goes down.*"

Yugal mentioned that most teachers in his school created digital platforms, like YouTube channels and blog writing, and their teaching was project-based teaching. So, they shared the best practices among teachers through YouTube and other electronic platforms. He said, "*Teaching is a Give and Take process. I shared it, and I got it. I am mostly involved in writing blogs.*" All the teachers shared their practices with them in his school. He adopted others' techniques when he found them appropriate in his teaching. He said, "*Knowledge sharing was like a program for me.*" He laughed and talked; *a student from the remote village of Nepal, Far Western Site, asked me a question after observing my digital platform. If we worked to build a digital community, it worked faster to reflect our activities for professional growth.*"

He felt his duty to guide the students and teachers. No matter where the people were from. So, he highly liked to work in collaboration.

Self-Observation and Openness in Teaching Activities.

Yugal clearly debated that fewer teachers keep a learning attitude. He mentioned, *"Teachers could not take ideas in the classroom teaching that they learnt from sharing, discussion, and training due to poor attention in learning in collaborative tasks."* He felt sad and said that we needed to reflect on ourselves in the classroom to check if our theories went appropriately conscious. He said,

Teachers are always learners. Teachers' fixed knowledge and assumptions never work. For it, reflection and reflective practice help teachers. Students were more forward than teachers. So, to meet their expectation, teachers are required to refine their knowledge through reflective practice. Through it a frequent observation of past activities, the teachers brought new knowledge to their teaching activities. It's the time to bring change in the traditional type of teaching where students recite things. That kept teachers aside, and teachers had to update themselves with many emerging strategies; Think, Pair and Share, Learning Café, and Jigsaw Technique.

Yugal never dominated his students; rather, he was inspired by their questions. He said, *Teachers' continuous study helps to solve problems raised by students in the classroom. Self-study and self-questioning are the techniques the teachers to grow professionally."* He never hesitated to get an idea of the content and pedagogical strategies due to his self-learning attitude. When he felt dissatisfied with any aspect of teaching, he immediately enquired about his work and went for learning. He requested his colleagues to see his class, and he constructively accepted their supervision. He never felt low if he was observed by others. He said, *"Teaching is a cooperative venture."*

He explored helping teachers within the schools to develop new insights into pedagogy and creative practice is better for reflection and reflective practices. He said that no teachers commenced their teaching career with a complete understanding of teaching. So, teachers' exchanges are essential in teaching.

Priyansi

Priyansi was born in Aargakhachi district in Thada village committee as the youngest child. She was the introverted type of student in her school.

Priyansi's School Education

She had formally joined the public school at the age of 5 years. She completed SLC from a public school in 1995. She was the first student during her school days. She secured a good position in her early period of school. Behind her good position, there was a great contribution of her elder brother and her sister-in-law guide her.

She said that she was a less extroverted student in the class and she could not share her ideas with others. But, due to her familial support, she did good progress in study.

Being a Teacher

Priyansi happened to be a teacher. She was interested in nursing but she could not study it. Her elder brother and sister-in-law inspired her to enrol in education. Her family desired to see a future teacher. So, she went accordingly.

She observed her elder brother and sister-in-law working as teachers from her early childhood. She stated,

I was so impressed by the family members' guidance and support provided to the neighbouring children in the school as well as at home. Slowly, I visualized that teachers were the great people of society who could help all people. Then, I had a mind shift from the nursing sector to the teaching field. I enrolled in education at a community campus of Butwal in 1995. My journey of being a teacher began from there.

She took English as her major subject though she secured fewer marks in English in SLC. She promised to make English good. She saw herself critically through her SLC English marks while practising English at the campus level. However, she completed the intermediate level and started BEd on the same campus. When she was in Bachelor's degree in 2000, she was in search of a job and she joined one of the private boarding schools in Butwal, Rupandehi.

Struggle to Be a Teacher

Priyansi's priority to be a teacher was not easier in the beginning days. The techniques and procedures in school were totally new to her as she came from a public school. However, she tried to integrate an experience of her micro-teaching in a classroom which she practised as a pre-service teacher with a bachelor's in education. Her micro-teaching had given a link to her real teaching though she was panicking and she got many uncertainties in her teaching in the initial phase. She mentioned,

Teacher practicum is not taken seriously in our context. So, teachers felt teaching was a stressful journey in the beginning but somehow the theory and short practical course of I.Ed and B Ed gave relief to me. For novice teachers, reflection is important as I got through the teaching practicum. Reflective practice brings clarity to teachers' actions.

Many thoughts came to her mind about how to make teaching the best. She narrated, "*Self-realization was the greatest technique to make better teaching. "Along with this, she thanked the cooperative school environment of her school that offered great support in preparing materials and choosing appropriate techniques to teach the students."* She further kept her view, "*Teachers needed to be self-motivated and stimulated by self-learning to make teaching career best. For it, the environment of working places required to be as flexible as possible.*" The habit of self-questioning and observing her teaching activities through her own works and self-effort developed the capacity to carry on her job.

Reflection and Improvement in Teaching

Priyansi has been involved in the teaching profession for more than 18 years. She had the experience of teaching from the primary level to the secondary level. She recalled her journey and gave a smile and produced surprising sounds,

"Oh, my teaching, long-long journey." Reflection on teaching experiences aroused awareness and developed my competency and confidence level for teachers. Mere experiences do not work. Giving a social context to the teachers helps with reflective practice. Responsibility to the teachers was very important for reflecting activities. I worked as the head of the department of secondary-level English teachers and it developed confidence in me. I created a situation for sharing our work among colleagues.

Priyansi reported that when she was a novice teacher, she was afraid of doing mistakes and she lost the confidence to teach the students but now she accepted the classes easily given to her and she did not hesitate to teach the students.

She even became ready to take substitute classes without any fear. She realized that her experience did a lot for her but she was not satisfied with it. She talked that the updates related to the teaching field were growing in the market at skyrocketing speed, so, learning should not be stopped. Learning never exhausts the mind. She did not think that she was a perfect teacher. She agreed to move with new emerging changes in ELT to enhance her profession.

Priyansi mentioned, "*Institutional culture was important for teachers for changing their mindset for working. It brings multiple perspectives, which are reflective practices. Teachers get the opportunity to exercise professional activities.*"

She frequently organized training, workshop and classroom research programmes within the school. She added that her school asked a question about the classroom problems in content and pedagogical aspects. They had a monthly meeting where all the school staff shared the activities that they did in a month, and they also talked about the good and problematic situations that they faced during the month. There was a monthly meeting in her school and all the teachers revisited their teaching and reviewed what they could do better for further teaching. They exchanged their ideas and they came even across the activities for a long and they adopted new strategies.

There was a regular pattern of having a meeting once a month, but in case of an unexpected problem, they stayed at any time. She experienced,

I had a weekly meeting with English teachers in which we talked about the ways of professional enhancement and the ways of enhancing students' growth in a study. The cooperative teachers and self-learning system were the special features to overcome the weakness of all the teachers in my school.

She remembered her days and she mentioned that she had informal mentoring, dialogue and talk with my colleagues in which I totally reflected my teaching. Our discussion gave us a clear picture of our work to us.

Priyansi easily accepted comments and suggestions given by her colleagues to improve her teaching. She keeps her view in a monthly staff meeting and a meeting of the English department to bring changes in teaching. She narrated,

I never dominate students and accept their feedback as the guidelines to support my teaching and each teacher took twenty students for mentoring in the school. Along with academic activities, we see their all activities, counselling, and confidence level for sustaining their life.

She prepared for teaching and she never thought preparation of once works for always. She had a repetitive plan for doing the same work and when she got feedback from students, she immediately changed her plan to meet students' expectations.

There is great discussion in her school and each teacher has to compulsorily participate in it, so she thinks that institutional culture works more for teachers to share their reflective activities. Through discussion, even the teachers in her school

think of bringing changes to the curriculum. All the subheadings must be the same for all participants.

Chapter Summary

All the English language teachers; participants entered into the teaching profession with their desire. However, the initial phase of their profession was quite challenging for them. But, over time, they put their full effort into overcoming the challenges through self-questioning, evaluation of their own works and collaborative activities. They looked back into their works before going to the next lesson to teach. Moreover, they followed different professional developmental activities.

CHAPTER V

ENGLISH TEACHERS' PERCEPTION OF REFLECTIVE PRACTICE

This chapter is based on the first research question as it explores the perception of English language teachers on reflective practice for professional development. It is a major theme in it. The four research participants offered their insight into their perception of reflective practices for professional development. Then, it consists of their shared understanding of three sub-themes: reflecting self for professional development, learning for reflection and teachers' belief. I presented their perception with interpretation and discussion, associating that with the related literature on reflective practice and critical reflection theory as a theoretical stance. At last of this study, I present a chapter summary of this section.

Reflecting Self for Professional Development

When teachers entered the teaching profession, they felt teaching was a complex job. Though they were the students of the teacher education program, they might not have practised reflecting on their working ideas with their friends in the teaching practicum. They might be hopeful for doing better in their profession but it was not a situation as they thought. For it, teachers have started to re-visit their actions and they promoted the habit of self-reflection. Bolton (2012) asserted that reflecting on activities and critical reflection theory make teachers critically active to question and problematize their roles and their activities for not accepting things uncritically. So, the teachers encouraged reflecting on themselves and their actions not to keep their ways of doing activities frigid but to see them actively. But, it was not possible in an attempt. The teachers enrolling in education also feel difficult to connect a theory to their practice. So, self-reflection is a way for them that produce practice-based theory in their works.

The teachers were constantly confronted with the problem of students' dissatisfaction, difficulty with content, pedagogical activities and classroom management. For this, they saw themselves repeatedly through self-reflection. The habit of reflecting on self makes teachers aware of further improved teaching activities. The participants share their perceptions about how reflection is important for them and come over problems. Kripa and Sisam shared their narratives in this way, Kripa stated :

I joined as a novice teacher at a private school in Butwal in 1999. Being a novice teacher, teaching English was not normal to me and I found it difficult to respond to the classroom situation. I awaited for the classes to be over. It was difficult to get the students. I was afraid. Then, I enquired myself about my work though it was a burden for me in the beginning. It was a self-reflection on my activities. Self-reflection was a baseline to extend and improve my way of teaching. It was a way to empower me to solve the problems raised in classroom teaching. It helped me to analyze my work about what I did and how should go further to do well. It was a reflection of my work and it developed as a habit for me to cope with classroom difficulties that I faced during classroom teaching.

From the above response of Kripa, it is clear that reflection is a process of being a professional teacher. In the same vein. Sisam uttered:

My constant attempt of looking at classroom performances is a way to minimize my huge nervousness. I repeatedly go through my work when I worked in a private school in 2009. Before involving in activities, I did not enjoy teaching and it was a mere career for me but an inquiry into the works helped me to sustain the teaching profession as my selected career later. I developed a critical stance in my work and it raised my professional autonomy on me. I built up confidence and I brought a fundamental change in my teaching through self-reflection

From their responses, it is noted that they appeared to be increasingly supported by reflective practice in their profession. It made them aware of their teaching activities. Their practice of looking at their has made them to be critical and to question, evaluate and find their beliefs and knowledge to modify. The professional development of a teacher means learning and being able to critically reflect on the development of their own work and set goals for themselves as learners (Wolf & Dietz, 1998). Thus, reflecting self becomes a highly personalised activity for the appropriate selection of teachers' work, with continuous emphasis on reflection and self-evaluation to exemplify accomplishments and progress with a target of an ongoing review. It supported them in developing confidence for the reconstruction of knowledge. They mentioned their inquiry about their teaching activities, and it avoided mental disturbances and developed professional autonomy. Though, it was a burden and repetitive work for them. It resulted in better classroom performances. It is

shown that the changes in their classroom teaching were possible after repeatedly involving in their work and they felt confident in their profession.

In this regard, their views are aligned with Myers (2013) who viewed that reflective practice as a way of making inquiry where teachers frequently incorporate the process to visit their actions, knowledge, activities, or beliefs and they reframe to get the improvement in teaching for personal and professional development. Similarly, Stenhouse (1975) stated that teachers raised the thought of critical professionals and developed a capacity for autonomous professionals through systematic self-study of their works and questioning classroom activities (as cited in Day, 2002).

I worked as a novice teacher in 2010 in a private school in Butwal. There I taught a poem to the students of class ten thinking that students got me well. But, when I saw them quiet in their response, I got an evaluation of my classroom pedagogical practices. I revisited the strategies and learning outcomes and their impact on students (Pardo & Tellez, 2015).

It is believed that reflective practice and professional development are interlinked to each other. Similarly, teachers' thinking makes them do more and their working places progress. One can't be a professional teacher holding a belief in a conventional way. Yugal stated:

I was a student with a bachelor's degree in education when I started my teaching career. But, my thought of being a student in the teacher education program for a bachelor's degree supported me less than I expected. From the long distance of my home to school, while travelling by jeep for two hours, my focus was on the teaching activities that I did on the previous day. Then, I came to know whether the quality of the content reached the students or not?; the thinking time frame to finish the particular topic and activity opened further possibilities to explore the content. I linked those activities for the next day's teaching. These activities made my classroom teaching sound more than before. That was a reflection of my teaching activities that helped me to focus self and to be equally responsible for the school's progression. I was much worried about the students' learning. Reflection is a way for teachers to go ahead. I was at the bachelor's level in 1999. After school, I lay down in bed and my mind revolved around my whole day teaching with many questions. Then, I promised alone to complete the things that I left to do on the previous

day. Reflecting on my performed activities and analyzing my work was the way to complete in my teaching.

His response revealed that having the qualifications to become a teacher and being a student of an education program is not all in all, and it is an insufficient condition until the teachers continuously seek self-made professional possibilities over their career span. His self-reflection was a way to quality teaching and he got ways to improve for further teaching. His reflection activity through self-talk made him a more responsible teacher and it made him feel for professional teaching. Dillon and Maguire (2001, p.145-146) remembered that teachers' talk becomes an internalized guide to action to do in a better way. Reflection is a process of the professional development process for expanding his thought from self-action to school's progression. To improve one's teaching, one has to think critically through questioning talk since the early days of teaching.

The teachers grow professionally only by observing their work time and again through questions. A way of raising questions upon teaching activities is an indication of their present level of achievement. It arouses a spirit of critical reflection. Teachers' critique develops professionalism. His perception of reflective practice is closer to Brookfield's (1995) critical reflection theory that encourages teachers to exercise their power and to examine their works. Teachers become critical through self-question if teachers eliminate questions and their professionalism declines. Edwards and Thomas (2001) argued that teachers need to be encouraged to examine their beliefs through questions (as cited in Brandenburg et al., 2017). So, they need to develop their habit of looking at themselves. Teachers doing self-evaluation bring positive feelings and confidence upon themselves and enhance their profession and teachers look back on work to get the meaning of the action taken (Pokharel, 2022). Priyansi shared:

I started my teaching career in 1998 after I joined my bachelor's level. It was my beginning days and I did not dare to get help from others. Sometimes, I found the students uninvolved in the given task and it alienated me from the class. My habit of being aware to accept the result, the strength and weaknesses of my teaching was a great technique to grow as a good teacher.

Her response clearly marked that the teachers bring changes in teaching activities even in isolation if they add value to reflection to evaluate their works. When she went through her classroom activities, she repeatedly found herself

alienated from the class. But, she searched herself in the area to know why her students were uninvolved in the tasks that she provided to them. She got reasons when she reviewed her. So, she continued the strategies of reviewing well in her ways.

Reflection boosts up self-awareness in teachers and brings improvement in teaching. The more teachers feel to do better in their work; the better consequences appear in teachers' professional development. Professional development occurs with teachers' multiple attempts in work and it develops realization. Her view entertains with the view of Mphahlele and Rampa (2015). They discussed that teachers get professional development through reflective practices and self-awareness in work. Critical reflection theory (Brookfield,2017) mentioned that it opens Even though repetitively engaging in reflecting on their activities is a burden and stressful task. But, it is a way of raising awareness for teachers' professional development.

Overall, the idea behind the teachers' process of being professional teachers is reflective practice. They were very positive about the concept that reflective practice enhances the teaching profession. Teachers' frequent observation of self-performances has promoted them from novice teachers to growing professional teachers. They developed their own practised-based theory to implement in their classroom which becomes possible due to their positive way of taking reflection as professional developmental activity. Donohue (2004) argued that reflective practice is inquiry-based learning where teachers enquire in the form of reflective practice and it has to be included as a complete element of entire teacher education programmes (cited in Bolton, 2012). Teachers' queries that come from reflective practice in a series of their works help them to be professional teachers.

Learning For Reflection

The true meaning of teachers' professional development lies in their self-learning. Learning develops the capacity for inquiry in teachers. In teachers' careers, reflection is quite essential for good learning. Reflection is the one for the teachers to renew their practice and thinking, which is possible through learning. Teachers with a learning attitude ensure professional development. Continuous involvement in learning brings a change in content knowledge and pedagogical knowledge and interprets the evidences of good learning. They teach and update them with new pedagogical activities. Learning itself is a reflection. Learning can change or reinforce a habit of the learner (Hodkinson et al., 2008). Self-learning does not only support previous learning but builds up a learner's capacity for further learning and ongoing

professional growth and development. It is a reflection of reality. The teachers who have learning interests can reflect on what they know and what further they are required to improve. So, involvement in learning helps with reflection. The participants reflected on their stories as reflection promotes learning for professional development. Kripa viewed:

Reflection, learning and professional development are interlinked with each other. Reflection involves teachers in learning. Learning added knowledge and I evaluated how I further go for professional development. Reflection offers an opportunity for learning that helps teachers to start a teaching lesson before a class or while taking the class. Learning supports taking good educational decisions for the teachers in any circumstances. After I started my teaching career in 1998, I struggled with different problems in teaching English to students. I started to study different storybooks in English even though the books were not of a particular grade. That developed a learning habit and helped me to come over the uncertainties of teaching that I faced in classroom teaching. For this, I had been influenced by my father who had helped me develop my reading habit. In fact, I was engaged more in reading than in teaching during my teaching time.

From her expression, it is clearly noted that teachers are learners. Learning supports the teaching profession. When she stepped into the teaching profession, she engaged mostly in reading, which added more input of English to her existing knowledge. Teachers do more reflection on who engages in learning. It helps reflection in action and reflection on action, as she mentioned. Teachers get guidelines to correct their work through reflection and are inspired by the learning attitude. A mere reflection of the individual is less focused on improving pedagogical activities. Constantly constructing and reconstructing a sense of professional identity and searching for future possibilities, and doing qualitative research on everyday teaching practice is possible through continuous reading habits (Elliott, 2005). Teachers get conflicts, uncertainties and mixed emotions in their profession; for that, teachers get future possibilities to come over those problems through continuous self-study (Pollard, 2002). Engaging in the study gives clarity in teaching English to the students too.

Then I asked a probing question to her, *did your learning habit develop English language and teaching strategies?* For it, Kripa reconstructed:

Yes. I am interested in learning new things. It answered many of the questions reflected in my mind. When I found less good at teaching skills, I get involved in studying different books. In 2000, the vice principal of my school took me, including other English teachers, to attend two days workshop on NELTA conducted in our city. In the workshop, the trainer asked me to name the books that I read to develop a good knowledge of English and teaching strategies. Then, I understood one can't be a professional teacher without involving in learning. Reflection through learning helped me to come over the contradiction of my thinking.

In this regard, Gnawali (2016) stated that conferences and other events make a platform for teachers to professional networks and learn. We, as English teachers, keep a learning attitude. Being static in our thought does not help us to handle the problems that arise in the 21st-century classroom. Her view is close to Jasper (2003). Jasper mentioned that reflective practice encourages teachers to lifelong reading that results in independent, qualified and self-directed professionals in teaching. Thus, this shows that learning develops teachers' quality and reflection with knowledge becomes complete for professional development. In the same scenario. Sisam explained:

I suffered from long quiet classroom situations and learners' inability to comprehend classroom teaching. I was seeking adaptations and changes in my teaching. When I looked back at my teaching, I sometimes saw the insecure areas of my teaching and I regularly questioned what I did. That was my reflection that showed my weakness in classroom teaching. Good learners are real reflective practitioners. Teachers stay with security if they have developmental thoughts in learning new things. Reflection promotes learning and it involves teachers in learning. I started learning through websites, NELTA journals, teachers' research writing and academic interaction in the staff room.

According to Sisam, she corrected herself when she found the pertinent resources related to classroom concerns of her teaching. Learning through websites, NELTA journals and academic interactions were professional opportunities to increase her expertise and to clear her doubt when she was unsure about her thinking of classroom teaching. Teachers' commitment and enthusiasm towards lifelong learning demonstrate their professional development (Day, 2002). Initiation of self-learning promotes teachers' growth and development in their profession and makes

them interested in carrying out their profession with confidence. For it, reflection is a prerequisite for teachers. Teachers with learning attitudes are more reflective in nature and professional in their field. Similarly, Yugal shared:

I crossed more than fifteen years of teaching. But, I felt long experience does not bring complete changes in teaching. Rather, I prioritized reading till this time. I developed new strategies like the integration of technology in teaching. When I saw online videos related to content to teach in the classroom, I felt more empowered to teach the students. I got this insight only after my long study about it. It was my reflection that came from my curiosity of learning attitude.

His view is in harmony with Waston (2003). He mentioned that curiosity about learning supports teachers continuously and stimulates them to get the knowledge, skills and values they need to implement in a teaching environment with confidence and creativity. Teachers if they undergo thorough learning, they get ideas to modify their teaching. The teachers get insight and they go beyond the routine activities only after learning new things, which brings differences in their pedagogy. In another probing question, Yugal again mentioned:

Each year, I change my teaching strategies as I did not use the way I taught in the previous year. My learning helped me to respond to the changed circumstances of the teaching field. Teachers' way of learning has no end point as teachers have to work with a new set of students each year, changing curriculum and so on.

Continuous exploration of new strategies is possible through an inquisitive learning mind. Teachers do not remain in a similar situation as their working environment is changed each year. Teachers have to reflect on past teaching activities and learn new strategies. Yugal learnt more new ideas from his past teaching activities. He was able to respond to the situation through learning. Similarly, in my case too, I felt confident enough in my classroom teaching after I joined M Phil. at KU. The next participant, Priyansi expressed:

It was in 2000, I was in one of the private schools of Butwal. In those days, I felt low in teaching after I entered my classroom. Then, I thought of creating my own space for my professional development. I studied my way of teaching and it provided me series of questions. Then, I joined a teachers' reading group in my institution that I denied before when it was started in COVID-19.

It developed a reading culture for me and it helped me to flourish my competencies with knowledge, skills and attitude. The reading habit helped me to be more reflective in nature. After then, I bought books to read as my daily practice and it helped me to better reflect. For it, teaching institutions have to create a reading and learning environment for professional talk and academic debates in schools.

In this regard, Priyansi explored that teachers' involvement in learning helps teachers to grow their competencies for teaching along with their knowledge, skills and attitude for their professional development and schools' culture for engaging teachers in learning made teachers more professional for reflection and development. Teachers' sound classroom performances rely on their involvement in learning.

Teachers' narratives strongly explored that there is a link between reflection and the learning attitude of the teachers. Teachers as learners are more updated for professional growth. They can execute new pedagogical strategies and get self-clarity in their profession with their learning mindset. Teachers who get knowledge through learning are good reflective practitioners and they could comprehend any teaching situation and they behave accordingly. Teachers as learners do not get interrupted by any situation rather they work and develop their competencies.

Teachers' Belief

Teachers change their beliefs to incorporate new teaching strategies that appear in the teaching profession when they feel accountable for professional development. Teachers may have different perspectives and beliefs about their profession. Teachers' beliefs rely on how teachers have learnt over their careers to be language teachers in their past learning experiences and their personality carrying their profession (Farrel, 2013). Changing teachers' beliefs does not mean leaving their prior beliefs but having a good analysis of the negative and positive aspects of their beliefs that help professional development. Teachers frequently need to ask a question how do their perception and belief influence their teaching? Teachers regularly analyze their presumptions, convictions, and effects of their behaviour, and they approach each circumstance intending to learn something new (Zeichner & Liston, 1996). In this situation, Kripa communicated:

I mostly admired myself as a good English teacher. It was my belief for a long. Teachers with a long-held belief in traditional teaching are less focused on reflective practice. In 2013, there was an ICT programme in my school

organized by the educational training centre Bhairahawa- Butwal. I denied attending the program thinking that the program was not essential for me. But I regretted it when my school administration demanded a soft copy of the question paper. I did not know the ways to prepare it. I assumed to be a perfect teacher but my old assumption hampered my exposure to professional growth. So, changing in belief to fit with the new trend of teaching is required for teachers to be good reflective practitioners. Before, I was self-ego centred. But, my reflection helped me to skip from a self-centric concept to update with innovative skills that come continuously in teaching and teachers need to adopt them to be professional teachers.

From the above response of the participant, it is obvious that reflection is required for teachers to change their beliefs to adjust to the demand of time in teaching. Borg's (2003) assertion suggested that teachers accept the change that they encounter over the course of time in the teaching profession. She held a certain belief and was proud of herself as a perfect teacher in many attempts during her teaching time, and she assumed that she did all in her profession. But, her technical view of teaching was not supportive in the profession. Her many years of experience did not work in a classroom till she started using the computer to teach the students. Teachers' long-standing beliefs may not support them in every changing situation of the teaching profession. Mezirow (2012) mentioned that critical reflection theory helps teachers for transformation in beliefs, views and actions. Similarly, reflection helps teachers to get maturity in their concept for change in teaching. She started to accept the changes that appeared in her profession. Day (2002) suggested that reflection supports teachers in maintaining their knowledge and keeping their perception of teaching in the wider frame rather than gaining technical expertise in teaching. So, it develops a critical stance on teachers and examines their beliefs. As critical reflection theory mentions that only teachers' deep examination of both personal and professional belief systems enhances educational practices (Crandall & Christison, 2016). The teachers have to incorporate the current things into their practice to give a positive effect on their profession as their reflection.

For that, teachers need to put questions about their beliefs and reflect on themselves to generate constructive ideas as a basis for their growth. Brog (2003) suggested that teachers' engagement in reflective practice helps them to review their beliefs and values. In order to produce specific performances in the teacher's own

teaching capacity, the teachers' beliefs need to be connected with learning and productive professional development. (Galkin, 2018). Similarly, Ganley (2017) viewed that teachers must question themselves about what is working and what is not working in their profession.

In this regard, reflective practice gives sense to changes that occur in teaching continuously, as teaching is not an end process. Professional development of teachers is possible if their belief goes beyond routine thinking and they desire to bring transformation into their experiences. Concerning teachers' beliefs, Sisam shared:

Teachers' belief in change goes beyond the transmission of knowledge and skills in the classroom. In the present time, the nature of teaching demands life-long continuous professional development for teachers. For it, teachers' enthusiasm for learning new strategies is required otherwise, teachers' learning stops at certain moments. I claimed as a professional teacher to me. But, I worked under uncertainty and complexity in my later years of teaching. When I had to teach through a projector in each classroom, initially, I denied it due to my approval of the professional teacher. It did not work longer for me. The change that had come in my classroom teaching was not an option for me. Rather it was a compulsion for me. I got a mind shift to adjust to an unexpected situation and it was difficult for me and I browsed the internet to teach my students. The integration of technology in my teaching made me a good reflective practitioner. Teachers need to browse the internet to explore their teaching and reflect on their ways within it to compare their strategies of teaching.

Sisam believed that teachers need to appear more than transmitters of subject knowledge in the classroom. Teachers who hold certain belief systems and refuse to adopt newer things, their learning could not continue and no longer become reflective practitioners. Teachers who choose a way that they think is easy to teach students that does not support for professional growth of teachers and even the students to explore their capacity. That does not make their teaching easy as teachers require to work under different constraints to grow them. Our only belief and thought do not support to get success everywhere. Dweck (2017) advocated that teachers with a growth mindset are focused more on finding new strategies and approach to achieve goals. From this point, we knew that if we go with fixed beliefs and refuse to accept the

pedagogical shift, we are more likely to be non-professional teachers. In the same situation, Yugal explored:

My students made me read more than them. Now, I am a learner. Sometimes, students are a threat to me due to my belief "teachers are teachers." I learnt to find a new way of teaching every time because my students felt bored with me. Students' dissatisfaction pushed me to search for new emerging strategies; Think, Pair and Share, Learning Café, Jigsaw Technique and use of digital platforms are very useful for my professional development.

Yugal repeatedly mentioned that teachers are learners as they need to be ready to get a concept of new teaching procedures. Teachers occupy a space in a classroom, standing not only as a technician but also as key role persons of students' satisfaction.

Teachers change their way of teaching when their thought goes with constant professional development. It happens when teachers understand professional development is not firmed only in their beliefs rather they perceive teaching as a part of their lifelong learning (Agustin, 2019). Similarly, reflective practice instructs in-service teachers to ensure the quality of their teaching performance in response to the changing educational system (Belvis et al., 2013). The reflective practice promotes in-service teachers to reflect on their pedagogical beliefs and check their teaching performance to meet the teaching demands of the present time. On the same theme, the next participant, Priyansi viewed:

I always feel like a novice to me. Despite my long experiences, I am alert to my present teaching situation. For it, teachers have to work as novice teachers despite long experiences. I sometimes get back to my previous experiences to reflect on myself. Despite 15 years in teaching, I still search the ways of making teaching activities the best. I can reflect and learn as a novice teacher. Now, I don't think that I am a perfect teacher.

Despite having long years of experience in English language teaching, she considered timely improvement as good for professional development. Teachers' experience is not sufficient in itself if it is not updated to cope with up present situation. She reflected on herself critically as a novice teacher to adapt to the changes. Besides it, she discarded the thought that she was a teacher for many years. As Thompson and Pascal (2012) argued that it is important that our beliefs and assumptions are scrutinized in the reflective process.

Reflective teachers use instructional reflection (Dewey, 1933) to get updated with their work. Teachers consider the situation that they face and they do not advocate their assumption is true rather they put them in a class with students (Benade, 2015). As critical reflection theory explores that the mere positioning of teachers is not good. Teachers' view on accepting continuous learning brings improvement to professional development.

I noted in teachers' narratives that teachers need to examine their beliefs, and thinking and position themselves despite their long experiences. They only grew to accept the new change that appeared in teaching and they can satisfy their students. Teachers who accept the new emerging situation make them more reflective practitioners and less self-centric in their development and assist in taking rational educational decisions for professional development.

Chapter Summary

The English language teachers as research participants of this study initiated their teaching careers when they were in service education. So, they believed that in-service education enhanced their profession. The participants were positive for reflective activities. They reflected on their active solutions to the uncertainties of teaching with reflective practices. They did not make them limited only to the teacher but they worked as trainers and learners to explore them as good reflective practitioners. They integrated technology as a way of reflection in their teaching.

CHAPTER VI

TEACHERS' EXPERIENCES ON REFLECTIVE PRACTICE FOR PROFESSIONAL DEVELOPMENT

This chapter addresses the second research question, How do English language teachers narrate their experiences of reflective practice for professional development? During the interview, I present the analysis of the experiences portrayed by English language teachers on reflective practice for professional development. Teachers' narrative on their experiences was a major theme and I categorized it into different sub-themes.

Peer Sharing

Teachers reflected on their working experiences for professional development through peer sharing. Peer sharing is a reflective practice for them. They get benefits from the support and interaction provided by their colleagues. Teachers get clarity on their confusion by working, sharing and listening together. Peer sharing cultivates teachers' capacity and focuses multiple perspectives on enriching their profession. Hail et al. (2011) mentioned that peer sharing is a give-and-take process that helps teachers to have a different or clearer understanding. The participants' view on peer sharing. Kripa asserted:

In my initial teaching stage, I did not dare to share my teaching activities with others. While studying at bachelor's level, I joined a two-day workshop program organized by the Nepal English language association. Then, I worked as an executive member of NELTA Rupandehi and learnt to work in a shared culture. I brought this practice into my teaching, i.e., working with a colleague. Teaching and learning is a two-way process. I often requested my colleague to observe my classes at certain intervals. I am, too, asked to observe others' classes. I got nervous initially due to comments that would come behind my work. But now, I often reflect on my work with my colleagues. Nowadays, I feel I am growing with my colleague together.

Kripa narrated her experiences reflecting on her work in peer-sharing activity. She was confident enough to request her colleague to observe her classes even though she was initially nervous about two-way talk. She was afraid of the comments that her colleagues provided her. But she was encouraged to do better when she brought this

sharing practice into her profession. Now, she confidently talks with her colleague about the problems that she got with her teaching. She sets in her mind that teaching is not a single process; instead, it is a give-and-take process. She accepted critical comments easily given by her friends and she imitated good strategies that she saw while observing others. She had a professional talk with her colleagues. In the peer-sharing process, teachers engage in constructive professional discourse (Vidmar, 2006); through peer sharing, teachers sit in each other's class and may mutually analyze their teaching practice. They know how their colleagues arrange teaching procedures, manage a classroom, and handle sudden classroom problems to ensure the class runs smoothly. As a result, they get self-development.

Peer sharing connects teachers in a necessary professional dialogue and results in support in working situations. Teachers engage in analysis of their works and set even new teaching models between colleagues. It makes inexperienced teachers not feel back. It is a way for self-growth in teaching, according to her. Her view is close to Richards and Farrell (2005). They stated that teachers' assumptions change when collaborating with colleagues; working alone in a shared situation brought changes in teachers.

Teachers with colleagues exchanging ideas and expertise results in more confident teachers. Farrell and Freeman (2022) stated that professional development becomes rewarding for teachers if teachers work together to discuss their situation through others' eyes. So, teachers' attempt to work with colleagues helps to challenge the expectations, preoccupied opinion and thought for constructive change. Teachers remain alone in the classroom to prepare lessons and deliver the students' content. Engaging in professional development, like peer-sharing activities, can be a wonderful opportunity to collaborate and exchange ideas and experiences. Teachers' thinking about work gets changed, resulting in professionally sound teaching.

After involving in any form of collaborative work like peer sharing, teachers know what might work more in teaching and learning and what prohibits them from going further. Teachers get clarity upon uncertainties about what they practised in the past. Teachers give them a new perspective on their teaching. So, peer sharing promotes professional development and increases relationships with professional peers.

But while peer sharing, one should not be judgmental of each other. Teachers wouldn't be true reflective Practitioner if a sense of being judgmental grew among them.

In the same vein, Sisam disclosed:

I was a beginner teacher in 2017; I often blamed the students because students challenged me. I very often encountered problems in my teaching-learning activities. I did not have a place to keep my problems. Then, our school formed a level-wise different subject department program and ran a program in primary, lower secondary and secondary levels. There were monthly meetings of different departments at each level for academic improvement. Those inter-departmental meetings revealed various complexities and contradictions in teachers' works and the thought that they expressed through their narratives related to classroom teaching. I felt terrible sometimes and teachers' individual perceptions and tasks were challenged in those meetings. However, they were helpful to me. I learnt to be constructive in my work after reflecting on my teaching activities with my friends and listening to colleagues in different department meetings. We had an intense academic talk. However, arrangements were in a month but I got more significant opportunities to explore myself and collect others' ideas.

Her response implied that her involvement with colleagues in inter-departmental meetings was a way to reflect her teaching activities. Then, she started sharing her ideas with colleagues in her working place. The idea of sharing with her colleague was a great opportunity, and equally, it was a significant threat to her keeping emotionally balanced in collaboration. But, she was to develop and accept the ideas of colleagues for professional development. So, she wished to continue regular meetings and practices in her school. Korthagen and Wubbels (1995) suggested that teachers' professional development is possible only after struggling with many complications.

The teachers' habit of working alone isolates them from a chance to work with others. Teachers may have uncertainties relating to their work. For it, the teachers must adopt sharing strategies and give up the notion of doing alone. It does not support reflecting on self and getting professional development. The teachers' involvement in inter-department meetings is a way of co-creating knowledge on

skills, and aspects of the English language, making them richer in their profession. Furthermore, the teachers become creative through collaborative practices.

Collaboration is characterized by intimate creative proximity and the putting aside of differences in order to realize a shared goal (Candy, 2020). Collaborators' desire to work with great attention brings a radical change in the field that they are working in. The teachers are motivated to work through their joint effort, and they think about future ways. Similarly, the next participants, Yugal and Priyansi, support the view on peer sharing from near, respectively. Yugal explained:

It was a time in 1995 when I was in class ten, I had a group of friends and studied with them in the group in Butwal. I was involved in the discussion. Studying in groups helped me know what I could not know about being alone. I implemented this strategy on my students. My students liked reading in groups.

In the same way, teaching is a cooperative venture. Teachers' expertise goes down ranks on YouTube goes down if teachers did not involve in the sharing process. In my school, mostly the teachers work in a group in collaborative practices. Teachers shared the problematic classroom situation and copied impressive strategies they realized were important in their teaching activities. I preferred working in a group is the easiest way to reflect on each other critically.

Yugal, too, gave importance to collaborative practices as he shared his ideas with his friends. He is teaching as a cooperative venture. Humaira and Rarieya (2008) suggested that teachers have to contribute to building a shared repertoire of skills and techniques among teachers and educators in a school. He explained: "*Teaching is a give-and-take process. I share with my friends and I get.*"

According to him, when teachers reflected on them, they gave, and they got as he mentioned, that sharing culture reduces judgmental views between peers. Peer sharing does not imply inequality between the teachers involved (Robbins, 2015). So, teachers feel free while changing their views on academic discussion with each other. From the view mentioned above, teachers' way of working with others helps them to understand work strategies for the teaching profession. Active engagement with colleagues extends their teaching repertoire, and they reflect the practices, questioning techniques, assessment systems, classroom management skills, etc. It leads the teachers to co-planning and co-teaching of a lesson that develops new ways of

teaching. The teachers extend their planning for developing materials and assessment systems and many more strategies of teaching activities through collaborative practices, like peer sharing. In this regard, peer sharing increases the chance for teachers to be reflective practitioners and supports teachers to become experts. The next participant, Priyansi narrates her experiences with peer sharing similarly.

Priyansi expressed:

My way of teaching was quite repetitive in nature and I was thinking to make classroom teaching quite exciting for my students. Then, I started to talk about classroom work activities with my friends though we were on the same level. Before the discussion, I felt isolated in a staffroom. Our discussion grew quite productive and it reduced teachers' isolation. It was informal mentoring and dialogue with my friends. My colleagues critically provided feedback to me though I sometimes felt challenged by my stability of practices and self-esteem. However, I found myself well-resourced after the discussion. I developed to get criticism, and I expanded through their ideas. When I worked with my colleagues, I reflected on my teaching while my friend and I were informally involved in the discussion, and our discussion gave us a clear picture of our work.

For Priyansi informal dialogue and informal mentoring are more helpful for teachers to reflect on teaching activities. It became productive for her to get exciting ways of teaching and she grew as a continuous reflective practitioner through informal mentoring. She liked to have her friends for discussion, which avoided the teachers' isolation even in a staffroom.

The teachers started thinking about how best to teach the students to have clarity in their work. For that, informal mentoring creates a highly effective space for the teachers to be proficient reflective Practitioner in a school. Even if sometimes discussion among colleagues threatens the stability of practices of teachers. Fullan (1992) stated that when teachers want to change in teaching, they sometimes get stressed and feel incompetent (cited in Day, 2002). However, the continuous effort of teachers' reflective practitioners brings a change in their concept and increases their practices to do better and gain expertise in their profession—the sharing through mentoring works as a technique to practice teaching strategies in teaching the English language. Working together with peers boosts teachers' knowledge and skills and motivates them to find the best teaching practices. It pushes teachers to change their

concepts, practice becoming reflective practitioners, and slowly, the teachers become a coach. (Soisangwarn&Wongwanich, 2014). So, in collaborative practices, teachers come up with collective ideas. Teachers' reflection with colleagues makes them go beyond their pedagogical limitations when they see their work through the lens of their colleagues.

When teachers work together on a common task, they get clarification on uncertainties of their profession, interpret information coming from their works, speculate, and give reasons too. They share their practices and then arrive at a fuller understanding of their works.

Integration of Technology

Teachers narrated that they reflected on their teaching performances by integrating technology into their teaching practices. Integration of technology in teaching is essential for reflecting instructional practices for teachers. Teachers use blogs, e-portfolios, and video recordings for their reflection. Blogs are electronic journals that extend the traditional way teachers write journals. Blogs help for collaborative works among blog writing teachers, and similarly, e-portfolios and video recordings are equally helpful for reflecting teachers' thinking. In it, the research participants; Kripa and Sisam narrate their experiences in quite a similar way; Kripa uttered:

ICT training organized by Tilottama municipality in 2013 was a boon for me. Then, I learnt to record my classroom teaching activities. I got an insight through my recorded classes of mine. For that, I started recording my classroom teaching to get me back. Then, I went through it. My audio recorder provided me with a platform for digital collaboration. When I repeatedly listened to my pronunciation, use of grammar, and vocabulary, I gave a reflective turn over my teaching. I got improvement in teaching when I endured it.

From Kripa's response, teaching is better fostered when one includes technology in education. She alone found her problems through digital collaboration with her recorded classes.

Teachers get their own reflections by working with technology and recording the classroom teaching. Digital collaboration, like video recording, is a reflective practice technique to mirror oneself. In it, teachers can see their lesson at the time they desire. Teachers need not stay under any time limitations and constraints. In

digital collaboration, teachers view lessons as often as they desire and relive the teaching moment. (Durand, Hopf, & Nunnenmacher, 2015; Mc Cullagh, 2012). Teachers can stop the video, analyze themselves, and reflect simultaneously. Teachers Similarly, Sisamexplored:

During the pandemic period, I started virtual teaching. At that time, I was near about to leave the job. It was so tough because I had a time limit working with technology. Luckily, I attended a webinar organized by the society of teacher-friendly technology and learnt to teach collaboratively; through zoom application and google meet. I wanted to tie technology in teaching to my professional growth. With the help of the STFT group, I made a PowerPoint presentation for class ten English on "Habit Cultivation" to teach to the STFT group through Zoom and the same group evaluated me. The comments and feedback provided by the group helped me to learn a lot of things. I gave my recording even to colleagues in school. That helped me to improve my teaching. It was my collaborative practice through the integration of technology.

Her response revealed that incorporating technology in education reflects teachers' work well. Teachers may collaborate with a different software application to teach the students and they get corrected through it. She revealed that the teachers and students get many benefits. The teachers looked at them by their performances, and they got inspired to do well. Recordings develop the habit of being a reflective practitioner. No doubt, it ensures teachers' quality. Self-reflection, through video recording, plays a part in developing the professional (Kayapinar, 2016).

Similarly, teachers need some retrievable data to get an idea about what exactly they have done, and they examine the efficacy of their teaching through recording (Xu & Chuaychoowong, 2017). So, through recording, teachers know what is happening in the classroom rather than what they think to happen. So, teachers need to get connected with ICT platforms. Itawaresteachersfor improved teaching. Similarly, Yugal stated:

After long years of teaching computers, my interest grew in me writing a blog. I started to write a blog in 2017. In my school, many teachers were influenced by my work and created digital platforms like YouTube channels and blogs. So, I shared the best practices among teachers through YouTube, blogs, and other electronic platforms. But, teachers who are connected digitally with

other teachers are required to avoid preconceptions about the teachers who posted their work. Rather observers have to do the effectiveness of the tasks. A student from a remote village in Nepal, Far Western Site, asked me a question on the grammar portion that I included in the blog. Blog writing is an excellent tool for teachers to reflect on their skills, expertise and experience.

In this regard, the integration of technology in teaching is essential. The teachers equipped with technological ideas influence other school teachers to share their interests and ideas through digital platforms like YouTube and blogs. Blog writing creates a collaborative environment for professional discussion and development. But, Yugal mentioned that students equally get advantaged with the teachers who share their teaching activities through YouTube channels. The students from any school clear their curiosity using different teachers' digital platforms.

The digital platforms also provide a chance to work together with the teacher with their collective ideas for professional development. Teachers can get an optimal solution to teaching problems only if they keep the capacity of the effective judgment of shared works. Blog writing is one of the ways in itself. Teachers become reflective practitioners using a way of teaching through technology and it may provide different tools that support teachers in reflecting on their classroom practices (Oakley & Johnston, 2014). Teachers get real classroom experience with technology.

Reflective dialogue is possible when blogs come into play. Teachers develop professionally when they are allowed to engage in collaborative settings, which is possible in blogs. Reflective practices underpin teachers' different activities, and technology provides tools for it. Undoubtedly, it offers different tools but the teachers must develop the capacity to use them properly. Blogs are an effective way to practice and build on reflective practices in teacher education classes (Chapman, 2015). Blogs help teachers for reflecting teaching activities.

Through blogs, teachers engaged in critical reflection. Blogs allow teachers to gather together and offer opportunities to comment on the blog post. They develop a capacity to comment on their works and develop new insights on various aspects of teaching; like classroom management issues and assessment systems. Blogs writers also observe them critically and view and review them. So, blogs help teachers become professional teachers and reflective practitioners; more than that, teachers are involved in critical reflection. In a similar sense, another participant put her view. Priyansi disclosed:

I was a beginner at technology but used it after the pandemic in 2020. I started to teach through the computer in the classroom. Apart from it, I created an e-portfolio during a period of lockdown. I studied myself by looking at my e-portfolio.

From her response, beginning to work with technology is a way to observe the works that teachers do. Priyansi seemed moving with technology though she was new to it. But, technology supported her as an alternative way to reflect on herself. As a technology platform, she used an e-portfolio that linked her with prior knowledge documentation and provided opportunities to update her works.

Teachers get a way to converse with them through e-portfolio. Electronic portfolios, or e-portfolios, in which teachers compile all the resources in an organized way. Suchasphotos interviews and reflective writing. Through it, teachers make connections between prior understanding and any new understanding of their teaching practices with the help of e-portfolios. (Oakley et al., 2014). E-portfolios presents teachers' learning showing them professional development and growth when they use their new understandings to affect their planning and teaching.

Teachers' Identity

Teachers are successful in building their identity through reflective practice. It ultimately helps them to enhance their profession. For it, academic and social contexts are better opportunities for their identity. The opportunities for teachers are working in training, workshop, and self-mentoring. When presenting their ideas to others, teachers help get multiple interpretations of their works. Kripa expressed:

I enrolled in a one-day workshop program in Nepal English language teachers' associations. It allowed me to work as an executive member in Rupandehidistrict. There I shared ideas on how to engage students creatively in reading skills. I helped many English teachers, and I got help from teachers. The opportunity of being an executive member was a situation in which I shared my work experiences and approached my teaching profession equally through the participants' eyes. The academic context supports teachers to reflect on what they know and need to know for their professional enhancement.

According to Kripa, a one-day workshop programme was a great opportunity to enhance her profession in her educational life. She taught the students differently than the last time she worked in the workshop. She was encouraged by the workshop

program and motivated to work as an executive member of the Nepal English language teachers' Association. She was successful in guiding many novice teachers after she became NELTA executive member and others helped her.

Teachers built up a context for their identity through reflective activity. When teachers are provided academic context to work, they make an effort to establish them. Academic context is a way to improve their profession. Involving in reflective practice, the teachers extend their capacities and become critically reflective practitioners. So, reflective practice as the context they get helps to grow in their profession. (Cserpes, 2015; Teixeira & Gomes, 2000; Williams, 2013). Similarly, another participant, Sisam, stated:

I established my role as a teacher of working in collaboration and co-operative teacher in my school. I wouldn't say I liked working in isolation. Mostly I am involved in informal mentoring in school with fellow teachers. Once I left the school, but I was called back in 2017 due to my co-operative nature. Then, I was requested to organize a workshop and training for primary teachers in my school. It, I discussed it with educators and experts. It abundantly helped to enrich my understanding. From the participants, I came to know what activities were most puzzling and boring to the teachers and which activities were successful in exploring my professional experiences. Despite my experience, I knew which of my past experiences were least useful to my profession.

She opined that the opportunities that need to offer to teachers for their identity ultimately increase their work experiences for their professional growth. Teachers can find out the areas of improvement for their expertise.

Yugal explored:

As a public school teacher in Butwal, I worked as a trainer for the Soft skills Project and was a trainer for British Council, Active learning Group and STFT. (Society of Technology Friendly Teachers) and a trainer of interactive multimedia classes. Moreover, I developed my school as a school-based professional development place. It made all my fellow teachers feel easy to work with. I felt knowledge sharing is a profession extended program.

According to him, he worked as a trainer of different programs, which was a great moment for him to work as a professional person among English teachers in Rupandehi district. He explained that teachers gain expertise after continuously

reflecting on knowledge, skills and issues related to the teaching profession through different academic contexts. Teachers' reflection becomes mature if it gets different educational contexts to foster teachers' potentiality.

So, teachers are required to have platforms to disseminate their years of experience. Teachers become more mature and aware of working among colleagues. They learn through others' views, and they impart knowledge of them to others. Training-like programs are collaborative programs which provide collective ideas to teachers to raise awareness of the profession for professional development.

But, a school-based professional development system is an accessible way of gaining professionalism. The schools have to be developed as a knowledge-exchanging place for teachers. It leads teachers to systematize them in every activity. The school as a professional development place increases teachers' expertise in their profession and constructs their professional identity in working places.

Teachers have their own concerns, interest, beliefs and problems in their profession. They examine those attributes deeply while doing collaborative practices in a school in a repeated way. They do a self-evaluation and see critically upon their work that is less possible in training centres. Teachers, looking at them critically help with self-observation, self-consciousness and self-evaluation that aid in the reformation of knowledge (Farrell, 2007; Widodo & Ferdiansyah, 2018). So, schools are the most convenient and easy places for teachers that offer frequent opportunities to evaluate their work. It promotes teachers' habit of reflection in school and assists in professional growth. In the same regard, Priyansi stated, "*My identity was a level head of the English department in 2020. I got more opportunities involved in informal dialogue and I worked with my friends in which I totally reflected my teaching.*"

Her position as a level head that she got helped her to work with her colleagues from near. Working and sharing with colleagues is a way of learning to uplift her profession. She was involved in informal mentoring and dialogue to reflect her teaching, which provided a clear reflection of what they did and showed a clear way to work further in teaching. Moreover, she explored that working as a level head is a big academic context and her identity in which she involves her colleagues in every smaller work to work together.

Teachers' identities like level head, mentor and trainer create a situation for reflection in a school that strengthens the teaching profession in either way. It increases teachers' expertise in their field. A way of articulating ideas with others like

colleagues and with more skilled persons and mentors, teachers increase the possibilities of learning. (Singh et al. 2013). So, when teachers exchange their ideas with others gives a situation for teachers to re-work their activities that help teachers to learn more.

In this regard, school works as a learning community for professional growth that provides an easy way for teachers to reflect and to develop the school as a professional development place seems uncontroversial.

CHAPTER VI

REFLECTION, INSIGHTS, IMPLICATIONS AND CONCLUSION

This chapter presents the insights that I got from teachers' narratives and their analysis in chapters IV and V, respectively. I make a discussion based on findings that were employed by participants for professional development through reflective practice. The conclusion is based on research questions and implications of this research in policies, practices, and future research works for teachers' professional development through reflective practice in it.

Reflection

I was striving to have an M Phil degree for a long, but my interest and endeavour were masked by a big quilt of my own circumstances. It was one cold morning in December 2019; I was enjoying the sun and reading a book, "English Language Education in South Asia." At the same time, I got a phone call from my friend, and she informed me about the block mode of M Phil in Kathmandu University. The Block mode made me happy though I was not fully known about it. Immediately, I set my mind to join a program. I did everything and I got admission in the same year. I was as happy as in my school days; my long-awaited dream has come true.

At the beginning of this degree, I got two subjects. One was about research methodology. The teacher teaching a research methodology suggested to the students to select a topic. I chose the topic, "Classroom Interaction", and I went through different related literature to grasp ideas for the required information on my topic.

However, when I joined the second semester, my interest grew in professional development. Though I prepared a proposal on classroom interaction, I did not continue it. I gave a presentation on it in different webinars. Then, I turned to the need for reflective practice for teachers' professional development.

Being an English teacher, I faced many challenges at the beginning of my teaching career. I was in the thought that I was good for the students but it did not work for me. Students felt monotonous and they did not feel happy with me. Luckily, I got a chance to learn different collaborative teaching strategies in a program given by British Council in Educational Training Centre, Bhairahawa in 2015. Then, I implemented those techniques in classroom teaching and I found students were active.

But, I was not still satisfied and I wanted my colleagues to work together for a critical view of each other's work for professional growth.

Yet, it was not easy for all teachers. So, the situation enthused me what are English language teachers' view on professional growth and how do they share their experiences about the ways of professional development? Then, this curiosity led me to carry out research on teachers' perspectives on reflective practice for professional development.

To continue the research works related to teachers' perception and their practices on reflective practices. I read different books and research articles carried out on reflective practices of different parts of the world. My reading was on various related aspects of reflective practices; Teachers' identity through reflective practice, problems of reflective teaching and so on. Then, I divided literature review section into three different sub-sections; thematic, empirical and theoretical review.

Under thematic review, there were four major concepts which were directly concerned with this study. They were; defining reflective practice, reflective practice and professional development, techniques for reflective practice and different lenses on reflective practice. All these major concepts broadened me to go in-depth about reflective practice. Empirical literature related to the topic of this research in the context of Nepal and abroad built the knowledge gaps in this research.

The critical reflection theory (Brookfield, 1995) was regarded as a reference to provide a theoretical foundation for this study. The belief in observing others and self-evaluation upon the teaching activities related to critical reflection theory is used in it.

The methodological section of this research study moves with philosophical consideration, research paradigm and research methodology that help to set the foundation of this study for exploring English teachers' perspectives on reflective practice. I used narrative inquiry as the research method and I followed the research design under the framework of the narrative research method.

For the data gathering area, I purposively selected Rupandehi district. It was my working place from where my friend works in collaboration with me on teachers' professional development. I chose participants purposively who were English language teachers of secondary level with more than ten years of experience. Among them, I requested four teachers, and they agreed with my purpose. Then, I took their consent through email. Among four participants, two participants were from community schools. The criteria for choosing research participants were; teachers

having more than ten years of experience and teachers from both public schools. I gave priority to both genders to bring inclusiveness and variation in my research study. Out of them, one was a male teacher who was a Roaster and ICT trainer of the Rupandehi district and another was an experienced female teacher who was involved in different NELTA activities and worked as an executive member at a district level. Similarly, two other teachers were from community schools, too, who were more than ten years in the teaching field.

The interview was taken as the main data collection tool under qualitative research. For it, I prepared open-ended questions and sent them to my supervisor. Then, I modified them according to his advice. Before I sent those questions to the research participants, I had an informal conversation with my research participants for their ease. I was involved in interactions with participants for pilot testing in the preliminary phase and I took their consent through e-mail. After I took their permission, I requested an interview. Taking the interview was quite difficult for me due to my participants' busy schedules. However, I took interviewed my research participants in two different settings. I have tried to maintain ethical standards. I recorded their interview in the Zoom application. I transcribed them and developed them into the story.

Their narratives are based on the story of their perception of reflective practice for professional development. I analyzed their stories and I developed them into two different themes to address two research questions set in Chapter I. While I was working on themes, I was totally focused on their narratives.

Key Insights

In this study, I set two research questions in Chapter I. The first question was related to English language teachers' perception of reflective practice for professional development and the second research question was related to how English language teachers narrate their experiences of reflective practice for classroom teaching. The first theme; English language teachers' perception discussed under three different sub-themes in chapter V and similarly, the other three sub-themes were generated on the major theme; teachers' experiences on reflective practice for professional development; the next research question, respectively in chapter VI.

Under the first major theme related to the first research question, Teachers' perception of reflective practice revealed that all the research participants indirectly used reflective practice as their own teaching method for their professional

development. Reflecting on self for professional development is the first sub-theme in this study. It showed that their journey of teaching was not easier for them in the beginning. They got nervous and struggled hard to face the classroom problems though they entered into the teaching profession due to the positive influence of their family members who were working as English language teachers. They frequently questioned their teaching activities which helped them to find out their weakness and strengths. Their self-reflection through self-correcting activities brings changes in classroom performances and changes in their belief and they get a pedagogical shift. Teachers' continuous thinking of being unique in teaching, they reach their own definition of what makes good or effective teaching and learning before doing other activities (Suter & Rushton, 2012). Their reflection took them to the previous teaching activities that assisted them in further improving their teaching. Therefore, self-questioning and continuous involvement in their thought for the retrospective look were their remarkable activities for improvement in teaching.

Similarly, the second sub-theme learning for reflection inspired them to continuously study for improved teaching. The combination of reflection and learning cleared their doubts and uncertainties in teaching than mere reflection. Reflective practice keep them motivated for pedagogical shift and it brought remarkable learning achievement in students.

Similarly, the third sub-theme; Teachers' belief in teachers' perception, gave the insight that teachers' disposition to inquiry in teaching activities has increased and they discarded the mere positioning built from years of experience. They found that long years of experience alone is not useful for professional development.

On the basis of the second research question; how do English language teachers narrate their experiences of reflective practice for professional development? I discussed three sub-themes. The major theme was teachers' way of narrating teachers' experiences for professional development. The three sub-themes were peer sharing for professional development, integration of technology and Teachers' identity.

In relation to the first sub-theme, peer sharing for professional development, the participant teachers' narratives concluded that they developed them more confident teachers due to peer sharing as a reflective practice activity and they were empowered by the critical comments provided by their peers. They assumed others in them and their perspectives as collective property for pedagogical change. Within the

theoretical framework of the critical reflection theory of Brookfield brings the insight that considering other ideas provides a critical stance to the teachers.

In the same way, the integration of technology as a reflective practice activity for professional development, the participant teachers' narratives brought the idea that teachers' digital collaboration supports them to see their own performance as the post-class discussion to get self-feedback and evaluation of their works. Critical reflection theory supports the idea that teachers become critical of their own works for improvement. Similarly, teachers collaborate with other teachers through digital collaboration even if their presence is not obligatory at the time, i.e., blog, or Youtube. But, they get their reflection of their teaching activities anytime due to the integration of technology in teaching.

For the continuation of this work, another sub-theme is teachers' identity as a reflective practice activity for professional development. The participant teachers' narratives shared the idea that reflective practice is a way of increasing teachers' expertise in their identity. They increased the efficiency of their profession which helped them to seek a better social-academic context for their identity. Professional development has no end line rather due course of time teachers go changing continuously. So, they developed a range of suitable and possible strategies to respond to the changing situation in their teaching profession and strengthen their identity.

From this research, I got my insights that reflective practice enhances teachers' professional development. Teachers are inquirers of their own activities and teachers' inquiry shows the way for them to be good decision-makers. It supports to change of long-seated beliefs as a result teachers become able to add appropriate alternatives for professional growth. The teachers' regular involvement in reflective activities proves that professional development has no ending line. It promotes total school education quality. Teachers can announce the school as a place of investigation for professional development (Suter & Ruston, 2012). Teachers consider it as a process of re-assessing their performances.

Similarly, I had the insight that teachers' professional development is not an isolating activity rather it is a collective effort. I understood that teachers' engagement with others took them to have a deeper understanding of their work. It led them to accept others' views in their works. Their narratives explored that teachers' reflection with colleagues offered better opportunities for espoused vision against individual realities. Ego maturity despite long experiences is observed in teachers. It

boost my idea that teaching is a give-and-take process that assists them in building a shared repertoire of language skills and teaching techniques in school.

Likewise, the integration of technology into pedagogy is another way of reflection. I had the insight that technology supports teachers for self-analysis of their works. In addition, digital collaboration inspired teachers to reflect on teaching activities without any hesitation. It enhanced my insight that incorporating technology in teaching made teachers more reflective in nature. As a result teaching can't become as for a granted profession. As teaching can't be performed in isolation. Roberts (1998) teaching is a social activity, and only working with individualistic theory does not work; relationship with others is profoundly important for professional development.

Similarly, this research brought insight on me that teachers' identity is possible through reflective practice. Teachers who are reflective in nature seek a context to build their identity being as a trainer, working as a head of department and mentor. Similarly, I knew that implementing reflective practice evaluates their beliefs and promotes their position. They invigorate deeper awareness in English language teaching. They considered reflection as a bottom-up approach for teachers' professional enhancement.

Further, teachers' narratives showed that they desire to integrate reflective practice into their profession. The two participants worked as a trainer and executive members and others were working as resource persons in the school. Besides all those things, they get a change in their fixed assumption regarding the teaching profession. They perceived reflective practice as a method to enliven their profession. The teachers are strongly firm on the thought of reflective practice for improved teaching. For this, a continuation of self-reflection works as a prerequisite for both reflective practice and professional development.

Conclusion

This research study explores how English language teachers perceive reflective practice for their professional development. Their narratives advocate that reflective practice helps them to observe past teaching activities to get insight from their own experience. They learn new knowledge from prior knowledge for improved teaching activities. Due to that teachers develop questioning stance through self-reflecting activities which motivate them to engage more in learning and to change their deep-seated belief. Critical reflection theory claims that teachers become critics

of their own performances for further professional growth. The participants frequently interpret their teaching world and revisit actions. Then, reflective practice improves teachers' weaknesses and help them to take good decision for quality teaching. It raises awareness in teachers for professional performance. Then, teachers feel different and insightful in each moment of work.

Reflective practice has empowered teachers to create sharing culture in the school. It develops a reflective mindset to evaluate the teachers' tasks for growing together. It brings a pedagogical shift in teaching concepts. Equally, reflective practice encourages teachers for the integration of technology in teaching to get comments, feedback and self-interpretation of the works that they perform. It boosts them to alter teaching activities. Activities like writing the blog and working on YouTube have developed the concept among teachers that teaching is a give-and-take process. Professional development is not an isolating activity. Integration of technology inspired the students for discuss even off-site of schools. Hence, reflective practice supports teachers in developing their identities.

Thus, reflective practice in teaching is essential for teachers. It is a self-assessing way that motivates teachers for a retrospective look in teaching activities for introspective decisions. It creates an atmosphere of everyday training-like situations in the schools. So, it is an integral part of the teachers' profession through which teachers alter their teaching strategies and extend their profession to increase their expertise in teaching.

Contribution of this Study

This research study contributes to bridging the gap in teachers' understanding of the reflective practice and use of it in teaching for teachers' professional development. It offers the way how reflective practice helps teachers to change their perception in teaching activities and to consider that teaching is not an innocent activity. It has brought a noticeable contribution for teachers to have a retrospective observation of prior teaching activities and to become good decision-makers by acknowledging prior teaching to get additional knowledge from those performed activities.

Equally, this study informs the teachers that working with school staff is a collective asset to have different perspectives in teaching and to bring change in individual's long-held assumption and to have espoused vision on teaching. In addition, it contributes for teachers that teaching with the integration of technology

makes teachers more reflective in nature. Furthermore, it significantly contributes to teachers accepting the critical comments of others for ego maturity. Similarly, it helps teachers to seek professional opportunities or social, academic contexts to build their professional identity.

Therefore, the reflective practice as a teaching improvement strategy in school works as a bottom-up approach, context-based strategy like training among teachers to solve the problems that arised in classroom teaching. Similarly, the study recommends teachers more often to be a self investigator of the performed works for the future possibility to be professional teachers. Hence, it inspires teachers to search with in and not to discard the value of working with other teachers in the school.

Implications of the Study

This research work based on related literature and teachers' narratives has disclosed some significant implications in the teaching profession. It has been observed that teachers have practiced reflective activities in teaching English language to the students. The study also shows that teachers' professional development is enhanced through reflective practice. Teachers' self-involvement in thinking for teaching makes teachers to be a captain of their profession. This study also shows that teachers find their strength and weakness involved in them. For the successful implementation of reflective practice in classroom teaching, teachers require to reflect them without any hesitation. Then, it helps them for more confidential teaching.

To carry out reflective practice successfully in teaching, school has to maintain culture and the provision of developing it. Then, teachers' knowledge, skills, their work experience develop school as a professional developmental place rather than following routine activities of teaching. It prepares teachers for pedagogical shift in teaching like integration of technology and adding alternative strategies for further improvement. Teachers become investigators of own performance, and they attempt to participate in learning for further conceptual, pedagogical and content clarity. Teachers have to involve in reflective practice as a strategy of professional augmentation in schools. Through the intense practice of reflection in teaching, teachers build up their identity in their profession. The school's support for organizing teachers for reflection opportunities works more to impact teachers in their profession. So, reflective practice becomes a policy if used systematically in schools.

Teachers make their efforts to involve in different activities as a reflective practice. They become critical of their work due to continuous reflection habits. Continuous exchange of working experiences among teachers builds a positive nature to co-construct academic talk.

For the appropriate implementation of reflective practice in teaching, a positive atmosphere has to be created in schools for non-judgmental evaluation among teachers. Then, all teachers adopt it as a way of school improvement policy as an obligatory practice among teachers.

The reflective practice supports teachers to be learners and it lets them do continuous learning. For it, critical reflection theory leads them to be critical of their works with their colleagues. Moreover, teachers become aware of the efforts of extending their profession through digital platforms and working in ELT associations or working in a social-academic context as a reflective practice technique and an appropriate way of professional development.

This is a small-scale qualitative study. So, its findings may not be applicable to all English language teachers teaching at the secondary level all over the country. Yet, it can be a great support to make teaching-learning activities effective and impressive. Furthermore, it will be an academic reference for the researchers who desire to be a professional teacher.

Chapter Summary

In this chapter, I present the entire work of this research and my attempt to complete it. This study aimed to explore English language teachers' perception of reflective practice for professional development. Their experiences for reflective practice for professional development. I presented key insights, conclusions, and contribution of this study along with my overall reflections related to this study. Finally, I presented the implication of this study in teaching through reflective practice for teachers' professional development, even though it may be less applicable in all the situations.

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