PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS

THROUGH REFLECTIVE PRACTICE

Shiv Ram Pandey

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Approved by

_____   25th April 2012

Prof. Jai Raj Awasthi, PhD

 Thesis Supervisor

_____   25th April 2012

 Prof. Shreeram Prasad Lamichhane, PhD

 Thesis Supervisor

 _____   25th April 2012

Prof. Basu Dev Kafle, PhD

 External Examiner

_____   25th April 2012

Prof. Mahesh Nath Parajuli, PhD

Member, Research Committee

_____   25th April 2012

Assoc. Prof. Bal Chandra Luintel, PhD

Member, Research Committee

_____   25th April 2012

Prof. Bidya Nath Koirala, PhD

Member, Research Committee

_____   25th April 2012

Prof. Tanka Nath Sharma, PhD

Dean, School of Education

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

_____   25th April 2012

Shiv Ram Pandey, Degree Candidate

DECLARATION

I hereby declare that this Thesis has not been submitted for candidature for any

other degree.

_____   25th April 2012

Shiv Ram Pandey

Degree Candidate

DEDICATION

This Thesis is dedicated to each member of KUSOED Family, eminent scholars, UGC and my parents in honour of their support and confidence that enlightened me to get this result into fruition. Their moral, ethical, competent and expert guidance always empowered me to become academic and professional in the journey of education.

ABSTRACT

I have explored professional qualities of English teachers and their reflective practice in this study. The main purpose of this research was to explore, analyze and identify the qualities of professional English language teachers and their professional development through reflective practice in the higher secondary schools of Nepal.

I have enriched my study by incorporating relevant and resourceful ideas gathered through literature review. The theories have provided me with a strong and tremendous foundation for critically gauzing the dynamics pertaining to professional development of teachers through reflective practice.

I have adopted ontological, epistemological, methodological and axiological standpoint to carry out this study. I was aware of the fact that no interpretation is final and knowledge is contextual and alterable due to the intervention of technological upheavals and recent trends in education.

Nevertheless, perpetual discourse, dialogue, discussion, dealing, observation and intensive interaction based on inter-subjective inquiry in unearthing what research participant experienced as truth assured me to claim that the revealed knowledge is credible to some extent. I have derived meanings following interpretive paradigm along with analysis, interpretation and reflection on the beliefs, values and feelings presented by research informants about reflective practice in particular and professional development of teachers in general.

The informants were thirty two English language teachers from Kathmandu, Bhaktapur and Lalitpur Districts. I collected data through interviews and observations. I interviewed twenty English teachers both from institutional and public higher secondary schools. I observed the classroom practices of twelve English teachers.

Pertaining to the first research question, "how do the English teachers perceive their professional qualities?" I have found and explored that there are several qualities that a good language teacher must possess. As deduced from the study, the professional qualities of the English language teachers are: respect and devotion to the profession, learner, motivation, problem solver, reflective practitioner, commitment, planner and evaluator, training and experience, mission and vision, balance between work and life, fluency and accuracy, communication skills, accountable, trustworthiness, patience, positive, creative, analytical and sense of humour.

It has revealed that professional qualities are both in-traneous and extraneous in nature. They qualify, dignify, energize, enhance, enlighten and heighten the academic attitude and altitude of the teachers. However, this is only the perception of English teachers which may not bear the reality in practice.

Regarding the second research question, 'how teachers perceive reflective practice' I have found that all teachers are positive towards it. However, they are not in a habit of using them exclusively while teaching the language. It can be deduced that reflective practice is a meditative and a thoughtful process. It focuses very much on planning and preparation. It is a recalling and self-assessing process; professional and creative process; sharing and strengthening the strength process and motivating, encouraging, enriching and enabling process. Nevertheless, reflective practice may not be a panacea only from teachers' perceptions for their professional development.

Regarding the third research question 'how the teachers do the reflective practice, it can be deduced that they share their experiences; make their participation and discussion in the meeting; do interaction and presentation; take feedback and comments from the students; maintain the diary and the journal; remember the significant teaching moment; think critically and creatively; do peer observation and

team teaching; record using audio-video devices; and they follow the culture of collaboration and cooperation.

However, teachers are using reflective practice only to some extent. It is not satisfactorily satisfying. There is a gap in their perceptions and practices of reflective practice. I am also aware of the fact that the perception of teachers should not be taken as a sole reason for justifying the reflective practice they have adopted in the classrooms. The observation of their classes made me come to the conclusion that what is observed and what is expressed may sometime be incongruent and not revealing.

Pertaining to the fourth research question "why the reflective practice is significant for the professional development of teachers" it can be interpreted and explored that reflective practice makes teaching interesting and lively; it minimizes the weaknesses and maximizes the strengths of the teachers; it helps them to improve their presentation and creative writing skills; it develops professionalism on the part of them; it helps them to become a problem solver, a good communicator and a decision maker; it gives them the sense of satisfaction and self-esteem; it makes them competent, confident and committed in their profession; it helps them in generating new approaches, methods, techniques, ideas and philosophy; it sharpens the perceptions and perspectives of teachers; it makes them curious, critical and truthful; it makes them accountable and responsible to think and to reflect; it makes them mobile, up to date, and a good linker; it develops sharing culture and addresses the emotion and motion of the teachers and it evokes hidden talents of them. I am also aware of the fact that reflection is invigorating the teachers inwardly.

Finally, pertaining to the fifth research question 'what deters the English teachers from doing the reflective practice for their professional development and

how do they solve the problems?', I have deduced the following findings. The problems teachers have faced while doing the reflective practice are: lack of content, training and materials, lack of cooperation and collaboration, hesitation, lack of meeting and habit formation, Lack of time and willingness to show the weakness, lack of positive attitude, large classes and lack of motivation. The study has revealed that it is through discussion, interaction, and interpretation, language teachers can improve their reflective practice. Habit formation, critical thinking and creative writing, cooperation and collaboration, self-evaluation and student feedback, paper presentation and written examination; questioning, note-making and recalling the events, motivation and solving the problems are the strategies which play a crucial role to improve the reflective practice of teachers.

Furthermore, the study found that a professional teacher is able, capable, competent and confident. Only the competent teacher can teach confidently. He or she is daring, caring and sharing. Courage and care are the key words to success. He or she is engaging, inspiring and encouraging. Being with professional makes a professional.

Reflection, therefore, is the ability to convert the abstract into the practical and the idea into action. Thinking back and moving ahead with action is reflection. It leads to invention. It is also a heutagogical practice of directing one's learning and practice. Even inaction may happen in it. Reflective practice has become a key driving force and an increasingly influential referent in the professional development of teachers. It seeks to offer a dynamic, reliable, vivacious, invigorating, veritable and viable means by which the teacher can develop his or her professionalism because it is teacher initiated and teacher directed. Reflective practice and professional development should go together if a teacher wants to be an effectively delivering one.

Furthermore, a reflective and professional teacher edifies frustration into creation, pain into pleasure, difficulty into destiny, challenge into charm, grief into gladness, pessimism into optimism, reader into researcher, factor into structure, action into reflection and unheard voices into heard voices.

Key Words: Professional Qualities- Positive and Reflective Attitude- Culture of Cooperation and Collaboration- Rumination- Acting- Presenting and Reflecting- Sharing Experiences- Comments and Feedbacks-Critical Thinking and Creative Writing-Passion-Patience-Perseverance- Professional Development.

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Abstract Approved by

_____   _____

Prof. Jai Raj Awasthi, PhD   Prof. Shreeram Prasad Lamichhane, PhD

Thesis Supervisor   Thesis Supervisor

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This Thesis is the result of inspiration, perspiration and assistance of many prudent personalities to whom I owe sincere and profound gratitude. Therefore, I would like to thank many people whose time, effort, and support were greatly appreciated in the completion of this dissertation. I have learnt much about what it means to demonstrate capacity and commitment to conduct and engage with research.

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TABLE OF CONTENTS

CHAPTER I

SETTING THE SCENE

During the course of this study, I went back to my classes where I was teaching English. I thought myself a perfect, professional and reflective teacher. The connotation of being a perfect teacher and being a researcher contradicted for sometime. I tried to bring my experiences of being a teacher for last seventeen years into my research as reflection but I was in dilemma as to how to start and where to fit my experiences. One night in my dream, I was in a classroom and I was teaching English to the eleventh graders with utmost pride and zeal, with smartest voice, gesture and profound lecture. When I woke up, I found myself sleeping on my bed. It was quite dark. I couldn't see anything. I switched on the light but I didn't see anything over there except outdated calendar on the wall. I realized it was only my dream. Later, I came to know this statement that vision without action is merely a dream, action without vision just passes the time; vision and action together can change the world. With this, I started thinking about it and tried to find out the reality.

After completing my High School (SLC) from Annapurna Madhyamic Vidhyalay Khoplang Gorkha, I ventured my higher study in Gorkha Campus, Gorkha with lots of emotions and ambitions to be a great person in my life. Though who was a great person was a question in my mind, I continued my study to be a great person. I completed my Proficiency Certificate Level (PCL) in English and Health Education and joined Bachelor of Education in English. I completed my Bachelor of Education in English in the year 1996.

After completing my PCL examination, I entered into teaching profession from Mirkot Madhyamic Vidhyalaya, Mirkot, Gorkha in the year 1994. I was a novice

English teacher who tried a lot to teach English in the school with utmost care and enthusiasm. Sometimes, my students used to laugh at me when I pronounced some English words in a native accent. I used to say right even to the wrong pronunciation. Subconsciously, I produced the English sentences which were wrong. But, I used to say that I spoke the correct sentences because there was no alternative in my faculty of mind. Later, I felt that 'little knowledge is dangerous'. Despite such problems, I continued teaching in that school till I completed my B.Ed. Degree. Gradually, I developed attention and curiosity to see an answer in a problem.

After completing my B.Ed. Degree from the same campus, I swamped in the big capital city for my Master's Degree with new career aspiration to be a university professor. I joined University Campus Kirtipur of Tribhuwan University for my M.Ed. in English. It was a big challenge to a rural person like me to sustain in Kathmandu without any job and a little support from parents. I could not stay longer without any job and I could not force my parents to sell their land to educate me. So, I talked to my friends to find some tuition classes for me.

I was lucky enough that I got two periods of tuition classes in Glory Tuition Center at the beginning. That tuition center helped me to feed myself, pay the room rents and my tuition fees in the campus. I tried my best to do better in my M.Ed. Degree but, sometimes, I was disturbed when some neighbours brought a package of problems from my distant home. Anyway, I prolonged my study facing many twists and turns in my personal and family life.

It was a day in 1999. My friend told me that our result of M.Ed. second year was published. I rushed to my campus notice board and saw my exam roll number there. I was so happy at the moment that I cannot express it with any words. It was a great achievement in my academic life.

As soon as I finished my M.Ed. in English, I got an opportunity to teach English in Gramin Adarsha Multiple Campus, Balaju Kathmandu. I am really very thankful to my senior colleagues in the campus to provide me with full support to establish myself there as a competent and committed teacher. The campus led a strong foundation in my teaching career and I am still teaching there as a full time permanent faculty member.

There was a strong desire to achieve higher degree and this desire took me to Kathmandu University School of Education. I joined the M.Phil. Degree in the year 2005 and completed it in the year 2007. And I continued my educational journey of PhD from the year 2008. Only four students were selected to study PhD from our batch. Luckily, I was one of those candidates. I was so excited to be a PhD student in Kathmandu University that I had not ever dreamt before. Fortune favours the prepared mind suitably matches when University Grants Commission (UGC) granted me fellowship to carry out my PhD study.

The classes were interesting and fruitful to me. I learnt how to make effective presentations, write papers, and discuss on important issues of education and leadership. The courses in Kathmandu University developed my confidence and competence towards philosophy, theory, practice and other aspects of education.

I feel that pronunciation, command over the subject matter and fluency in the language we speak decide our academic altitude. At this juncture, I would like to remember and respect a renowned, remarkable and resourceful Professor Dr. Jai Raj Awasthi who has left indelible effect when I was an M.Ed. student at Tribhubhan University. To be very honest, I didn't miss his single class. His pleasing personality, punctuality, mellifluous English melody, motivating moments, dutiful dealings,

academic healings, reflective remarks and professional practices are some of the invaluable attributes I learnt from him which always strike my head, heart and hand.

At Kathmandu University, I found the reflective way of teaching and learning process. Students have to write the daily journal of the daily classes. They have to prepare presentations. There is a commenting and feedback session. Students are asked to present a seminar paper, write a report and do the assignments on the basis of experience and discovery.

Prof.Dr. Shreeram Prasad Lamichhane's rigorous, relentless and vigourous remark in the class is really rewarding, remarkable and resourceful. Prof. Dr. Mahesh Parajuli has enshrined my heart as one of the competent and eminent professors in the university. Dr. Balchandra Luintel and Shasidhar Belbase have become enabling, encouraging and enriching forces to bolster in learning. I find Prof. Dr. Tanka Nath Sharma really tremendous and terrific at reflective teaching. He recommends bulky books and gives assignment papers to the students to write the reflective articles. Prof. Dr. Mana Prasad Wagley's moment is momentous and marvelous. His competent, confident and comprehensive teaching, presentation, comments and feedback are always unforgettable to me.

The study of M.Phil. also taught me how to be a reflective learner, a good presenter, a good communicator, empathetic and sympathetic leader, and professional and motivating teacher. It encouraged me to enroll the PhD programme in the same university. I think it is both inspiration and perspiration that have given me power to ponder on professionalism and reflective practice of teachers. Moreover, my positive attitude, personal, pedagogical, professional and academic experiences have played a vital role to pursue the path of learning and researching.

It was a long journey from Mirkot, Khoplang Gorkha to Kirtipur Kathmandu and then to Kathmandu University. I feel that I have been more enthusiastic and energetic with these turns and bends of educational and professional journey. The present study is the result of enthusiasm and extreme desire to learn and relearn for further career development in my life.

I am very curious to find out what, how and why teachers of English reflect. Do they reflect for their professional development? What problems do they have to reflect English in the classes? Have I had any problems with the lesson? Was I able to accomplish the goals of teaching? What parts of the lesson were successful and failure? How might I teach differently? Did my students contribute vivaciously to the lesson? How do we take comments and feedbacks from the students? Do we share among friends and colleagues?

These aforementioned questions make me ruminate on reflective practice of teachers for their professional development. Very interestingly, we see our face on the mirror once or twice a day. When we see the dirt and scar on the face, we try to delete them. I start questioning to myself. What makes teachers professional? Do I have professional qualities? How do teachers of English perceive reflection? Do I reflect my learning, teaching, learners, methods of teaching, materials, teaching techniques and technologies before others? These are some nascent curiosities I have thought of to venture this study.

Introduction

This chapter begins with remarks pertaining to who the good teachers are. I have dealt with my personal, professional and academic experiences to construct my philosophical and theoretical standpoint. I have mentioned some sources of inspiration with rich information to make a long way to the arena of language teaching and learning. I have presented the historical perspectives of the English language in the context of Nepal. I have dealt with professional development of language teachers. I have presented energizing inputs on reflective practice so that one can become a good reflective teacher. I have presented the rationale of the study, research problem, and purpose of the study, research questions, scope of the study, my mental model and delimitations of the study.

Contextual Curiosity

My prime concern in this study is to explore the professional qualities of teachers and their reflective practice. Context cultivates curiosity. As a researcher, I am curious to explore who the good teachers are and how they develop their professionalism through reflective practice. Reflective teaching is extremely valuable as a stance, state of mind, a healthy questioning attitude towards the practice of teaching profession. It is worthy doing because it creates a context which promotes a professional development. It is an insider approach or self directed approach (Richards and Farrell, 2005). The following philosophical ideas of Mohanty (2003) have inspired me a lot to rummage the reality.

"A poor teacher informs

An average teacher gives knowledge

A good teacher explains

A better teacher demonstrates.

An excellent teacher gives experience

A great teacher inspires (Mohanty, 2003).

Wholehearted teaching is a work of passion where hearts and minds harmonize (Day, 2004). A fully professional teacher is one who is able to reflect critically on his or her own practice (Randall, et al. 2oo1).

The above lines apparently reveal how difficult it is to become a real professional and reflective teacher. However, Mohanty's remarks have inspired us to become a great teacher. His remarks are really encouraging and enriching. Reflective practice is the ability to reflect on action so that we can engage ourselves in a process of continuous learning is a central tenet of professional practice.

Here, I would like to recall my bygone days to refresh, reflect and renew the relationship. I have been teaching English for seventeen years ranging from nursery to tertiary level students. I have covered several twists and turns during the errand of my teaching and learning process. I still remember the days of my student life when I was one of the shy students in the class. I used to get afraid of asking questions to the teachers. I was really an obedient student. When I see teachers walking on the way, I say 'Namaste' to them even from their back to show my obedience, honesty and proper and regular respect. Being the first and a small student in the class, the teachers loved, encouraged and inspired me a lot.

Particularly, the English teacher of secondary level, Mr. Bam Bdr. Thapa motivated me to be a good reader in English. When he started teaching the passage, he, first of all, asked me to read the passage in the class. Perhaps, this may be the reason why I majored in English and teach it in these days. He became a source and force of inspiration to me to join campus and took English as a major subject.

I can not forget my uneducated mother who always says 'read' when I am at home. When my father orders me sometimes to go to the field and cut grass, dear mother comes and interrupts him by saying 'no' and 'no.' She lets me read in such cases. But father gets angry with my mother. There is a lovely row between them out of which I get an advantage to go to the reading room to read and write.

I have an ardent desire to study in the campus taking English as a major subject. Then, I enroll in the campus hoping to be a good teacher of English. When I am in I.Ed. second year, I am offered a job to teach English in the private boarding school. I start teaching English to the primary level students. I learn many techniques of teaching English. I compose a simple song of English and teach it to the students. For instance:

School is my temple

Teachers are my God

Teaching English is my aim

Shiv Ram Pandey is my name.

After I teach this song to the students, I ask them to reflect on it. I am very happy with their beautiful reflection of it. I even ask them to sing this song before their parents. I come to know from their parents that they sing a song beautifully at home. Their parents visit school, meet me and thank me a lot. In the above song I have told them to replace teaching English with learning English and my name with their name. Later, I understand the power of reflectivity. Similarly, I like to present the following poem so as to motivate and make the students dutiful:

We should be dutiful

Then and only then

We look beautiful

I believe that such poem leaves an inspiring effect on the part of students to enhance their moral and ethical power. There are strong arguments for using poetry as both input and output in the language learning process: poems are often highly memorable. They can enhance a learner's feeling for the language and they can offer a powerful stimulus for reflection and discussion.

We shouldn't forget the fact that the result of preparation and hard labour is always sweet and fruitful. I believe that such creation enhances the reflective power of teachers which eventually fosters teachers' professionalism and students' achievement. I also believe in proverbs powerfully which heighten the professional development of teachers.

The aforementioned ideas, reflective remarks and my own experiences have helped me to understand the research area I have chosen. This is also the example of a reflective person who reflects the inner action into being. It also gives the message that a reflective teacher is a good thinker and linker. Furthermore, it indicates that the teacher with reflection expresses truthfulness in teaching and learning. Teaching is a sensitive job. The teacher has to deliver truthful materials at the time of teaching. Both professional qualities and reflection contribute a lot in enhancing professionalism on the part of teachers.

Place of English

English, in Nepal, has occupied a very pertinent place particularly in the academic, professional and technological arena. It has a long history in Nepalese education. At this juncture, it seems highly relevant to examine its position in school education. Scholars are of the opinion that the English language might have been introduced in Nepal during the regime of the Malla dynasty in the 17th century. This seems true to examine an inscription at Hanuman Dhoka, from which we know that

Pratap Malla, a famous king who had ruled Kantipur during the period 1641-74 knew 14 languages including English (Awasthi,1979).

But definitely, English had not occupied any significant social status at that time, so it was far from being popular. We do not know how the king knew English at that time. It has been said that there were some Christian missionaries working in Nepal during the reign of Malla dynasty and they might have played some role in injecting the English language and culture in the country in one way or another.

In the history of Nepal, when the unification process started under the leadership of king Prithvi Narayan Shah, the king exiled these missionaries from the country after gaining victory over the Malla dynasty ruling in Kathmandu valley. Prithivi Narayan Shah, having a strong feeling of nationalism, was skeptic over the influence of foreign language and culture in the Nepalese land. He might have taken this step to protect the nation from the influence of the British Empire ruling over the Indian sub-continent at that time.

When the Ranas came into power, the attitude of Nepalese rulers towards the British Empire was changed, and they began the policy of maintaining friendly relationship with the British rulers in several ways. Consequently, it changed their attitude towards the English language and its teaching and learning. The name of the then prime minister Jung Bahadur Rana is often remembered in connection with the initiation of modern education in the country. He had opened the first modern school in 1854- named as Durbar High School, which was not only the first school but also the first English medium school, and it marked the beginning of institutionalized English based education in Nepal (Parajuli, 2002, p.81).

However, Durbar High School at that time was basically meant for educating the children of the ruling class family, having no access for public. Despite this,

people gradually began to realize the importance of the English language education, and schools were opened in various parts of the country accordingly. A middle school was opened in Siraha in 1915, and Patan High School was established in 1924, which was started as a middle school in the beginning and upgraded to a high school in 1932 (ibid.).

Similarly a middle school was opened in Bara, Bhavanipur in 1927 and another one in Nepalgunj in 1928 (Sharma, 2003). These were the only English medium schools before 1950 in the country. The rulers at that time did not want to extend education that much- perhaps due to the fear of public awareness which could be the threat against their ruling. In this way, a very limited number of people did actually benefit from education. Consequently, the spread of English through schooling was limited to a small handful of people, particularly those belonging to the ruling family and elites. It is often acknowledged that the attitude and motivation of the Rana rulers was highly positive towards English although they were not in favour of mass education (Bhatta, 2002, p.9).

Besides, a limited population getting benefit from learning English through school education prior to the 1950s, another reason of spreading English in the country during the period was the influence of the British Indian Army which Nepalese were allowed to join (Awasti, 1979, p.3). The army men had learnt some English during their regiment and after they came back to the country, their previous learning became the source of inspiration for their children and next generation to learn English.

In the decades of 1950s and 60s, there was massive increase in the number of schools in Nepal, and peoples' awareness towards modern education began to grow without limit. As a result thousands of schools were established in the country and the

number of students also increased drastically. Despite the increase of students' population, the problem of quality education began in the country from this period itself, which affected the learning and teaching of English as well.

In the history of Nepalese education, the National Education Plan (NESP) introduced in 1971 is always remembered as a landmark and hallmark, which was basically the attempt of nationalizing education. With this plan, the vernacular Nepali language was promoted as the medium of instruction from school to the college level, but focus on English became a low priority (Parajuli, 2002).

This decline in priority was reflected in the policy of not making English a compulsory subject in the schools, which was compulsory earlier. The schools were allowed to choose any of the United Nations' (UN) languages as compulsory subject to be taught, but almost all schools opted to offer English instead of other UN languages for the lower secondary and secondary levels (Awasthi, 1979). Thus, during the 1970s and 80s, almost all schools continued the teaching of English in the country despite the difficulties faced by learners and teachers and this situation is continuing till now.

Since English is not spoken natively in the country and learners are studying it as a compulsory subject of instruction, several problems related to its teaching and learning were observed. After the 1990s, it was felt that the government needed to make special institutionalized effort for improving the teaching- learning situation of English and other languages in the country. Accordingly, the High Level National Education Commission (1998) recommended for establishing an autonomous institute called language study and training academy.

To quote from Jha's (1995,p.117) English in Hyderabad, India for training English teachers at the secondary and post secondary levels should be established. But

this recommendation has not yet been implemented. By the turn of the century, it was felt that one of the reasons associated with the poor quality of teaching and learning English in the country was due to the ineffective language policy (Mishra, 1998) of not placing it in the school level curriculum right from the beginning of schooling. During the entire period of 5 decades from 1950s to 90s, English was taught in the government or public schools only from grade four as a compulsory subject and learners seemed to lack the foundation in it, which affected their learning in the later years in severe ways.

Considering the importance of beginning the English language instruction from the start of schooling, government followed the policy to introduce English in the course right from grade 1 in primary education. This policy was decided in 2001, and came into implementation from the academic year 2002-03. English is taught as a compulsory subject in the higher secondary schools of Nepal. Similarly, it is a compulsory subject in Bachelor's level. But it is optional for master's level students.

It is said that education is a life long process, but the basic education that one gets during the formative year definitely contributes to the shaping of one's future and outlook. This is where higher education assumes importance. Today's school is not merely a school; it is much more. Its teachers and staff together with the guardians and students give it a wholesome environment. As student not only finds a guru here but guides and finds for life. It is a place to inculcate the fundamentals of honored values. The education of the weak brains between the ages of 17 - 18 is counted within the school education in the international arena.

Pondering on Professional Development

Professional development, in a broad sense, refers to the development of a person in his or her personal role (Eleonora, 2003). Professional development, of course, enhances competence of all members in a learning community to further their life-long learning. In educational setting, reflecting itself is an important trend in the growth and improvement of any educational institution; teacher's professional development becomes a milestone in their continuum of life-long learning and career progression. So far, many scholars have attempted to define teacher's professional development in terms of a high-quality, meaningful and effective teacher enhancement.

According to Bolam (1993) professional development of teachers refers to any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process.

From a humanistic and psychological point of view, Underhill (1991) defines that teacher development as one version of personal development as a teacher. He considers the process of development as the process of increasing our conscious choices about the way we think, feel and behave as a teacher. It is about the inner world of responses that we make to the outer world of the classroom. Development is seen as a process of becoming increasingly aware of the quality of the learning atmosphere we create, and as a result becoming more able to make creative moment by choices about how we are affecting our learners through our personal behavior.

Teachers' teaching career requires constant upgrading, improvement and development in their job. Thus, teachers' needs may differ from one stage to another in their life-long learning continuum.

Huberman (2001) defines and identifies five stages of teacher professional development from the beginning to their retirement as follows: Career entry (1-3 years in the profession): Teachers try to survive and discover their job; Stabilization (4-6 years in the profession): Teachers show their commitment; Divergent period (8-18 years in the profession): Teachers explore themselves and develop new methods of teaching; Second divergent period (19-30 years in the profession): Some teachers relax and assess themselves, others criticize the system, administration, colleagues, etc. Disengagement (up to 50 years of experience): Teachers gradually separate from their profession; some other teachers find it a time of bitterness.

Regarding profession, Hoyle (1969) has offered the following complex set of characteristics.

A profession performs an essential social service.

A profession is founded upon a systematic body of knowledge.

A profession requires a lengthy period of academic and practical training.

A profession has a high degree of autonomy.

A profession has a code of ethics and

A profession generates in-service growth.

Hargreave's and Fullan (2000) both at the University of Toronto, outline, 'four broad historical phases' of changing nature of teacher's professionalism: the pre-professional age, the age of the autonomous professional, the age of the collegial professional, and the fourth professional age.

Quality teaching is directly related to the development of a strong, well informed and well supported professional body to respond to community and educational concerns and to influence opinion. Access to professional development is crucial in enabling teachers to improve learning outcomes for students. They take a more active role in curriculum planning, including building on and refining existing practices. They constantly develop excellent teaching practices. They actively participate in the evaluation of teaching practices and programs and actively participate in the implementation of local, state and national curriculum initiatives.

If teachers' new knowledge is to lead to more effective teaching and learning in classrooms, schools and systems must provide conditions which support continuing education for teachers. This will require the provision of time when teachers can meet to discuss new information with colleagues, and to test, reflect on, and evaluate its effectiveness in classrooms. Effective dissemination of information by other means including publications is also required.

The following are key focuses for professional development: pre-service education; in-service within schools; in-service outside of schools; staff supports e.g. consultants, curriculum advisers; formal retraining courses; and publications and information dissemination; reflective model. But here, I regard reflective model in the teaching and learning culture as the gateway to professional development.

Because people learn in different ways, a range of options needs to be supported and made available. The range should include: large-scale, centrally supported professional development programs including conferences, workshops, seminars and courses; local or regional networks within schools or districts; school and faculty based professional development activities; and individual initiatives.

Teaching and learning are interdependent, not separate functions. In this view, teachers are primarily learners. They are problem posers and problem solvers; they are researchers; and they are intellectuals engaged in unraveling the learning process both for themselves and for the young people in their charge. Learning is not consumption; it is knowledge production. Teaching is not performance; it is facilitative leadership. Curriculum is not given; it is constructed empirically, based on emergent needs and interests of learners. Assessment is not judgment; it documents progress over time. Instruction is not technocratic; it is inventive, craft like and above all an important human enterprise (Lieberman &Miller, 1990, p.12).

Participation in some professional development institutes can also be a way to incorporate reflection into practice. Professional development programs need not always focus on specific teaching methods and strategies; they can also focus on teacher attitudes that affect practice. Wilhelm et al. (1996) describe the curriculum of a professional development institute that offers teacher interns an opportunity to explore attitudes, develop management skills, and reflect on the ethical implications of practice in classrooms with cultural compositions vastly different from their previous experiences. By its nature, this kind of professional development institute causes teachers to step back and critically reflect not only on how they teach, but also on why they teach in a particular way.

Professional development is perceived as a variety of activities in which teachers are involved to be able to improve their practice. Special stress is laid on teaching experience and expertise, on the convenience of attending seminars and conferences and on subscribing to professional journals and publications. Other important issues to be taken into account are individual or group reflection and interaction with colleagues (Villegas- Reimers, 2004, p.15).

In the context of teachers' professional development, the teacher is the backbone of the society. He or she works for the welfare of a nation. His or her functions affect eternity. Therefore, teaching in order to be effective and successful must influence the thoughts and action of pupils most remarkably and perceptibly.

The successful teaching must be effective with the help of various modern media, means and methods. Gone are the ages of talk and chalk. The modern age of science and technology demands creative, dynamic as well as multi-dimensional and multi-medial approach. Teachers know what they really need and they are required to actively involve in their career advancement but they alone cannot implement it effectively without a detailed plan built up by human resource managers, discussing with their colleagues, peer, administrators, etc.

More especially, teachers' professional development is only a part for themselves but mainly for their students, their schools and the education system as a whole. Students' achievement is the ultimate goal of teachers' development in their profession. It is unimaginable if a teacher claims that his or her own career development is for himself or herself only. In fact, teachers work hard in upgrading their knowledge, mastering new skills, changing their practice to ensure that students can achieve a higher learning benchmark.

Reflection: A Glimpse

Reflection is the process of bringing abstract notions into practical realities. It involves thinking, planning, reflecting and acting. It is also a creative and critical process of learning. Pertaining to reflection, Palmer (1998) says:

Teaching like any truly human activity, emerges from one's inwardness. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together. Teaching holds a mirror to the soul. If I am willing to look on the mirror and not run from what I see, I have a chance to gain self-knowledge and knowing myself is as crucial to good teaching as knowing my students and my subject. When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life- and when I cannot see them clearly, I cannot teach them well. When I do not know myself, I cannot know my subject- not at the deepest levels of embodied personal meaning (p. 2).

Despite the calls for moral deliberation about reflection, it seems that not all dimensions described above are taken into account by those who advocate a reflective approach to teaching. For instance, teacher education programs that embrace reflective practice usually have one of the following aims (Calderhead & Gates, 1993, p.3) which reveal how reflection is in fact understood: to enable teachers to analyze, discuss, evaluate and change their own practice, adopting an analytical approach towards teaching; to foster teachers' appreciation of the social and political contexts in which they work, helping teachers to recognize that teaching is socially and politically situated and that the teacher's task involves an appreciation and analysis of that context; to enable teachers to appraise the moral and ethical issues implicit in classroom practices, including the critical examination of their own beliefs about good

teaching; to encourage teachers to take greater responsibility for their own professional growth and to acquire some degree of professional autonomy; to facilitate teachers' development of their own theories of educational practice, understanding and developing a principled basis for their own classroom work; to empower teachers so that they may better influence future directions in education and take a more active role in educational decision-making.

Although the list above comprises the different levels postulated before, most of them refer to the technical and practical dimensions of reflection and not the critical one. The need to consider the validity of these ideas to different contexts was pointed out by Zeichner (1994), who also provides us with an overview of the traditions of reflective practice in the U.S. with the cautionary note that we need to be really careful about importing theories developed in one cultural context into another without sensitivity to the cultural conditions in both situations" (p. 15). He has identified the following traditions:

Academic tradition; reflection about subject matter and the representation and translation of that subject matter knowledge to promote student understanding.

Social-efficiency tradition; reflection about how well teachers' practice matches what research says they should be doing.

Developmentalist tradition; reflection about students, their thinking and understandings, their interests and their developmental growth

Social-reconstructionist tradition; reflection is viewed as a political act which either contributes toward or hinders the realization of a more just and humane society.

Generic tradition; reflection on teaching in general, without much comment about what specifically this reflection should be focused on, the criteria that should be

used to evaluate the quality of the reflection, or the degree to which teachers' reflection should involve the problematization of the social and institutional contexts in which they work.

Considering that reflective practice is a concept increasingly advocated in our field, one question worth considering is: How did reflection become incorporated into teacher education?

According to Zeichner (1994) the idea of incorporating reflection in teaching received the influence of many factors: the popularity of cognitive as opposed to behavioral psychologies, the birth of research on teacher thinking, views of educational research that have given greater access to teachers' voices and perspectives on their work, the growing democratization of the research process in which teachers have become less willing to submit to participation in research which seeks only to portray their behaviors, the recognition that top-down educational reforms that used teachers as passive implementers of ideas conceived elsewhere were doomed to failure (p.11).

We need to pay more attention to what teachers do and think about their work if we want to improve teaching, and consequently, teacher education. In summary, this means the growing recognition that we need to pay greater attention to what teachers do and think about their work if we want to improve teaching, and consequently, teacher education.

In the prologue of their book Freeman & Richards (1996) make a similar observation that understanding teachers' conceptualizations of teaching, their beliefs, thinking, and decision-making can help us better understand the nature of language teacher education and hence better prepare us for our roles as teacher educators (p.5).

Reflective process is one in which every aspect of the English teacher education experience becomes open to critical examination and reconsideration. When teachers question their own assumptions about them, teaching, learners and learning, they begin to recognize the consequences of their beliefs, knowledge and experiences on their own teaching.

Teachers collectively uncover who they are, where they come from, what they know and believe, and why they teach as they do. Some others focus the reflective process on the students, enabling teachers to recognize who their students are, where they come from, what they know, and where they want to go. Reflecting on the consequences of one's teaching encompasses embracing the unexpected social, academic and political effects of schooling on students (Pollard & Tan, 1994).

Teaching is clearly understood as an activity that is situated in a particular time and place (Freeman, 1996). Because teaching is a situated activity, it requires teachers to figure out how to teach a particular topic, with a particular group of students, at a particular time, in a particular classroom, within a particular school (Johnson, 1999).

The reflective process illustrates how teacher educators and teachers come to frame and reframe the issues and problems they face in their professional worlds. When they reflect on their experiences from alternative perspectives they end up reframing those experiences, thus altering their practical theories (Handal & Lauvas, 1987) or the interpretive frameworks (Golombek,1998) through which they make sense of their work.

Being reflective assists teachers' lifelong professional development, enabling them to critique teaching and make decisions. This axiom is widely accepted in language teacher education contexts, but what it means in practice is not all that clear.

This is partly because the term reflective practice is used in connection with a variety of teacher learning activities and partly because the actual nature of reflection like other cognitive skills remains somewhat elusive.

Reflective practice has become something of a slogan term (Noffke and Brennan 2005). Reflective conversations and support communities are evidently useful (Murphey and Sato, 2005). Moon (2000) proposed that reflection could directly support the learning process.

Dewey (1933) called for teachers to take reflective action that entails "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads" (p. 9). He identified three attributes of reflective individuals, which are still important for teachers today: open-mindedness, responsibility, and wholeheartedness.

Open-mindedness is a desire to listen to more than one side of an issue and to give attention to alternative views. Responsibility involves careful consideration of the consequences to which an action leads. Wholeheartedness implies that teachers can overcome fears and uncertainties to critically evaluate their practice in order to make a meaningful change. He considered it to be a special form of problem solving, thinking to resolve an issue which involved active chaining, and a careful ordering of ideas linking each with its predecessors.

Within the process, consideration is to be given to any form of knowledge or belief involved and the grounds for its support, (Adler, 1991; Cutler, Cook & Young, 1989; Calderhead, 1989; Gilson, 1989; Farrah, 1988). His basic ideas are seminal, and indicate that reflection may be seen as an active and deliberative cognitive process, involving sequences of interconnected ideas which take account of underlying beliefs

and knowledge. Reflective thinking generally addresses practical problems, allowing for doubt and perplexity before possible solutions are reached.

I feel that reflective practice also enables teachers to assert their professional identity as change agents with moral purposes and it is essential to self-knowledge. It involves a critique of practice; the values that are implicit in that practice; the personal, social, institutional and broad policy contexts in which practice takes place; and the implications of these for improvement of that practice. It is an essential means of reexamination and renewal of passion by those who care about their work, who are captivated by their pupils' potential for learning.

Therefore, through reading the reflections of others, it helps us to improve ourselves and learn from mistakes. The reading of reflections spurs to improve myself because it gives me ideas of what is expected by others in teaching and learning process. By reading, other people's weaknesses and strengths indirectly helped me in choosing which method to use, what kinds of mistakes need to be avoided and also how to bring myself in front of older audience.

For some authors, the broader aspect of society also plays a significant role in critical reflection. Bartlett (1990 in Farrell, 1998) says that in order for teachers to become critically reflective, they have to transcend the technicalities of teaching and think beyond the need to improve their instructional techniques. Thus he locates teaching in its broader social and cultural context. Ur (1999), when talking about personal reflection, says that the first and most important basis for professional progress is simply the teacher's own reflection on daily classroom events. But she adds that very often this reflection is quite spontaneous and informal, therefore it is helpful only up to a certain point because it is not organized and it is solitary.

Farrell (2007) suggests that writing regularly in a teaching journal can help

teachers clarify their own thinking, explore their own beliefs and practices, become more aware of their teaching styles, and be better able to monitor their own practices. Collaborative journal writing with peers can also benefit language teachers, because peers can both challenge and support their thinking. Effective practice of teaching is linked to inquiry, reflection and continuous professional growth (Harris 1998).

Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom. Sparks-Langer and Colton (1991) list three elements important to reflective thinking: the cognitive element of reflection, the critical element of reflection and teacher narrative.

Professional growth is enhanced when teachers analyze events from everyday teaching, make explicit and implicit assumptions that guide their practice and locate their practice in micro-political, cultural and broader political and social contexts. One means of doing this within a busy time-table is to examine critical incidents, i.e. those events that are indicative of underlying trends, motives, structures, patterns and values which occur at key moments in our lives and work, and result in significant personal and professional change. Tripp (1993) says that incidents happen, but critical incidents are produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event (p.8).

Reflective practice is based on a particular notion of professionalism in which teachers have a responsibility for the education of the students that goes beyond the instrumental, encompassing responsibilities to educate for citizenship and to imbue in their students a positive disposition towards lifelong learning.

Such aforementioned teachers must be knowledgeable, experienced, thoughtful, committed and energetic workers (Devaney and Sykes, 1988, p. 20) who care deeply for their work and their pupils because complex organisms placed in complex environments require large repertoires of knowledge, the possibilities of choosing among many available responses, the ability to construct novel combinations of response, and the ability to plan ahead so as to avoid disastrous situations and instead propitiate favourable ones (Damasio, 2000,p.139).

I opine that reflection occurs when teachers expand on their notes by trying to explain the events observed. This process need not occur in one day. Many teachers carry out sustained observations on events in order to discern patterns of behavior over time. Either way, teachers may consult with colleagues, carry out bibliographic research, ask peers to sit in on lessons, and test new ideas in the classroom to aid their reflection. Whether conclusions remain temporary or evolve into personal living theories, their effects will be enhanced by collaboration. Reflection can be done through autobiography, colleagues, and students. I like to briefly explain them as follows:

Autobiography

Reflective practice begins with critical reflection in which we question and examine our own passionately held ideas and assumptions about our teaching. In addition, examining our own positive and negative learning experiences can help us understand why we gravitate toward certain ways of doing things and avoid others. It helps us to develop and communicate the rationale that underlies the teaching and learning strategies we use. Our rationale is an organizing vision that provides direction, purpose, and meaning, prioritizing what is really important in our work, and

informing the actions we take - a set of critically examined core beliefs, values, and assumptions about why we do what we do in the way that we do it.

Colleagues

For reflective practice to become a collective practice it is important to make our thinking public and therefore open to dialogue with other faculty. In this way, we can check our readings of problems, responses, assumptions, and justifications against readings offered by colleagues who work in situations like ours. Colleagues who observe, engage in critical conversation, and describe their versions of situations that they face can help us notice aspects of our practice of which we may be unaware, and suggest surprising new readings of situations we all share.

Students

It is important to find out how students see what is happening as they grapple with the process as much as the content of learning, and to elicit the diverse meanings students read into teachers' words and actions. The meanings we intend to be clear and supportive may be opaque or confusing to students. It is important to make constant systematic attempts to find out how students are experiencing the classes we teach and to share this information with our students.

The Need of Reflective Practice

I believe that we live in a time of rapid change where change itself is changing and becoming faster. It has been observed that the development of any society depends upon the dynamic nature of its education systems. Teachers can be manipulated to make education system developed. Teachers need tremendous efforts to handle the present day curriculum and student community. They should broaden their horizon, to reach the level of their students, and to satisfy their queries. They should face the challenges of the electronic media and try to use them for educational

purposes, or else they find themselves in a world where their present knowledge and teaching skills become obsolete.

The whole notion of teacher as a disseminator of knowledge is now turned on its head. While in the old scenario, the teacher was the boss, in the new scenario, the teacher becomes facilitator. The teachers, who employ knowledge in the classroom, do not funnel information into their student's heads. The teacher is no longer the sage on the stage, but the guide on the side becoming less central to the learning process. The teacher is considered as the researcher (Stenhouse, 1975), reflective practitioner (Schon, 1983), decision maker (Reagon, 1993), and even as a strategist (Moore, 2004).

Reflective practice aims at developing alternative teaching strategies that improve the learning skills of the students. It involves inquiry as a way of understanding; the conditions that support or inhibit change, the nature of change, the process of change and the results of change. It may not be very scientific, but it involves aspects such as perceived need, quick feedback, immediate result, improvement in levels of knowledge and skills and immediate applicability.

Reflective teaching is extremely valuable as a stance, state of mind, and a healthy, questioning attitude towards the practice of teaching profession. It is worth doing because it creates a context which promotes professional development. The reflective approach promises to address this need. It is an 'insider' approach or 'self-directed' approach (Richards and Farrell, 2005).

Reflective approach seeks to offer a dynamic, reliable, and viable means by which the teacher can develop his or her professionalism, because it is teacher-initiated and teacher-directed: it involves teachers observing themselves, collecting data about their own classrooms and their roles within them, and using the data as a

basis for self-evaluation and change and their professional growth (Richards and Lockhart, 1994).

In other words, in the reflective approach, the teacher experiences knowledge: he or she constructs his or her own theories of teaching, drawing on his knowledge, skills, training, and his own experience of teaching. His/her professional growth takes place through the process of critical reflection that this involves. This is in marked contrast to the widely prevalent applied science model in which the teacher merely receives knowledge and applies it.

Characteristics of Reflective Teachers

Reflective teachers, to my understanding, have the following characteristics. Reflective teachers attempt to solve classroom problems. Generally, their reflections arise from classroom problems they face. They begin by identifying classroom problems. Then, they solve a particular problem by gathering information that helps them deal with this problem. They are aware of the beliefs and values they bring to teaching.

As was pointed out earlier, they bring to the classroom beliefs they have about teaching and learning based on their own educational experiences, their knowledge of educational practices, and their personal values. They recognize their own values and educational assumptions. They take part in curriculum development and are involved in school change effort. They realize that what they do is part of a larger educational context.

Hence, they participate in overall curriculum planning, and they are involved in school changes that lead to more effective teaching and learning. They take responsibility for their own professional development. They realize that becoming a more effective teacher involves continually learning more about the content they

teach and about effective pedagogical practices. Because of this, they attend lectures and workshops and read relevant books and materials. They also contribute to the process of professional development by sharing their reflections with other teachers.

Stages of Reflection

Van Manen (1977) described reflection as consisting of three stages: Stage one is confined to analyzing the effects of strategies used. The second stage involves reflection about the assumptions underlying a specific classroom practice as well as its consequences. Stage three entails questioning the moral and ethical dimensions of decisions related to the classroom situation. It involves reflection on the assumptions underlying a decision or act and on the broader ethical, moral, political, and historical implications behind the assumptions on which the decisions are based. It also involves technical, educational, and ethical consequences of those decisions. For reflection to have the maximum effect on professional growth and development, educators must engage in all three stages.

Elements of Reflection

Stones (1994) suggested that three important elements are necessary for reflection to occur: practical experience, a meaningful knowledge base, and interaction with other human beings. Ginsburg (1988) added strong problem solving skills as another critical component of productive and meaningful reflection. Elements of reflection listed by Stones, Ginsburg, and others are described below:

Practical experience, Stones (1994) contends, is the basis for learning, but learning from these experiences will not take place without reflection. Clark (1995) added that educators become more aware of the contradictions between what they do and what they hope to do by reflecting on successes and failures in the classroom. All

experienced educators have, inside and outside the classroom, provide building blocks for continued development within the profession.

This does not happen automatically, however. By themselves, experiences do not provide guidance for and development of future practices. Only by reflecting on, considering, and wondering about these experiences do they become a major source of strength in the quest for becoming an accomplished teacher.

Meaningful knowledge about pedagogy and theories of learning as well as social, historical, and political foundations of education are also considered by Stones (ibid) to be crucial for productive and meaningful reflection. Knowledge of content, as well as information about students, availability of instructional resources, and educational research are other aspects needed in the knowledge base of a successful reflective teacher.

Lasley (1989) added two other crucial components to Stone's vision of an effective knowledge base: philosophical awareness and understanding of what constitutes good practice. He cautioned that without these components, reflection may lead to repetition of mistakes and preoccupation with techniques rather than to discovery of the values and assumptions that underlie practice.

In addition to the above two components, Stones suggested that interaction with others is also of critical importance for fostering professional growth through reflection. Teachers must continuously make difficult decisions about instruction, but when actively sharing experiences and using professional colleagues as support for reflection and problem-solving as well as seeking and giving feedback, these decisions are more likely to result in informed actions.

Teaching is not a solitary act. It is more like a continuous interaction between teachers, students, parents, colleagues, and the community where problems are

discussed and possible solutions suggested. This interaction gives the participants new perspectives on teaching and supports their development. Not only does reflection on interactions with others lead to stronger and sounder decision-making, but it may also lead to stronger communication skills.

Finally, according to Osterman and Kottkamp (2004) 'reflective practice seeks to identify, assess, and change the underlying beliefs and assumptions, the theories-in-use, which directly influence actions' (p. 16). To accomplish these goals, reflective practice must incorporate key elements from constructivism, experiential learning, and situated cognition. These include the understanding that learning must be an active process; it must acknowledge prior experience and knowledge, the fact that knowledge is constructed through experience and that learning is most effective when it involves collaboration.

Goodlad (1990) suggested that reflection also aids the educator in becoming a moral steward. By reflecting on daily practice, the educator is more likely to understand and practice the standards of professional conduct spelled out in the code of ethics for the education profession.

Reflective teaching, to my belief, is therefore a notion that recognizes the thoughtful nature of teachers' work. Research on teacher thinking has boosted reflective teaching since it seeks to understand this nature of teaching. The focus is on how teachers think about their work and what they think about. Teacher thinking has shown that teachers consciously monitor their teaching before, during and after the lesson. Reflective practice can enable us to study our own decision-making processes, be constructively critical of our relationships with colleagues, analyze hesitations and skill and knowledge gaps, face problematic and painful episodes, and identify learning needs.

The Rationale of the Study

Simply, teachers themselves, their students, their schools and the education system are the ones who benefit from teacher professional development which ultimately aims at students' learning outcomes. Apparently, teachers are at the core of any teaching and learning process and teacher professionalism must increase if education is to improve. Researchers have shown that teacher professional development has a noticeable positive impact on teachers' beliefs and in turn their practices both inside and outside their classroom as teachers' grounding and improvement have large influence on identifying teachers' goals for their students and these goals in turn, affect teachers' performance in their classroom and schools (Kettle & Sellars,1996; Kallestad & Olweus,1998).

Besides, as teacher professional development plays a key role in changing teachers' skills and teaching methods, it does have an influence on students' learning and achievement. Evidences from researches all over the world have proved an encouraging relationship that links the improvement of teachers' education with the levels of students' accomplishment (Borko & Putnam; 1995, Meiers & Ingvarson; 2005).

In my opinion, teacher professional development is also very important to the schools as the career growth vitally contributes to the schools' teaching quality, diversity and reputation. It is my strong belief that there is a two-way, inter-related relationship between teacher professional development and their students' achievement. The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted in current literature include the validation of a

teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice.

Freidus (1997) describes a case study of one teacher graduate student struggling to make sense of her beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on the traditions and practices of direct teaching. Her traditional socialization into teaching made it difficult for her to understand that her views of good teaching were being challenged in her practice. But the opportunity for exploration through reflective portfolio work enabled her to acknowledge and validate what she was learning.

I really agree with the idea of Leithwood (1992) who says that professional development helps in developing survival skills; becoming competent in the basic skills of teaching, expanding one's instrumental flexibility, acquiring instructional expertise, contributing to the professional growth of colleagues and exercising leadership and participating in decision making.

It is through practice, patience and persistence a language teacher can develop the skills on reflective practice. There is an increased demand of quality education in the country. At this juncture, teachers' role is crucial but teachers can't contribute to students' learning unless professionalism is developed on their part.

This study will be useful and fruitful for people involved in teaching and learning process in general. This will help planning and policy-making bodies, specialists, trainers, teachers and principals. It will be helpful even to the researchers to carry out their research in this field. Truly saying, a teacher has so many roles to perform staying under different positions. The experiences of teachers can be tremendously useful to planning and policy making bodies.

Research Problem

Whenever the issue of teachers' professional development comes up to my mind, I remember an event which really strikes both to my mind and heart. I passed M.Ed. in 1999 in the second division. Since then, I started teaching in one of the campuses of Kathmandu district. I taught English to the +2 level students. After I finished the class, I asked the students to give comments on my class. To my query, all of them said, "no any comments sir." They said that I taught them well. The event took a new turn. I became the life member of NELTA (Nepal English language Teachers' Association).

Every year its international conference takes place. A letter comes to each life member as an invitation to take part in the conference as a participant or as a presenter. Most of the teachers from my campus don't attend the conference but I regularly do it with some hope of becoming a better professional teacher.

As a participant, I desire to ask questions to the presenters but I cannot raise my hand before a large number of teachers. I sometimes lose the position of my heart and become nervous. As a result, I cannot ask any question to them. In the evening, I return home downhearted. After I take dinner at home, I ask myself, why this happens. I give a thought to it.

Later, I realize my weakness of not doing the reflective practice before the large number of other new teachers in the conference hall. I also realize that our English department head does not organize any formal meeting of English teachers. I am in such a campus where the campus-chief involves teachers in the meetings once a year mainly at the threshold of Dashain. No seminars, workshops and trainings have been conducted so far for the professional development of teachers. I believe that it is not only my problem but also of many teachers working with me.

I still remember the day I was talking informally with my friend who teaches English in a higher secondary school of Gorkha. He told me that he didn't want students to ask questions until he finishes the class. Once, in his initial phase of teaching, he felt nervous while trying to deliver and discuss his lesson in the class. By the time the students asked questions, the intensity of his nervousness increased immensely.

According to him there were 50 students in his class. He told me that he couldn't make all the students satisfied in the class. Later, he realized that he had poor power of reflectivity before the students. After some months, he asked his students to give comments and feedback on his teaching. Then, he started enjoying the sessions of comments and feedback. His power of reflectivity relatively started growing. Later, his competence and confidence power started magnifying along with time.

The aforementioned cases made me very curious and serious to understand why this really happened. It is, at this juncture, I grew more curiosity to solve this problem.

Therefore, this research study discusses and deals with the reflective practice of English language teachers for professional development. Based on this issue, the problem statement for this study is:

What makes English language teachers professional and how are they practicing professional development through reflective practice in higher secondary schools of Nepal?

Research Purpose

The research purpose of this study was to explore, analyze and identify the qualities of professional English language teachers and their professional development through reflective practice in the higher secondary schools of Nepal.

Research Questions

In order to tackle the problem and address the objectives of this study, I have sought answers to the following research questions:

a. How do the English teachers perceive their professional qualities?

b. How do the teachers perceive reflective practice in English language teaching?

c. How do the teachers of English do the reflective practice for their professional development?

d. Why is the reflective practice significant for the professional development of English teachers?

e. What deters the English teachers from doing the reflective practice for their professional development and how do they solve the problems?

Scope of the Study

Teachers want the best for their students. In particular, they want their students to have the best possible learning opportunities and outcomes. They seek new teaching ideas, new resources and equipment to improve the learning of their students. They seek to improve their teaching skills, their knowledge about the subjects they are teaching, their relationships with the students and their management of the schools in which they work. After completing the initial teacher education required in most societies, teachers continue to learn about teaching and learning throughout their professional lives.

Shulman (1987) has identified seven knowledge bases from which the teachers draw during their teaching; content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical-content knowledge, knowledge of the characteristics of the learners, knowledge of educational contexts, knowledge of educational goals and values.

I think that teacher development involves personal, professional, moral, ethical and social development. It covers the areas that bring the quality outcomes on the part of students. It may help in the area of reflective practices like conducting meeting, organizing workshops, seminars and conferences for the professional development of teachers. A professional teacher can assist in the area of planning, policy making and decision making levels.

Personally, I agree that a teacher has to professionally develop in terms of actions taken by him or her. Teachers know what they really need and they are required to actively involve in their career advancement but teachers alone cannot implement it effectively without a detailed plan built up by human resource manager as a result of discussions with colleagues, peers, administrators, etc.

More specifically, teachers' professional development is only partially for themselves but mainly for their students, their schools and the education system as a whole. Certainly, students' achievement is the ultimate goal of teachers' development in their profession. It is, thus, unimaginable if a teacher claims that his or her own career development is for himself or herself only. In fact, teachers work hard in upgrading their knowledge, mastering new skills, changing their practices to ensure that their students can achieve a higher learning benchmark.

Theoretical Framework of the Study

I feel that teaching as a profession has two important characteristics. They are a body of knowledge and autonomy. Regarding profession, Hoyle (1969) offers the following set of complex characteristics:

A profession performs an essential social service.

A profession is founded upon a systematic body of knowledge

A profession requires a lengthy period of academic and practical training.

A profession has a high degree of autonomy.

A profession has a code of ethics.

A profession generates in-service growth.

Richards et al. (2005) present the following models for professional development of teachers:

Teacher learning as skill learning

Teacher learning as cognitive process

Teacher learning as personal construction

Teacher learning as reflective practice

In order to take a theory into practice, teachers should become aware that within their own teaching routine they have the main tools for personal and professional progress: their own teaching experience and their reflections on it, and the interaction with other teachers in the institution.

The researcher firmly believes that teacher development takes place when teachers, as individuals or in a group, consciously take advantage of such resources to forward their own professional learning, Ur (1999, 318). Development does not just happen with time, it happens with awareness, an awareness of a need to change. This means that awareness is the first step towards change and improvement.

Researchers have affirmed that teachers' enhancement in their career is a process along a continuum of learning and that is about ongoing professional growth and support (Craig, Karft & Plessis, 1998).

Researchers also state that teachers' professional development have several characteristics: it is based on constructivism in which teachers are treated as active learners; it is perceived as a long-term process as it acknowledges the fact that teachers learn over time; it is perceived as a process that takes place within a

particular context; it is intimately linked to school reform; a teacher is conceived of as a reflective practitioner; it is conceived as a collaborative process; and it may look and be very different in diverse settings (Eleonora, 2003).

There are three main models as described in Wallace (1993), namely: the Craft Model, the Applied Science Model and the Reflective Model. I adhere to this last model since I believe that reflection guides future action. This model is briefly described by Ur (1999) as follows:

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

It is interesting to note that Ur (1999) also considers that the Reflective Model can tend to over-emphasize teacher experience, with a relative neglect of external input – lectures, reading, and so on which can make a real contribution to understanding. The same author comes to the conclusion that a fully effective Reflective Model should make room for external as well as personal input. She calls this model enriched reflection.

So far, a number of models have been built up and applied to encourage and support teacher professionalism from the beginning of their career until their retirement in different countries around the world.

In her literature review of teacher professional development, Eleonora (2003) groups models of teacher professional growth into two sections: organizational partnership models which require inter-institutional corporation in order to be effective and small groups or individual models which can be implemented on a smaller scale.

However, I understand that there is not an absolutely clear cut demarcation between these two groups of models since some models of the second group can be employed as techniques for models in the first one.

Principally, organizational partnership models include professional-development schools, university-school partnerships, inter-institutional collaborations, schools' network, teachers' network and distance education; on the other hand, presenters of the second group are supervision: traditional and clinical, students' performance assessment, workshops, seminar, courses, case-based study, self-directed development, cooperative or collegial development, observation of excellent practice, teachers' participation in new roles, skill-development model, reflective model, project-base model, portfolios, action research, use of teachers' narratives, generational or cascade model and coaching or mentoring.

It, therefore, can be interpreted that involving in this model; teachers need to set one goal that is considered important to them. They, then, work either individually or as a team member to plan and realize the goal. In this situation, within their school context, teachers are responsible for their own development with guidance and support from administrators and supervisors. The most successful professional development initiatives should be the ones that effectively combine the above models and this combination must vary from setting to setting.

I believe that interaction with a colleague can contribute a lot to teacher development within the institution. In this context, this research work has discussed and dealt with teachers' professional development through reflective practices.

After I go through different readings, I consider teacher as a learner, content knowledge expert, researcher, problem solver and reflective practitioner. Teachers are the cornerstones of education. Good teachers are always required for quality

education. Professional development of teachers is an important feature of every country.

I believe that English teachers have to recall their professional experiences. They have to ask themselves about their own strengths and weaknesses. They can narrate their experiences in the form of a story. To tell the truth, to reflect their opinions they need to have a cognitive power. With this power, they can think critically and contribute a collaborative effort to reflect their experiences. To do this, they need the culture of cooperation along with autonomy. If these activities are done, the professional development of English teachers enhances. With this, the likelihood of success on the part of students can be good. At this juncture, I would like to present the reflective practice model of professional development given by Wallace (1990).

Figure 1. Reflective practice model of professional education/development (Wallace, 1990, p. 49).
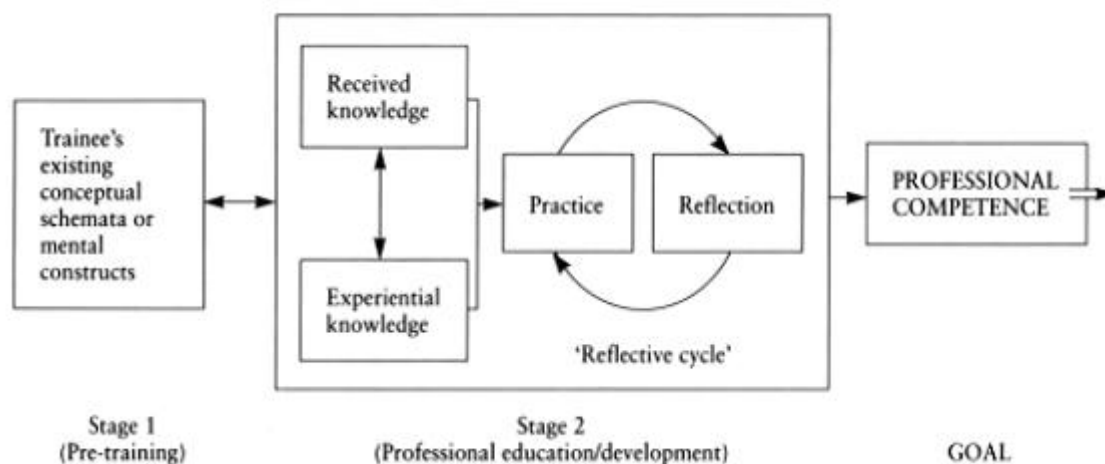
I like to relate this above model with the role of the teachers, peer, student and literature on reflection. Below, I am going to present the concept I have conceptualized in this study.

Mental Model

After I did the intensive study on the research problem, purpose of the study, research questions and theoretical ideas, I was able to add the following mental model to moderate and manage this study. Doing research is the process of problematising the

problem. It is a truth discovering process. In that sense, I have developed curiosity to solve the problem with intensive interactions and insights.

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Problem → Curiosity → Imagination → Insight

Interdenendence → Inquiry → Interaction → Investigation
                                              ↓
                         Invention ←
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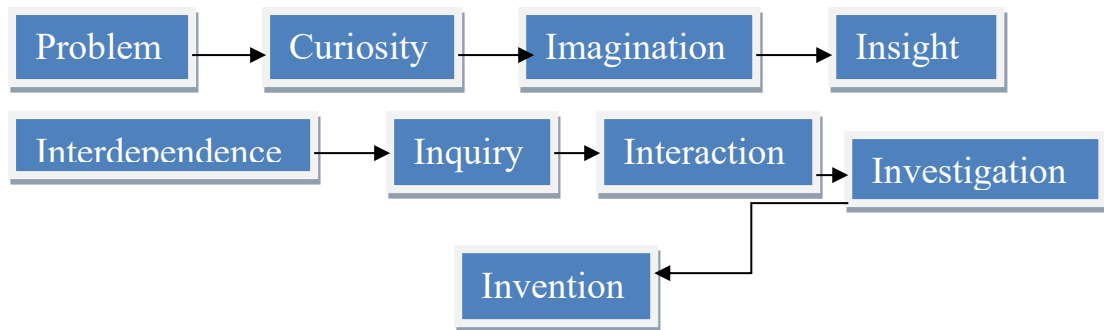
Delimitation of the Study

This study had the following delimitations:

The study was delimited to only twenty purposively selected institutional and public higher secondary schools in Kathmandu, Lalitpur, and Bhaktapur districts. The study subjects were twenty English language teachers for interview and twelve teachers for class observation, human resource, material, mechanism, money and time are some forces which are responsible to delimit this study. The result of this study was dependent on views and reflective practices of these teachers' responses for professional development and the result was contextually and theoretically generalized.

Summary

In this chapter, I have presented the contextual curiosity of my study. I have thrown light on professional development of teachers. Then, I have described reflective practice from different perspectives. Again, I have justified why this research study is needed to be carried out. I have articulated the problem statement, purpose, research questions, scope, significance, theoretical framework and delimitations of my research study.

CHAPTER II

REVIEW OF LITERATURE

This chapter deals with the review of professional development of English language teachers through reflective practices. The main objective of literature review is to gain familiarity with the subject matter and to develop conceptual framework to validate the concepts and to adopt appropriate research methods. It has helped me to develop the theoretical framework of my research study. I have presented thematic review of related literature pertaining to professional development and reflective practice of English language teachers. I have also reviewed the related theoretical literature to get strong backup to my existing knowledge. In addition, I have reviewed empirical researches, books, journals, articles and newspapers to obtain and systematically manage information. I have also retrieved information from the internet.

Thematic Review

The purpose of this chapter was to review literature related to teachers' professional development. I reviewed some theories and some empirical research works. Defining professional development is rather a complex task, because various terms have been used interchangeably, especially in the field of education for professional development, such as: teacher development, staff development, teacher learning, teacher training, teacher education and in-service education. Whatever is the terminology used and how different authors have viewed it; the central idea on professional development remains almost the same. Different views of different authors in defining professional development can be discussed below:

Teacher as Learner

Teaching is often defined as a learning process from pre-service education to retirement. It is a self-initiated and self-directed process of strengthening knowledge, skills and expertise. Fullan (1991) defines professional development as

> The sum total of formal and informal learning experiences throughout one's career from pre-service education to retirement. Basic qualification and skills required for entrance in teaching profession, the pre-service education, what he says that professional preparation and professional development is the upgrading and broadening of knowledge, skills and expertise, which is obtained from education and experience.

Teacher as Content Knowledge Expert

A specialized body of knowledge and mastery over pedagogical as well as content knowledge are the prime characteristics of teaching. Schulman (1987) categorizes the knowledge base, essential for teaching, into seven domains: content knowledge, general pedagogical knowledge, curricular knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational context and knowledge of educational areas, purposes and values and their philosophical and historical grounds.

Teacher as Researcher

Teachers need to be informative and analytic and also seek to get more information about students, how they learn, where they get difficulties, what teaching and learning strategies would be appropriate for effective learning and how curricular materials are utilized. In this connection, Calderherd (1994) states that

> just as a doctor possesses formal knowledge of pathology, together with knowledge acquired from experience about patient's behavior and various

combinations of symptoms that complicate the task of diagnosis, the teacher

has to acquire knowledge about the curriculum, teaching methods, subject

matter and child behavior together with a wealth of other particular

information resulting from the experience of working with children in

numerous context and with different materials.

Teacher as Problem Solver

Professional practice is a process of problem solving (Schon, 1983). Problems

arise from the complexities. If the professionals should have capacity to judge,

analyze, develop, alternative they make decisions even in uncertain and problematic

situation. Professional development thus, addresses to develop their capacity to work

even in the unpredictable and complex situations and resist outside interference as

well as to handle the complex classroom situation. Professional development

experiences are built on collegiality, collaboration; discovery and solving real

problems of teaching and learning summon the strength within staff, instead of just

challenging them to measure up to somebody else's standard (Fullan, 1991).

Teacher as Reflective Practitioner

Teaching is a reflective process (Dean 1995). Teachers need to be

continuously reflecting on and developing their work, not only because change keeps

coming from outside, but because knowledge is continuously changing and

developing and no school or teacher can afford to stand still. The skills and

knowledge they have learnt formally or informally are reflected in action into the

classroom. Through repeated practice of skillful actions, they are more likely to

develop their self-knowledge, which is important in developing and applying different

instructional strategies. Teachers must evaluate their performed work, analyze the

situation they have lived through, explore the understandings they have brought

through their work to prepare themselves for their future action into the classroom. Reflective practices help professional teachers to correct their ill practices.

Teachers are the cornerstone of education. Good teachers are always required for quality output. Professional development of teachers is thus an important feature of every country. However, there are several factors that may affect the smooth functioning of teacher professional development activities. The United States and Australia have attempted teacher professionalization through reform agenda. In Australia, teachers underwent with the processes of reconceptualization (Grieshaber et al.2000) and the professional development for teachers has been central theme of discussions regarding the shape of future quality teachers (Smith, 1999).

Empirical Review

I feel that reflective model builds on teachers' personal classroom experiences. It requires that the teachers pay attention to daily routine and the events of a regular day and to reflect on their meaning and effectiveness. I have reviewed the related readings which are presented below.

Bartlett (1990, p.209) presents a five stage reflective cycle: mapping, informing, contesting, appraising and acting. At the mapping step, teachers observe and collect evidences from their own teaching. By writing diary and journals, and using audio or video means, the teacher takes the first step in reflecting on his or her own practices. In the second step informing, the teacher having mapped his or her images in relation to teaching tries for meaning behind the maps. This can be better done by sharing the maps with the colleagues. In the third step, the teacher tries to find out the underlying reasons and background for the behaviour. Contesting involves looking for inconsistencies and contradictions in one's own thinking and doing. Having established the contradictions in principles and behaviour, at the

appraising step, the teacher goes on to find out alternative ways of his or her teaching which are in consistence with her understanding. Then, at the fifth step acting, the teacher acts in the way envisioned in the appraising. If this acting does not bring about expected results, the second cycle of reflective teaching begins. The five steps are put in the following ways:

Mapping: What do I do as a teacher?

Informing: What is the meaning of my teaching?

Contesting: How did I come this way?

Appraising: How might I teach differently?

Acting: What and how shall I teach?

By making a close examination of the aforementioned opinions, what I can conclude is that it is through questioning attitude a language teacher can bring tremendous changes in his or her teaching.

Bhandari (2063BS) in his article teachers' professional development concludes that the provision of training and teacher education programmes is not sufficient requirements for making teacher and school effective. So teacher professional development must be systematically planned, supported, funded and researched in order to have quality education through provision of competent, professional and committed teacher. Teacher professional development should be understood as a long term process rather than one shot intervention.

It is true that teachers' professional development is both a continuing and long term process. Many indicators like planning, supporting, funding, training etc. play a crucial role for the professional development of teachers. Reflective practice can be responsible factor to enhance professional development of teachers.

Bhandari (2009) in her article 'reflective practice for teacher professional development' says that teachers who examine their own teaching through reflection develop positive attitudes and awareness which can benefit their professional growth as teachers, and improve their support for students' learning. She says that becoming a reflective teacher requires active engagement or consciousness in the experience.

Reflection requires the ability to analyze and prioritize issues, to use tacit and resource-based knowledge and to develop a feasible plan of action. Reflection incorporates five categories of knowledge. They include knowledge of self as a teacher, knowledge of content, knowledge of teaching and learning, knowledge of students and knowledge of school and societal contexts.

I really agree with Bhandari's opinion that examining one's own practices of classroom teaching is essential in reflective teaching. Moreover, awareness to questioning oneself is equally pertinent. Learning is a socio-cultural process. A classroom is a small community where learners cultivate their culture. The teacher has to adopt a shared culture to develop reflective practice.

Brookfield (1995) believes that the teacher, in order to be successful in using reflective practice or becoming a reflective teacher, must use four reflective lenses. Those are as follows: creating teacher's own autobiography as a teacher where teacher can use his or her personal self-reflection and collect the insights and meanings for teaching, judging one's self through the students' lens by seeking their inputs and seeing classrooms and learning from their perspectives, peer reviewing teaching from a colleague's experiences, observations and feedback and frequently referring to the theoretical literature that may provide an alternative interpretive framework for the situation.

I found his ideas marvelous regarding reflective practice. I am guided by his strategies of reflective practice to carry out this study. His ideas have directed me to put steps on the arena of reflective practice.

Butler (1996) views that learning process has seven goals: a. to review a process, such as a teaching episode, to see whether it achieved its intended outcomes, b. to make one's learning explicit, c. to complete the learning cycle for each incident in our lives, d. to give a more considered response to an event, e. to achieve meaning and understanding, f. to add value to self and to performance, and g. to help move us from novice to expert.

After making the close analysis of the above views, what I can say is that reflective practice is a reviewing process. It makes teaching learning process really crystal clear. It helps inexperienced teachers to be experienced. It enables teachers to reflect more in the language.

Chaudhary (2008) in his article 'reflection as a key concept for teacher Development' concludes that reflection is a means through which teacher development takes place. It is a very useful tool for meditation. It can also be called flash back method. Reflection in teacher development can be the best way to explore teachers' hidden identity. It is helpful to unearth our own unconscious and unexplored potential. It helps us to modify our ritual knowledge. It involves a major shift in emphasis on our thinking and acting. The relationship between teacher development and reflection is just like a nail and flesh.

Reflective practice is a meditative process of learning the language. It provides the response to an event. Generally when we start thinking, it gives birth to creativity. When we recall the past events, they really inspire the learners.

Cohran-Smith and Lytle (2001) describe three approaches or systems of professional development:

Knowledge for Practice

It assumes that university based researchers generate formal knowledge and theory for teachers to use in order to improve practice.

Knowledge in Practice

Some of the most essential knowledge for teaching is perceived as practical knowledge or that is embedded in practice.

Knowledge of Practice

Knowledge is not divided into formal and practical knowledge. Teachers gain knowledge for teaching when they have the opportunity to reflect and use a process of inquiry in their own environment to learn more about effective teaching.

The knowledge if it is practiced properly can reach an automatisation stage. At this stage, the teacher can use the knowledge if need be.

Doff (2005) states that one of the most important attributes of good teaching is self- awareness- the ability to reflect one's skill as a teacher (p.278).

Self-awareness plays a crucial role to reflect more in the language being learnt and presented. The ability and skill of teachers enhance when they adopt reflective process in teaching and learning.

Fullan (1987) believes that there are four crucial factors for successful teacher development. They are: redefinition of staff development as a process of learning, the role of leadership at the school level, the organizational culture at the school level and the role of external agencies especially at the local and regional level.

Another factor that is seen as helping teacher development is reflection. The teachers use the word reflection in a broad sense to refer to thinking about teaching

practice and ideas reflection-on-action, reflection-in-action and reflection as critical inquiry (Adler, 1990).

It is through thinking and critical inquiry teachers' competence of language increase. It is the matter of giving response to the phenomenon. The competent teacher can be confident in reflecting the materials.

Galami (2004) in his research entitled, "teachers' professional development in higher education" found that all stakeholders need to role-play with greater support from their positions for teachers' professional development. Learning knowledge and skill is useless unless it has been properly used. So, teachers need to get involved in knowledge-based activities after higher education.

Reflective process helps language teachers to use theoretical knowledge into practical field. However, it is difficult to bring abstract into practical. Hence, professional development helps the teachers to develop themselves immensely.

Gnawali (2001) agrees that teachers cannot be forced to develop but what he believes is that they can be helped to develop. Not every teacher will be able to diagnose his or her problems and areas of weaknesses and be able to find appropriate solutions for them or realize their strengths and build on them.

Sometimes, identifying a problem is a problematic process. Some have the habit of not showing problem and weakness. In such a case it is difficult to reflect. However, we need to develop zeal and jest to reflect our weaknesses since they contain strength.

To this, Wright (2000) says that a facilitator can facilitate the process of teachers' professional development. The only condition he states for this is teachers' willingness to take part in this process. In line with this, Thiessen (1992) supports the idea of facilitation and suggests that teacher development should be less concerned

with what to do or for teachers and more with teachers themselves inventing what to do with others or by themselves.

Actually, reflective practice is done in an atmosphere of collaborative and cooperative culture. It is the integral part of classroom teaching. It is widely believed that helping is better than winning.

Grimmett et al. (1990) propose three modes of reflection: a. Technical: as an instrument to direct or control practice. This may be used to improve the efficiency of the delivery of existing prescribed curricula but not to question its value, b. Deliberative: as a means of choosing from a range of alternative views and practices of teaching and c. Dialectical: as a means of transforming by reconstructing practice within concepts of social justice and emancipation. I have located learning through reflection within the context of fundamental values and beliefs about education.

Reflective practice shares the values, norms and beliefs of language teachers. It helps to correct the shortcomings and bring improvement in the delivery aspect of language teachers.

Head and Taylor (1997) say that professional development is an ongoing process through which teachers keep growing with their own voluntary effort. In this line, Gnawali (2001) believes that development of teachers will result in better learning of students and better performance of school as a whole.

Where there is good teaching, its effect is clearly seen in the result of students. The level of achievement of students and teachers is really great and tremendous when there is the use of reflective practice in the class.

Hussain (2007) in her PhD research study on 'effectiveness of distance education in the professional development of English language teachers' found that distance learning is an effective mode of education, it responds to the needs of the

learners and the degree earned is viable in the market. The findings of the study have a wider implication on the issues of professional development of those language teachers who would like to develop professionally through distance education programs especially in the developing countries.

Jersild (1995) says that the self is a citadel of one's own being and worth, and the stronghold from which one moves out to others. Each teacher will seek as best he or she can to face himself or herself and to find himself or herself in order to further his or her own growth. We must raise the question of personal significance in connection with everything. We seek to learn everything that is taught from the nursery school through postgraduate years (pp.135-6).

It is true that to learn something means to garner the knowledge. When we share knowledge, the level of confidence increases. In such a case, one can establish the identity and personality of language teachers.

Khanal (2006) has carried out the research on "trained teachers' perceptions and practices towards training". His study has shown that teacher training; an important facet of teacher development helps teachers to become professionally strong and effective presenter.

I reviewed his study because training plays a significant role for professional development of English language teachers. I really agree with Khanal who says that it is training that plays a significant role for the professional development of English language teachers. . However, it is one element for the professional development of teachers.

Kandel (2007) has carried out his research on 'exploring the journey from teacher to facilitator' has shown his own journey from a language teacher to as a novice facilitator to a professional one. The study has reflected his gradual

metamorphosis as an effective pedagogist on the way of behaviourist to constructivist and idealist to postmodernist. It is his autoethnographic research. From this, I understood that teacher development is a gradual process and in course of time teachers transform their capacity as per standard.

Changing from novice to expert and from a language teacher into professional teacher is the crux of reflective process. Teaching is the process of becoming the effective and efficient language teacher.

Kolb (as cited in Head & Taylor, 1997) defines experiential learning as the process whereby knowledge is created through transformation of experience and he further mentions its following characteristics:

Learning is conceived as a process, not as a series of outcomes. The process is continuous and grounded in the learner's own experience. It involves bringing out the learner's existing beliefs and theories testing them against new experiences and insights and reintegrating the new, more refined ideas that involve through the process of examination and reflection. It is a process of ongoing adaptation to an environment which is constantly changing.

I found that Kolb's ideas mentioned above are also based on the assumption that a language teacher can construct his own new refined and applicable theories reflecting back to his own past experiences. The process of updating his past experiences on the light of newly gained experiences is a never ending phenomenon.

Korthagen and Wubbles (1991) provide evidence that reflective teachers have better interpersonal relationships with students than non-reflective teachers, and they experience a higher level of job satisfaction against their non-reflective counterparts. They also suggest that reflective teachers have strong feelings of security and self-efficacy. They can talk and write readily about their experiences and are more likely

than non-reflective teachers to allow their students to learn by investigating and structuring things for themselves.

Thus, it is through reflective practice, one can reveal the inner interest and enthusiasm. The aspiration of language teachers is also expressed.

Lamichhane (2008) in his article 'teacher professional development: need for paradigm shift' says that teachers' performance effectiveness increasingly heightens students' learning achievements. Professional capacitating is the only crucial factor that incessantly contributes to enhancing the quality of performance of teachers.

The professionalism of English language teachers heightens and enlightens when the language teachers indulge themselves in reflective practice.

Miller (1990) says that learning becomes a major process in teaching when the teacher becomes reflective, focused and conscious in teaching, when she starts inquiring to understand the processes going on around her and when she takes herself into account as the object of inquiry (p.45).

Reflective practice makes language teachers highly focused on and conscious to the objectives they have targeted. It is the process of investigating the new knowledge.

Nunan and Lamb (1996) add that reflective teachers are capable of monitoring, critiquing and defending their actions in planning, implementing and evaluating language programs (as cited in Bailey, 1997, p.3).

Reflective teachers plan, implement, assess and evaluate their classroom teaching and learning activities. With this sense of sensitivity in mind, they can further develop their performance.

Pandey (2007) has conducted a research on 'a study on the reflective practices of secondary level English teachers' and found that language teachers have positive

attitudes towards reflective practices though they are not trained in reflective practice formally. Similarly, he found that many language teachers do not record their best way of teaching. He has also recommended some ideas from the findings of the research. He recommended that all the in-service teachers should be provided training in reflective practice and the teacher's training courses should include reflective model to some extent. He has further recommended that teacher support group should be managed within a school and among schools to share their opinions about their own strengths and weaknesses between colleagues and to attend in reflective conversation.

It is through audio-visual aids that the language teachers can better present the language materials. However, it is truly difficult to manage such instrument to make teaching learning process really instrumental.

Phuyal (2008) has carried out his research on 'a study on teacher development through reflective teaching: Perceptions and practices of English language teachers' and found a very deplorable condition of the use of reflective practice in English language teachers' situation. He found them not practicing the tool of reflective teaching as a means of their professional development. They were found having various constraints to implement the tools of reflection in English classrooms as a way to their professional development.

However, they had shown positive attitudes towards its use in the classroom. Moreover, they tend to blame others for their inability to implement reflective practice in the classroom. They are not so cooperative and supportive to their colleagues to enhance reflective practices in their classrooms. They do not seem to make use of their learners' constructive feedback in their professional development.

I found that it is very easy to blame others but it is difficult to practice the same when something comes before us. Reflective practice appears as a solution to a problem. It helps language teachers to solve the problems.

Paudel (2063) in his article "understanding teachers' professionalism" says that presenting, analyzing, describing, asking , responding, discussing, researching, reflecting, constructing, interacting, sharing, collaborating, visualizing, observing, resolving, assessing, managing, planning, implementing, supporting, counseling etc are some of the potential skills that need to be addressed for our professional development.

It is very difficult to become a professional teacher as it is really a complex process. When we merge the qualities discussed in this chapter, we can gain the sense of professionalism.

Pollard and Tan (1993) and Pollard (2002) identified seven key characteristics of reflective teachers that are incorporated into the following points:

Reflective teachers have an active concern with aims and consequences, as well as means and technical efficiency.

Reflective teachers follow a cycle of monitoring, evaluating and revising their practice continuously.

Reflective teachers are competent at gathering evidence from their classrooms to support the development of their teaching competence.

Reflective teachers are open-minded, responsible, dedicated, energetic and enthusiastic.

Reflective teachers make judgments that are informed by self-reflection, by evidence-based inquiry and by insights from educational disciplines.

Reflective teachers enhance their professional learning and personal fulfillment through collaboration and dialogue with colleagues.

Reflective teachers are able to interpret, imaginatively adapt and enhance the requirements of external agencies.

Randall and Thornton (2001) say that a fully professional teacher is one who is able to reflect critically on his or her own practice (p.2).

Thus, the reflective teachers are creative and critical professionals. They critically raise questions to their own practices. They construct meaning from their experiences.

Richards and Farrell (2005) believe that it is through teacher support groups, keeping a journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, action research etc; the reflective practices of English language teachers enhance their professional development.

Rodgers (1969) says 'the only man who is educated is the man who has learned how to adapt and change, the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security.'

Thus, the language teachers feel safe and secure in the process of teaching and learning. They are satisfied and motivated to teach and reflect in the language items being presented.

Schon (1987) believes that professional development should be based on the notion of teacher as a learner and reflective practitioner. Teacher education and professional development should be focused on the needs of students in a particular school community. Teacher professional development should be seen as a collaborative as well as an individual activity. The particular needs of individual teachers may be met by professional development; however, this should take place in

the context of collegial support, team building, collaborative planning at school level and interactive action research. The more highly skilled, motivated and effective are English teachers, the more effective learning outcomes can be seen in English classrooms.

Thus, it is through personal, professional and academic experiences the language teachers relatively reflect more in the language.

Sharma (2062BS) in his article 'quality and efficiency in educational service delivery' says that quality of educational delivery is essential to enhance the academic performance of students. Performance is understood as the achievement of results, the outcomes to which purposeful activities are directed. Properly planned and implemented teaching learning activities can only lead to the achievement of expected outcomes of education.

Delivery aspect of language teachers is really important to decide and determine the level of efficiency in the job of teaching. The powerful presentation gives better result.

Somekh (1989) says that teachers who follow the professional path are the treasures of the school because developed teachers develop the learners. Teachers are the major elements who are placed at the heart of an education system. They have to be more professional in their educational career. Teacher development is a reflective process because it is through questioning the old habits that alternative ways of being and doing are able to emerge. It is centered on the personal awareness of the possibilities for change.

I think that teaching is a complex business which involves not simply the imparting of knowledge and skills but also human interaction between teachers and

students. It means teachers need to be able to understand each action they take and its implications.

Timsina (2061BS) in her article "teachers' professional development" says that the quality of education largely depends on teachers' ability, qualifications, commitment, motivation and devotion towards their profession. She concludes that professional development of teachers is a continuous process of training and reflexive practices.

It is through teachers' ability, qualifications, commitment, motivation, devotion and training, the continuous professional development of teachers take place. It is the process of going back and forth in the process of teaching and learning.

Underhill (as cited in Head and Taylor, 1997) states that teacher development is the process of becoming the best kind of teacher that I personally can be (p.1). He further added that it is a self reflective process because it is through questioning old habits that alternative ways of being and doing are able to emerge. In this context, the concept of knowing in-action is very relevant which focuses on language teachers' abilities of making on the spot practical decisions to be initiated for coping with the classroom problems emerged in course of conducting instructional activities.

Wagley (2007) in his article 'viewing Nepal from the current trends in teacher education' suggests that we have to follow the academic tradition, social efficiency tradition, the developmentalist tradition and social reconstructionist tradition as claimed by Zeichner and Liston (1990) to raise the status of teacher education in Nepal.

Wagley and Panta (2003) studied on teacher development of secondary education in Nepal. The sample for the study was selected from among the existing secondary schools of the two districts, Doti and Humla. They found that there were

not many teacher development opportunities available for the teachers. They did not find any tendency of peer observations and exchanging of ideas among teachers. Monthly meetings held in some schools were concentrated on administrative affairs rather than teacher development issues. The teachers did not have access to any other materials other than the textbook. They have heard of seminars and workshops but they have not got the opportunities to attend them. Although the study was focused on secondary teachers, these study findings are still relevant to primary teachers.

In the context of increased system accountability, it is imperative that systems provide teachers with opportunities to participate in professional development that assist teachers in the implementation of curriculum initiatives.

After I read literature, articles, journals, empirical research and theories related to professional development of teachers from the reflective perspective, I clearly visualized a gap to carry out interpretive research study on reflective practice of teachers for their professional development. To remove the gap on reflective practice left by the former researchers, whom I have mentioned in this chapter of review of literature, I have made an effort to carry out this research study.

The aforementioned ideas, opinions, reflections, professional qualities and thinking have given me a special dose and direction to energize this present research study. Professional development on the part of English language teachers through reflective practice is indispensable. I internalised the significance of reflective practice for the professional development of teachers. Professional teachers bring theories into practices. For this, teachers should have the habit of reflecting the knowledge, skills, experiences and attitudes so as to be a better professional teacher.

Theoretical Reviews

I have reviewed the following relevant theories to accomplish my research study. I briefly mention them here.

Behaviourism

Behavioral psychology, also known as behaviorism, is a theory of learning based upon the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. According to behaviorism, a behavior can be studied in a systematic and observable manner with no consideration of internal mental states.

1. The primary means of investigating learning is by observation.

2. Principles of learning apply equally to different behaviors and to different species of animals. Behaviorists typically state that human beings and other animals learn in similar ways.

3. Learning processes can be studied most objectively when the focus of study is on stimuli and responses. Typically learning is described as a stimulus and response relationship, S = R.

4. Internal cognitive processes are largely excluded from a scientific study.

5. Learning involves a behavior change. Some behaviorists proposed that if no observable change happens, then no learning has happened.

6. Organisms are born as blank slates. Organisms are not born with any predispositions to be made in certain ways. Since each organism has a different experience with the environment, each will have a different set of behaviors.

7. Learning is largely the result of environmental events. Behaviorists tend to use the term conditioning instead of learning to reflect this. The most useful theories tend to be universal ones.

8. The learning of all behaviors is best explained by as few learning principles as possible.

Cognitivism

During the 1960s, discontent with the inadequacies of behaviourism another school of thought was developing besides the behavioural thinking, the cognitive aspects. The behaviourist perspective could not easily explain why people attempt to organise and make sense of the information they learn. One example includes remembering general meanings rather than word for word information. Among learning psychologists there emerged a growing realisation that mental events or cognition could no longer be ignored.

Cognitive psychologists share with behaviourists the belief that the study of learning should be objective and that learning theories should be developed from the results of empirical research. However, cognitivists disagree with the behaviourists in one critical aspect. By observing the responses that individuals make to different stimulus conditions, cognitivists believe that they can draw inferences about the nature of the internal cognitive processes that produce those responses.

Many ideas and assumptions of cognitivism can be traced back to the early decades of the twentieth century. Of all theories, the theories of Jean Piaget of Switzerland are the ones that have provided psychology with much elaborated account of developmental changes in cognitive abilities.

Mentalism

The mentalistic language acquisition theory, advanced by Noam Chomsky in 1960s, supported through such concepts like Nativist Position (Nativism), Innateness Position, and Rationalist Position, claims that for the basic structure of language and how it is mastered and how human language develops, it is not the environment but

language structures, processes, and ideas that dwell in mind at birth serve for the acquisition of languages. According to this theory, the speaker's inborn knowledge of language, not the consequences of behavior, can be held responsible for the acquisition of language. In this study, the attributes of the mentalist language acquisition theory will be explored. Learning is a mental process. It is our mind that creates infinite number of sentences out of finite number of structures. Language acquisition is inventive, creative and constructive process.

Constructivism

Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective. The constructivist classroom presents the learner with opportunities to build on prior knowledge and understanding to construct new knowledge and understanding from experience. Students are allowed to confront problems and they find meaning in them because of their real-life context. In solving these problems, students are encouraged to explore possibilities, invent alternative solutions, collaborate with other students (or external experts), try out ideas and hypotheses, revise their thinking, and finally present the best solution they can derive.

The Assumptions of Constructivism

Knowledge is constructed from experience.

Learning is a personal interpretation of the world.

Learning is an active process in which meaning is developed on the basis of experience.

Conceptual growth comes from the negotiation of meaning, the sharing of multiple

perspectives and the changing of our internal representations through collaborative

learning.

Learning should be situated in realistic settings; testing should be integrated with the

task and not a separate activity (Merrill, 1991, in Smorgansbord, 1997).

Reflection and Professional Development

Cooper (1999) believes that reflection is the decision-making system's way of

correcting itself (p. 8). In that, it adds to one's body of knowledge for use in future

decisions. Though reflection may take place before or during teaching, it is our view

that the most important reflection occurs after teaching and away from the hustle and

bustle of classroom interactions. It involves self-evaluation through a critical analysis

of teaching decisions and their outcomes to determine how effectively each of the

three teaching functions (planning, implementing, and evaluating) were handled

(Cooper, 1999).

Dewey was among the first to promote reflection as a means of professional

development in teaching. He believed that critical reflection is the most important

quality a teacher may have and that it has much more impact on the quality of schools

and instruction than the teaching techniques one uses (Dewey, 1916).

More recently, Schon (1987) has suggested that the ability to reflect on one's

actions is a defining characteristic of professional practice. He has also noted that

reflection can take place throughout the teaching process and is a crucial aspect of the

process by which beginners in a discipline improve their practice to make it more

consistent with that of successful and experienced practitioners.

The idea that reflection is the foundation of what good teaching is and what

good teachers do is echoed in current literature as well. Hole and McEntee (1999)

stated that reflecting on the ordinary experiences of a teaching day is the life-force of teaching practice, and Zeichner and Liston (1996) wrote that reflection is essential for helping understand the complex nature of classrooms.

Clark (1995) suggested that learning to be a good teacher results from conscious reflection on events, training, experiences, readings, and other contextual contributions. Osterman (1990) stated that reflection is an essential part of the learning process because it results in making sense of and extracting meaning from experiences.

Though reflection and reflective practice have been defined in a variety of ways, Valverde (1982) viewed reflection as examining one's situation, behavior, practices, effectiveness, and accomplishments by asking what am I doing and why? The self-evaluation follows and involves in active, persistent, and careful consideration, speculation, and contemplation of the practitioner's beliefs and knowledge and leads to professional development, growth, and greater understanding of self and the profession. He went on to say that to be truly considered a reflective one, the self-examination must be constructive, deliberate, and undertaken periodically.

Similarly, Kottkamp (1990) defined reflection as "a cycle of paying deliberate attention to one's own actions in relation to intentions for the purpose of expanding one's opinions and making decisions about improved ways of acting in the future, or in the midst of the action itself" (p. 182).

Kottamp's definition acknowledges Schon's (1983) perspective that reflection can take place in different time frames. When reflection takes place before or after an act, it is called reflection-on-action. This sort of reflection in teaching occurs before a lesson when a teacher plans and considers possible lesson outcomes and after teaching

when he or she considers the lesson's actual outcomes. Reflection-in-action occurs during teaching such as when a teacher modifies and adjusts teaching based on unexpected student behaviors.

As deduced from the available literature, the ways of developing reflection are daily journal or teacher's diary, cross disciplinary sharing, observation, recording lesson and student feedback. Reading the reflections of others helped me to realize my mistakes. I can also learn from mistakes being made by others. Thus, I will not repeat that particular mistake again. The most important thing is to let me think carefully why that mistake happened and how to solve it. By reading through the reflections of others, it always helps me to improve myself in presentation. It also reminds me not to repeat the same mistake. Sometimes, it is very interesting to look through how others might think about us.

The aforementioned ideas give me an idea to say that reflection is not limited inside the classroom. Every moment teachers are reflecting before the lesson, during the lesson and after the lesson. Reflective practice is a broader concept. Teachers reflect their ideas and position at home and in the society. However, I have made an effort to carry out this present study staying under the flexible framework. The following processes take place in reflective practice for the professional development of teachers.

Finally, I would like to present the conceptual framework of this study which I have developed taking help from available literature, my own personal, professional and academic experience. Both professional development of teachers and reflective practice are interlinked and interdependent to enrich and enhance professionalism.

Think		Present		Learn
Plan		Share		Grow
Ink		Cooperate		Create
Link		Collaborate		
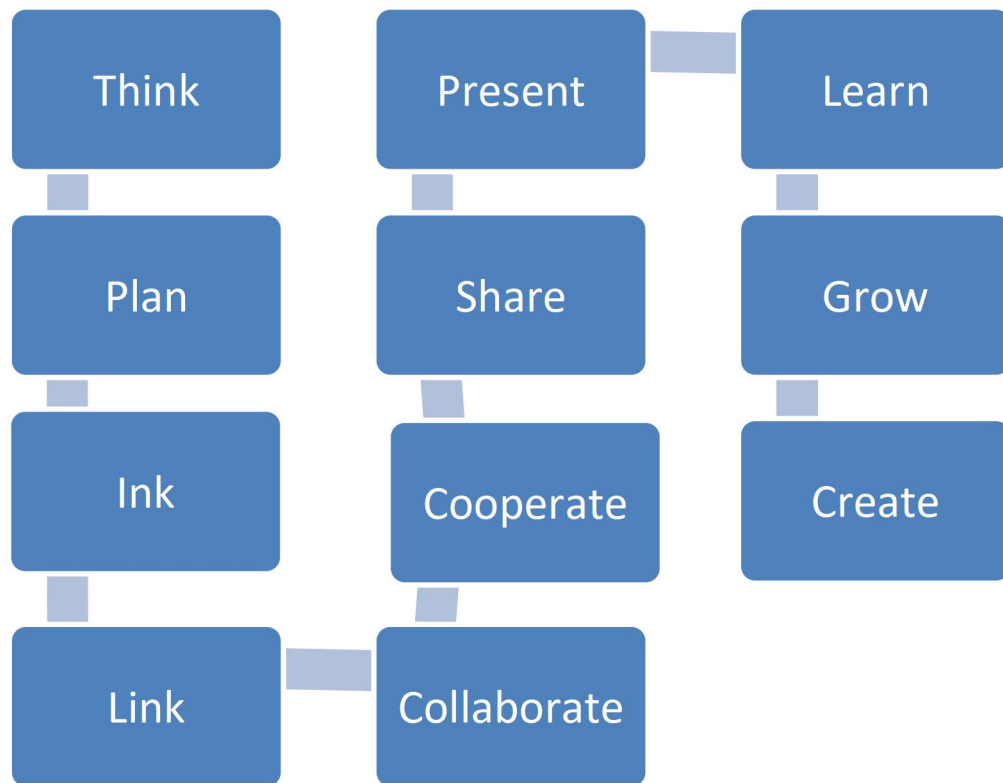
From the review, theories and my expertise, I came to know that it is through thinking, planning, inking, linking, collaborating, cooperating, sharing, presenting, learning, growing and creating one can follow reflective practice in teaching and learning process. This eventually helps the professional development of teachers. However, reflective practice alone cannot guarantee the professional development of teachers. Still, it can be an effective means to develop professionalism on the part of teachers.

Summary

In this chapter, I have presented why review is required in a research study. I have reviewed the thematical, empirical and theoretical perspectives related to this research study. I have also reviewed related articles written by the authors in the academic journals. While reviewing, I have also deployed information from newspapers, magazines and internet. All these materials have enabled my mental models to carry out this research study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the procedures adopted to carry out the study. It starts with philosophical foundations of my study. It has described the reasons of adopting the qualitative method in the study. Then, it describes the research areas, the research design, nature of the data and sampling techniques. It also highlights the research tools, techniques and data generation procedure. It contains the data interpretation and analysis procedure, triangulation, thick description and member checking process of the research. The chapter concludes with some ethical issues that were considered for the conduction and completion of the study.

Philosophical Consideration

I have considered the following philosophical foundations to analyze the data and generate the research findings. All qualitative researchers are philosophers in the universal sense in which human beings are guided by highly abstract principles. These principles combine beliefs about ontology (what is the nature of reality?) epistemology (what is the relationship between the inquirer and the known) and methodology (how do we know the world or gain knowledge of it?) (Denzin and Lincoln, 2005).

Ontology

Regarding ontology, Somekh and Lewin (2005) stated that it refers to philosophical questions relating to the nature of being and purpose of existence. Similarly, Henn et al. (2006) stated that ontology is a set of assumptions about what the world is. From these definitions, I understand that ontology is the study of being or existence or reality. Ontologically, I believe that there are multiple realities on reflective practice for the professional development of teachers. However, I am aware

of the fact that the reality is the result of individual cognition and self-interpretation. The reality of the same thing may differ time to time, place to place and person to person. Thus, ontologically, my study and findings are nominalism. The reality or truth is relative. The interpretive researcher's ontological assumption is that social reality is locally and specifically constructed by humans through their action and interaction.

Epistemology

Pertaining to epistemology, Henn (2006) stated that epistemology is a crucial philosophical concept for social scientists, which considers question to do with the theory of knowledge. In the same way, Somekh and Lewin (2005) further explain that epistemology refers to philosophical question relating to the nature of knowledge and truth. From the aforementioned definitions, I believe that epistemology is the body of knowledge.

I am aware of the fact that no interpretation is final and knowledge is contextual and alterable due to the intervention of technological upheavals and recent trends in education. What is right today may be wrong tomorrow. In that sense, I think that knowledge is both subjective and inter-subjective which is created out of the discussion, dialogues, dealings and intensive interaction between the knower and the known. The world is created on the basis of his or her understandings of the society and subject matter. The knowledge is shaped on the basis of his or her existing society and environment.

Cohen et al. (2001) say that knowledge is a softer, more subjective, spiritual or even transcendental kind based on experience and insight of a unique and personal nature (p.6). In my study, I can get various perceptions and practices on different issues in different ways. I believe those differences are the outcomes of the

understanding of the way in which the individual created, modified and interpreted world in which he or she finds himself or herself.

Moreover, my epistemology is a dialectic interaction between the researcher and research participants to perceive things and construct new knowledge. I think that in qualitative research, dialectic interaction helps the researcher to seek new knowledge from informants with active participation in interaction and making meaning of the terms used by them. Therefore, it employs anti-positivism philosophical consideration. The interpretive researcher's epistemological assumption is that findings are literally created as the investigation proceeds.

Methodology

The term methodology refers to the way in which we approach and seek answers to certain questions. In the social sciences, the term applies as to how research is conducted. I think that research methodology is a scientific and systematic way to solve research questions. It covers a wider span than research methods. It has many dimensions and research methods are a part of it. Our assumptions, interests and purposes shape which methodology we are to choose.

On the other hand, methods are the techniques utilized by researchers in performing research operations. According to Strauss and Corbin (1998) method is a set of procedures and techniques for gathering and analyzing data. In the same vein, Henn et al. (2006) say that method refers to the range of techniques that are available to us to collect evidences about the social world. The method I have chosen to generate data and to carry out this research study is interview and observation which I believe engage the researcher and the participant in an intensive interaction and invention. I have also deployed my personal, professional, pedagogical and academic knowledge and practice to accomplish this study.

Cohen et al. (2000) say that methods contain range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation for explanation and prediction (p.44).

Therefore, method is mainly used for gathering the data that incorporates techniques and procedures to collect data. Furthermore, methods help me to form conceptual framework and to build models and theories along with sampling procedures (Parajuli, 2003).

Reasons for Adopting Qualitative Method

I am fully aware of the fact that research methodology is chosen on the basis of the nature of the research. I also know that one method is not far better than other. Each research method has a sense of dignity, direction and discipline which I cannot underestimate here. Nevertheless, I would like to show my attachment to qualitative method. I am not being biased here. It gives more space to play with words. It is interesting and enjoyable odyssey to study the phenomenon qualitatively. I believe that the quality is qualified in this method. What I have done over here is only further explanations and elaborations of qualitative research method.

Therefore, I would like to begin writing on it with a forceful adage which is in a way related to qualitative research that is 'impermanence is the rule of game in this post modern world.' I believe that life is incidental and death is accidental. I think that qualitative research is full of life with incidents. One should have the ability to capture the incidents of joy or pain while carrying out the research. The other prominent thing in this postmodern world is change which is constant. In other words, knowledge is alterable in the passage of time.

I feel that qualitative approach is a way of approaching the empirical world. When we reduce people's words and acts to statistical equations, we can lose sight of

the human side of social life. When we study people qualitatively, we get to know them personally and experience what they perceive in their daily struggles in the society.

We learn about concepts such as beauty, pain, faith, suffering, frustration and love whose essence is lost through other research approaches. We learn about the inner life of the person, his or her moral struggles, his or her success and failure in securing the destiny in the world too often at variance with his or her hopes and ideals. Qualitative research places emphasis on understanding through looking at closely the people's words, actions and records.

Denzin and Lincoln (1994) define qualitative research as:

> Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials, case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meaning in individuals' lives.

Every moment is momentous. Qualitative research tries to capture the captivating context in a natural setting following the open and flexible mode. In the same vein, Cresswell (1994) defines it as:

> Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. I have built a complex, holistic picture, analyzed words, reported detailed views of informants, and conducted the study in a natural setting.

I think that qualitative research makes an attempt to understand the meaning of an experience and strives to understand how all the parts work together to form a whole. I believe that qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions that take place there. It is characterized by a concern for the individual to understand the subjective and inter-subjective world of human experience. I feel that qualitative research tends to be associated with participant observation and unstructured in-depth interviewing.

I really agree with the idea that qualitative methodologies are flexible tools for enhancing our understanding of teaching and learning and they have gained increasing acceptance in recent years. Quantitative measures, on the other hand, cannot adequately describe or interpret a situation. I am aware of the fact that quantitative method is equally used in research. Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings.

Strauss and Corbin (1990) assert that qualitative research means any kind of research that produces findings not arrived at by means of statistic procedures or other means of quantification. Qualitative researchers seek illumination, understanding and extrapolation to similar situations; qualitative inquiry accepts the complex and dynamic quality of the social world.

Patton (1990) advocates a 'paradigm of choices' that seeks methodological appropriateness as the primary criterion for judging methodological quality. Some researchers like Strauss and Corbin (1990) believe that qualitative and quantitative research can be effectively combined in the same research project.

Qualitative methods are appropriate in situations where one needs to first identify the variables that might later be tested quantitatively or where the researcher has determined that quantitative measures cannot adequately describe or interpret a

situation. Research problems tend to be framed as open-ended questions that will support discovery of new information. It describes data both from researchers' and readers' perspective.

Denzin and Lincoln (2005) say that qualitative approach to research is a critical interpretive approach to understand social complexities through the use of multiple methods in order to triangulate the lived reality. It is a field of naturalistic inquiry and situated activity that locate the observer in the world. As the world is constructed, deconstructed and reconstructed through continuous interpretive performance of humans, qualitative research captures this interpretive phenomenon from multiple and contrary lenses.

Features of Qualitative Research

After I went through different books, literature and journals, I came to know that qualitative research helps the researchers to uncover multiple truths rather than a single truth. It studies phenomenon and explores its multiple complexities. It uses different sets of assumptions of knowledge claim. It is intently associated with epistemological pluralism with different rigour or validity criteria. The interpretation also differs in the hand of time.

Moreover, qualitative research method consists of a set of interpretive, material practices that make the world visible. It studies things in their natural settings. It involves the collection of a variety of empirical materials. It is interpretive and a meaning making process. It is a matter of craft. It is inductive theory building process. From the available data I generate theory.

Furthermore, I believe that the researcher is the source and force of the total process. I have become both reflective and reflexive in the process of playing with the data. Playing with words help me to create my position, prestige and power in the

arena of research study. It also gives me a sense of satisfaction. I link my knowledge and experience with the theories, available literature and research methodology as well.

Philosophical Perspective and Paradigm

Denzin and Lincoln (2005) have defined a paradigm as a basic set of beliefs that guide action of an individual. They further state that paradigms deal with first principle or ultimate. They are human constructions which define the world view of the researcher as interpretive-bricoleur. These beliefs can never be established in terms of their ultimate truthfulness. In this way, a research paradigm is the set of beliefs, norms, ethics, values and principles that guide the actions of a researcher from the selection of a research topic to the execution of research and writing a report.

I understand that the significance of paradigms is that they shape how we perceive the world and are reinforced by those around us, the community of practitioners. I agree with Williams (1998) when he writes within the research process the beliefs a researcher holds will reflect in the way the research is designed, how data is collected and analyzed and how research results are presented. For me, it is important to recognize paradigms; it allows me to identify their role in the research process, determine the course of any research project and distinguish other perspectives.

Qualitative research has been described as naturalistic (Lincoln and Guba 1985). This means that researchers adopt strategies that parallel how people act in the course of daily life, typically interacting with informants in a natural and unobtrusive manner. Although qualitative researchers cannot eliminate their effects on the people they study, they attempt to minimize or control effects or at least understand them

when interpreting data (Emerson, 1983). To my observation reality lies in a naturalistic setting.

Qualitative researchers emphasize the meaningfulness of their studies or what some people term validity (Deutscher, Pestello and Pestello, 1993). Qualitative methods are designed to ensure a close fit between the data and what people actually say and do. By observing people in their everyday lives, listening to them talk about what is in their minds, and looking at the documents they produce, the qualitative researcher obtains first hand knowledge of social life unfiltered through operational definitions or rating scales.

Qualitative research opposes the normative approach that human behavior is essentially rule governed and it should be investigated by the methods of natural science. It believes that knowledge is subjective. It opposes the imposition of external form and structure by retaining the integrity of the phenomena under investigation. It believes in interpretive approach by opposing the traditional normative approach to study human behavior by getting inside the person and understanding him/her from within. It assumes that there are multiple realities; the world out there is not an objective thing but a function of personal interaction and perception. However, there is a convergence in the data to some extent.

Qualitative research method is highly exploratory, inductive approach of interpreting. It does not believe in manipulation of variables, administering a treatment or predetermining of hypotheses rather it observes, intuits and senses what is occurring in a natural setting. It does not believe in establishing a universal theory to account for human and social behavior rather a theory should emerge, grounded on data generated from research.

Before conducting a qualitative study, I must do three things. First, I must adopt the stance suggested by the characteristics of the naturalist paradigm. Second, I must develop the level of skill appropriate for a human vehicle through which data are collected. I must prepare a research design that is utilized and interpreted. Finally, I must prepare a research design that utilizes accepted strategies for naturalistic inquiry.

I feel that in qualitative research, nothing is taken for granted. In it, I follow a flexible research design. I begin to study with only vaguely formulated research questions. I do not know what to look for or what specific questions to ask until I have spent some time in a setting. As I learn about a setting and how participants view their experiences, I can make decisions regarding additional data to be collected on the basis of a broad theoretical framework; the goal of qualitative research is to make sure that the theory fits in the data and not vice versa.

I believe that knowledge is not a given and taken thing or it can not be poured as the fuel in the motor engine. It is the product of individual consciousness. The reality is the result of individual cognition and self-interpretation. It is not true and objective everywhere even in isolation.

This research has the target to explore, identify and analyze the teachers' professional development through reflective practice in the higher secondary schools. I have followed qualitative research methodology and I have applied interpretive perspective to generate, analyze and interpret data.

Interpretive Research Paradigm

Denzin and Lincoln (2005) have defined a paradigm as a basic set of beliefs that guide action of an individual. They further state that paradigms deal with first principles or ultimates. They are human constructions which define the world view of the researcher-as-interpretive-bricoleur. These beliefs can never be established in

terms of their ultimate truthfulness. In this way a research paradigm is the set of belief, norms, ethics, values and principles that guide the actions of a researcher from selection of research topic to the execution of research with writing a report. In my understanding the significance of paradigms is that they shape how we perceive the world and are reinforced by those around us, the community of practitioners.

The underlying assumption of interpretivism is that the whole needs to be examined in order to understand phenomena. Interpretivism is critical of the positivism because it seeks to collect and analyze data from parts of a phenomena and, in so doing, positivism can miss important aspects of a comprehensive understanding of the whole.

Interpretivism proposes that there are multiple realities, not single realities of phenomena, and that these realities can differ across time and place. Unlike quantitative research, there is no overarching framework for how qualitative research should be conducted; rather each type of qualitative research is guided by particular philosophical stances that are taken in relation by the research to each phenomenon.

I agree with Williams (1998) when he writes within the research process the beliefs a researcher holds will reflect in the way they research is designed, how data is both collected and analyzed and how research results are is presented. For the researcher it is important to recognize their paradigm, it allows them to identify their role in the research process, determine the course of any research project and distinguish other perspectives.

Social and educational researchers came to realize the obsolete use of quantitative data and objectivity of tools and techniques. They tried to understand the feelings of research participants and understand the meaning of their responses rather than being objectively unbiased. They considered the human feeling as a part of

research that is very liquid and can not be judged by rigid scientific tools. The researchers tried to understand the nature of reality more subjectively and inter-subjectively. This brought the research into a new paradigm: interpretivism and constructivism. It was a big shift of paradigm in the history of research in social science and education. Educational researches came to adjust these shifts together with sociology, anthropology and philosophy.

Researchers collect data using tools such as participant observation, ethnographic field work and fourth generation evaluation. They immerse in the socio-cultural context observing human behavior and action closely being participant in the phenomena. It brought the researchers into an interactive link with participants and understands from participants' perspective. It motivated me to construct meaning out the participants' perspectives in the social and cultural context.

Researchers adopted hermeneutical and dialectical approach to conduct the research emphasizing on the contexts and making judgments from the consensus of participants and the researcher. Now the research is no more value free and objective but is value laden and subjective. The researcher does not remain as speechless mankind but open ears to listen and speak to give a value connecting the known and the knower.

The validity criteria have changed from triangulation to trustworthiness applying the criteria of credibility, dependability, conformability, transferability and fairness. Researchers focus on authenticity of the information applying the above mentioned criteria in order to address the issue of standard of the quality of research. This paradigm originated in early eighties and remained as dominant till late nineties (Taylor, 2007).

Research paradigm can be understood at three levels: philosophical, contextual or social and technical. The first one considers the basic belief about the world, the second one considers the social guidelines (ethical considerations) about how a researcher should conduct his or her research or inquiry and the third level considers the method or techniques of conducting the research.

In other way, we can discuss the three levels of paradigm as technical, practical and emancipatory as discussed by Habermas. The philosophical level is the highest level at which generally researchers discuss about five sets of assumptions in subjective-objective dimensions: ontological, epistemological, axiological, methodological, and human nature.

Ontological assumptions refer to the nature of social reality. There are realist and nominalist perspectives to view the social reality. According to realist perspective social reality is tangible, hard and made up of relatively immutable structures that exist independent of our perception and consciousness. According to nominalist perspective the social reality is constructed in names, labels and concepts that are used to structure that reality. Realist view considers that reality is out there as external to the knower and it is unique whereas nominalist perspective considers that reality as constructed by individual or society and so there can be multiple realities.

To my understanding, epistemology refers to the nature of knowing and construction of knowledge and is divided into the positivist and anti-positivist stance. So far as the former is concerned it believes that reality is objective as an external observer is possible, the latter that the knower and known are interdependent and that social science is essentially a subjective. A researcher with the positivist perspective studies the parts to understand the whole, he or she looks for regularities and causal relationships to understand and predict the social world. To the anti-positivist, reality

is constructed by an individual in social context and so the social world can only be understood by occupying the frame of reference of the participant in action.

To me axiological assumptions are closely related to the epistemological belief. These are assumptions regarding the role of values. In this regard two questions come to the mind of a researcher: whether values can be disregarded in order to understand the reality or the values can be considered as a means to understand the reality?

When a researcher considers the human nature then he or she follows either deterministic or voluntarists' view. The former one views individuals as products of their environment, the other believes individuals create their own environment (Putman, 1983, p.36). Finally there are assumptions about the process of research, the methodology. Nomothetic methodology focuses on an examination of regularities and relationships to universal laws, while ideographic approaches centre on reasons why individuals create and interpret their world in a particular way (Putman, 1983, p. 41). The social world can only be understood by obtaining first hand knowledge of the subject under investigation. Methodology focuses on the best means of acquiring knowledge about the world (Denzin & Lincoln, 2005).

In this way, to me, a research paradigm may exist at level one where the sole purpose of doing research is to establish a method, system or law, it is not time bound. In level two, the paradigms seek meaning from relationships of variables in social, cultural, economical and political life of people from context which is time bound. At the final level, a research paradigm seeks solutions to all social, cultural, economical and political issues liberating people from all sorts of oppressions, suppressions and injustices. So, it is not sufficient to know only a particular paradigm for a research but the level of that paradigm should be understood in order to make it more rigorous for changes to occur no matter it is positivism or constructivism.

Qualitative research is interpretive and it is guided by my set of beliefs and feelings about the world and how it should be understood and studied. Some beliefs may be taken for granted, invisible, only assumed whereas others are highly problematic and controversial. Each interpretive paradigm makes particular demands of the researcher, including interpretations he or she brings to them (Denzin and Lincoln, 2005).

The interpretive paradigm developed as a critique of positivism in the social sciences favours the postmodern standpoints. In general, interpretivists share the following beliefs about the nature of knowing and reality: relativist ontology assumes that reality as we know, it is constructed inter-subjectively through the meanings and understandings developed socially and experientially. Transactional or subjectivist epistemology assumes that we cannot separate ourselves from what we know. The investigator and the object of investigation are linked as to who we are and how we understand the world is a central part of how we understand ourselves, others and the world.

By positing a reality that cannot be separated from our knowledge of it, the interpretivist paradigm posits that researchers' values are inherent in all phases of the research process. Truth is negotiated through dialogue. I derive truth through negotiation with the teachers in this research study.

Findings or knowledge claim are created as an investigation proceeds. That is, findings emerge through dialogue in which conflicting interpretations are negotiated among members of a community.

Pragmatic and moral concerns are important considerations when evaluating interpretive science. Developing a dialogue between researchers and respondents is critical. It is through this dialectical process that a more informed and sophisticated

understanding of the social world can be created. All interpretations are based on a particular moment. That is, they are located in a particular context or situation and time. They are open to re-interpretation and negotiation through conversation.

Regarding relativity, Einstein says, "Put your hand on a hot stove for a minute and it seems like an hour. Sit with a pretty girl for an hour and it seems like a minute". It further proves that truth is relative.

Interpretive approaches rely heavily on naturalistic methods (interviewing and observation and analysis of existing texts). These methods ensure an adequate dialog between the researchers and those with whom they interact in order to collaboratively construct a meaningful reality. Generally, meanings are emergent from the research process. Typically, qualitative methods are used.

I believe that everybody has some sorts of understandings of the world. Even in my research study, the respondents may have different experiences to know the world they are in. They reflect their experiences. They recall them in classroom practices. They ask questions to themselves and others to reflect their experiences. I do interpretations and give meaning to their experiences. Ultimately, I am in a position to construct new knowledge pertaining to teachers' professional development through reflective practice. I even try to situate my mental model with new experiences of the world they are in. I interpret the experiences from multiple perspectives.

Research Design of the Study

Ragin (1994) says that research design is a plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions

he or she has posed. The design of an investigation touches almost all aspects of the research, from the minute details of data collection to the selection of techniques of data analysis (p.191).

The study was designed to reveal the qualities of professional English language teachers and to explore how the reflective practice assists the English language teachers for their professional development. For this, I have selected the English language teachers who have been teaching English at the higher secondary schools from Kathmandu, Bhaktapur and Lalitpur districts.

Flick (2010) says that the goals of the study, the theoretical framework, its concrete questions, the selection of empirical material, the methodological procedures, the degree of standardization and control, the generalization goals and the temporal, personal and material resources available are taken into consideration while designing the qualitative research (p.128).

I was more inclined towards interpretivism: recognizing that there was no single reality. Therefore, I have adopted interpretive paradigm to interpret the data. It is my belief system in research. Qualitative research method was used to analyse, interpret and derive meaning from the data. Primary data were collected through interview and observation from the English language teachers. I have also used my own personal, professional and academic experience to enrich the study. I have gathered information from secondary sources like articles, journals, books, empirical researches and internet. In short, I have developed the following research design process to accomplish my research study.

Ontology: Nominalism

Paradigm: Interpretive

Epistemology: Subjectivism

Axiology: Value - laden

Tools: Open-ended questions and Observation check-lists

Methodology: Qualitative

Techniques: Interview, Observation, Personal and Professional Experience
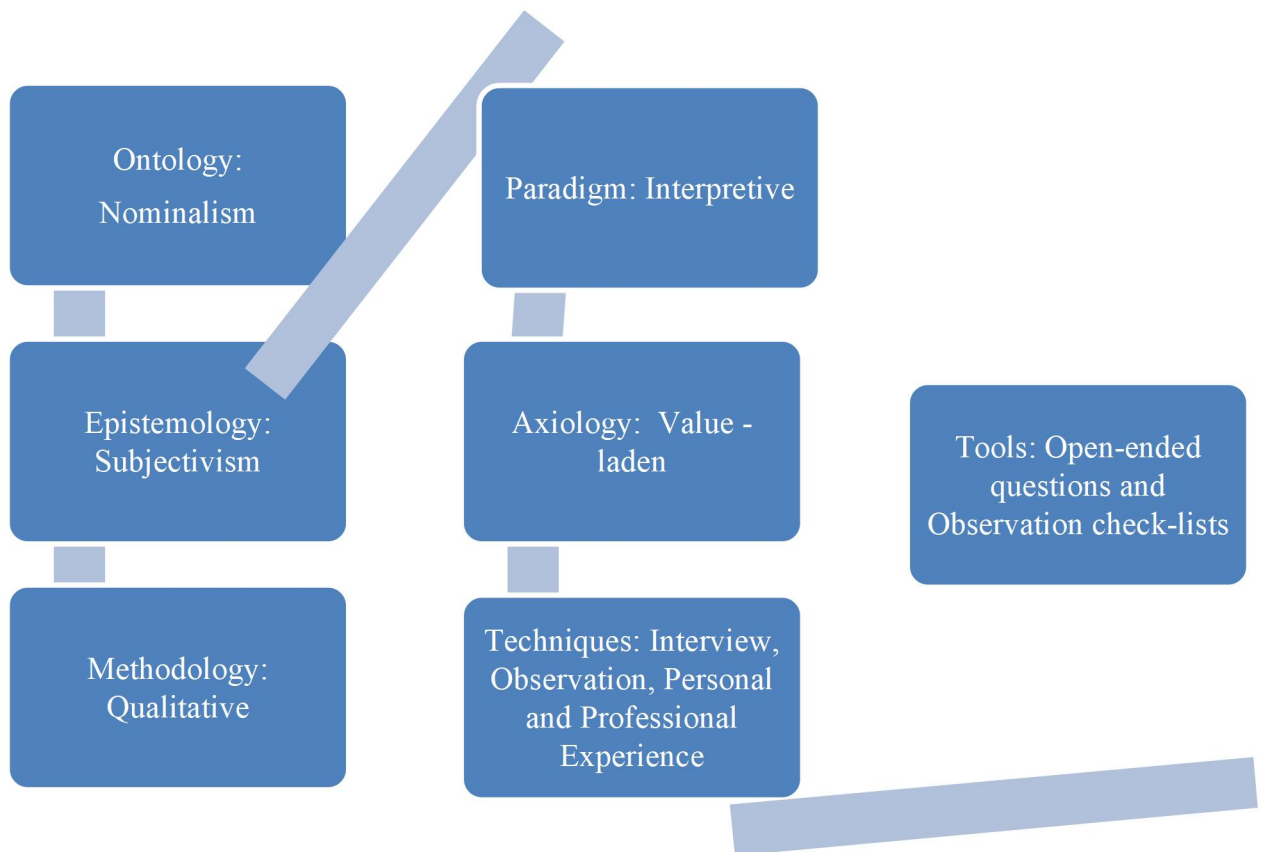
Sample 32

Kathmandu, Bhaktapur and Lalitpur

Site,Sample,Sampling, Responndents and Methods of the Study

Sampling= Purposive and Convenience

Interview and Observation

Respondents =English Teachers

Informants and Sample of the Study

The study had twenty English language teachers for interview and twelve for classroom observation from the selected higher secondary schools. They were taken purposively from Kathmandu, Bhaktapur and Lalitpur districts respectively. I have selected ten teachers from Kathmandu, five from Lalitpur and five teachers from Bhaktapur for the purpose of interview. I have selected six teachers from Kathmandu, three from Lalitpur and three from Bhaktapur for the purpose of observation. In total, I have selected thirty two English teachers to carry out this study. I have chosen these districts, higher secondary schools and teachers purposively and conveniently.

I visited each of the selected higher secondary school, consulted its head teacher, produced the recommendation letter obtained from Kathmandu University and explained in details the purpose of the visit and sought permission and appointment to visit the school on the particular day. The subject teachers of English were approached on the same day and were requested to render their cooperation for interview and observation of their classes.

I believe that time, human resource, machine, material, muscle, mechanism and money are also taken into consideration while carrying out the research. In a way, I am directed by these demarcations to mount the ladder of research destination.

Patton (1990) says that purposeful sampling is the dominant strategy in qualitative research. Purposeful sampling seeks information- rich cases which can be studied in-depth. Therefore, I have followed purposeful sampling as a strategy to carry out the population of the study. I have identified the sources of the phenomenon being studied and from these sources, I have sought individuals who are willing to describe their experiences with the phenomenon in question.

Purposive sampling is one of the most common sampling strategies, groups participants according to preselected criteria relevant to a particular research question.

Sample sizes, which may or may not be fixed prior to data collection, depend on the resources and time available, as well as the study's objectives. They are often determined on the basis of theoretical saturation. Therefore, purposive sampling is successful when data review and analysis are done in conjunction with data collection.

Sources and Methods of Data Generation

The primary sources of data are the English teachers who have been teaching in the rural and urban setting of higher secondary schools of Kathmandu, Lalitpur and Bhaktapur districts. The main sources of data generation were thirty two English teachers. I collected data through interactive interviews, observation, personal and professional experience and reflective journal. I also believe that the personal qualities of teachers determine their professional qualities. Professionalism is the matter of practicing the personal qualities. For instance; I love myself saying a learner rather than a teacher. If I translate this quality in practice I may consider as a professional teacher. I also deploy my academic qualification and experience while interpreting the data. I have collected information from secondary sources like books, thesis, articles, journals and internet resources.

To make my research study reliable, I have visited each district education office personally. I am aware of my purpose of the study, research questions and the review. After I consulted and collected the reliable information regarding schools, I went to the respective schools which I have selected purposively.

Then, I met principals of the respective schools. I had a talk with them. The principals provided me a list of English teachers. After that, I personally visited and revisited them through mobile contact. After asking permission from and building the rapport with the English teachers I started collecting the data in a friendly and flexible setting through open-ended questions. I have also recorded the data.

Qualitative interviewing utilizes open-ended questions that allow for individual variations. Patton (1990) says that interview can be taken through informal conversation interviews, semi-structured interview and standardized open-ended interviews. Tape-recorder is an indispensable vehicle to record the data. With open ended questions participants are free to respond in their own words and these responses tend to be more complex than simply 'yes' or 'no' (Mack et al. 2005).

Another way of data collection is through observation. Observation provides knowledge of the context in which events occur and may enable the researchers to see things that participants themselves are not aware of or that they are unwilling to discuss. I have become reflexive in the research process. I go back and forth to reflect my expertise and experience.

However, I believe that in-depth interviews are useful for learning about the perspectives of individuals. They are an effective qualitative method for getting people to talk about their personal feelings, opinions and experiences. They are also an opportunity for us to gain insight into how people interpret and order the world. I have designed this interview technique to elicit the vivid picture the participant's perspective on the research topic. In the process of interviewing, I consider the participant as an expert and myself as a student so that I could get an opportunity of learning. I have done prolonged interaction and I have revisited the informants.

To record the data, field notes can be used. I develop and maintain the diary as well. Interview data consist of tape recordings, typed transcripts of tape recordings and the interviewer's notes. My notes document observations about the interview, the informants and the context. In other source of data, the document analysis can be done. Such document might include official records, letters, newspaper accounts, diaries and reports.

I come to know that probing is probably the most important technique in qualitative interviewing, but also the hardest to master. It requires practice, through knowledge of the interview guide and research objectives and a solid understanding of what kind of information each question is intended to elicit. It also requires patience and sensitivity, effective time management, and good interpersonal skills.

Instrumentation for Data Generation

I think that research instruments are tools we use to collect data necessary to explore the research questions. While designing instruments for my study, I was very careful on aspects like content, structure, organization, order of question and wording.

While designing the instruments, I took an account of credibility. I consulted my supervisors, seniors and the researchers so as to give meaning to the interview questions. I have also consulted my colleagues and friends at the time of constructing the instruments to carry out this research study. I have read the tools designed by previous researchers which have supported me tremendously to construct the instruments for the purpose of generating the data in my research study.

Importantly, I have given my active attention on purpose of this study and research questions while constructing the open ended instruments in this study. They set no limits on the range or length of responses, instead of giving participants the opportunity to explain their position, feelings or experiences.

Moreover, the open ended instruments have touched upon the area of qualities of professional teachers, perception of teachers on reflective practice, significance of reflective practice, strategies of doing the reflective practice and

ways of improving the reflective practice. I am aware of the fact that the reliable tools can maintain validity in the research. I have mentioned the open-ended questions and observation check-list in the appendix.

Rigor Criteria

I agree with Eisner (1991) who says that coherence, consensus and instrumental utility are the three features of qualitative research. However, it is difficult to maintain consensus among the informants in qualitative data. To maintain trustworthiness, redefinition, interpretation of others, credibility can be established through triangulation which contains method, data, multiple analyses, theory triangulation (Patton, 1990). The output of the research should be generalizable contextually. It should be very appealing on the part of readers. There should be a good harmony or consistency between process and product. It has to be dependable. Nevertheless, qualitative research is more a matter of process rather than a product. I have to move back and forth while analyzing, interpreting, deriving the meaning and arriving at the conclusion out of the data.

Eisner and Patton (1990) say that the credibility of a qualitative research report lies heavily on the confidence readers have in the researcher's ability to be sensitive to the data and to make appropriate decisions in the field.

Lincoln and Guba (1985) say that humans are the instruments of choice for naturalistic inquiry. Humans are responsive to environmental cues and able to interact with the situation. They have the ability to collect information at multiple levels simultaneously. They are able to perceive situation holistically. They are able to process data as soon as they become available. They can provide immediate feedback and request verification of data and they can explore atypical or

unexpected responses. Theoretical sensitivity refers to a personal quality of the researcher. It indicates an awareness of the subtleties of meaning of data.

To my understanding, the personal quality of the researcher matter a lot while interpreting the qualitative data. The power to link the data with the available literature, theories and methods play a significant role to arrive at the findings and conclusions.

Ethical Issue

I have maintained honesty while carrying out the research. I have built the rapport with the informants in a natural setting. I have honestly followed the steps of research. I have followed the following ethical issues in order to carry out this research study: informed consent, privacy, confidentiality and anonymity (Sieber, 1998). In many domains, research has become an issue of ethics (Flick, 2010). Research ethics deals primarily with the interaction between researchers and the people they study. Professional ethics deals with additional issues such as collaborative relationships among researchers, mentoring relationships, intellectual property, fabrication of data, and plagiarism, among others. While we do not explicitly discuss professional ethics here, they are obviously as important for qualitative research as for any other endeavor.

In my research too, I was fully conscious regarding ethical issues so as to protect the respondents in the research process. Codes of ethics were formulated to regulate the relations of researchers to the people and fields they intend to study (ibid). As Murphy and Dingwall (as cited in Flick, 2006) speak of "ethical theory" I also followed the four issues:

a. Non-maleficence: I have avoided harming the participants of the studies.

b. Beneficence: I have produced positive and identifiable benefit to the people and society rather than carrying out it for its own sake.

c. Autonomy of self-determination: I have respected the values and decisions of the participants.

d. Justice: I have treated all the people equally without being biased.

Before I ask any interview questions, I have developed coordination with the informants and I have taken informed consent in accordance with procedures specified for the study. I have followed oral informed consent from the participants.

Data Interpretation and Analysis

I believe that meaning is constructed in a variety of ways in qualitative data analysis. Through construction, I am not a blank slate rather I am an active participant in the process. Epistemologically, I am engaged in the setting, participating in the act of being with the informants in their lives to generate meaning of them.

For qualitative data, the researcher maintained the records of interview, discussions, notes of one-to-one in depth interviews, notes of class observations which were later used to compile summary. The interview and observation data were also coded with codes. They were thematised later. The researcher completed daily write ups of the interview and observation to capture what was said on that particular days and the researcher's own perception and practice were also presented. Interview was transcribed systematically.

Developing themes and storylines, featuring the words and experiences of participants themselves is an important result of qualitative data analysis that adds richness to the findings and their meaning. Qualitative data analysis provides a method for categorizing and organizing the subtleties of everyday social phenomena in a meaningful way (Becker, 1996).

Bogdan and Biklen (1982) define qualitative analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns,

discovering what is important and what is to be learnt and deciding what someone will tell others.

Qualitative researchers tend to use inductive analysis of data, meaning that the critical themes emerge out of the data (Patton, 1990). Sitting down to organize a pile of raw data can be a daunting task. It can involve so many pages of interview transcripts, field notes and documents.

To the qualitative data, I examine the patterns of meaning which emerge from the data and these are often presented in the participants' own words. The task of me is to find patterns within words and actions and to present patterns for others to inspect.

Qualitative data analysis is a continuous activity that constantly evolves. Moustakes (1990) identifies five basic phases of analysis: immersion with the experience; incubation, a time of quiet contemplation; illumination, a time of increased awareness expanded meaning and new clarity; explication, new connections are made and one prepares to communicate findings; and creative synthesis, the research findings and experience are wound together, written and communicated.

The goal of qualitative research is to discover patterns which emerge after close observation, careful documentation, and thoughtful analysis of the research topic. What can be discovered by qualitative research is not sweeping generalizations but contextual findings. This process of discovery is basic to the philosophic underpinning of the qualitative approach.

While analyzing the data, I tend to use inductive analysis of data. Qualitative analysis requires some creativity. It begins with identification of the themes emerging from the raw data. The actual voice of participant is coded. Another way of analyzing the data is linking with theories. Finally, I reexamine the data.

Techniques for Maintaining Research Authenticity

I believe that qualitative research has some problems while carrying out the study. On the basis of the limited population, we cannot generalize the findings of the study. Absolute result does not come in qualitative research because it believes that knowledge is subjective and personal. Thematising, setting, organizing and analyzing the data is a very difficult task to the researcher.

However, I believe that the following techniques can be applied to handle various research errors and to maintain the quality standard: mentioning ethical considerations, reflexivity, member checking, triangulation, discussing on methodology and thickness of data. To my understanding, these techniques further ensure the quality and credibility in qualitative research.

In the process of carrying out this study, I would not harm the rights of the informants. I respect their opinions. I go back and forth to bring significant result and change in the research. I discuss with my informants about the analysis, findings and conclusions. I have made a prolonged visit with them. I have met them twice. I followed intensive interaction with them. I also analyze teachers' commonalities and differences through member checking. I triangulate data, researcher, theory and methods of my study. I have immensely described the research methodology. I have also gathered the richness of the information. Moreover, I have dealt with crisis of legitimation by maintaining the richness and depth of interpretation and maintaining the verisimilitude of the context and text of interpretation. I have maintained linkage between theory and practice to resolve the crises of practice. Credible research strategy requires that the investigator adopts a stance of neutrality with regard to the phenomenon under study (Patton, 2002).

However, in line with the suggestions of Lincoln and Guba (1985) that qualitative investigation should be judged on the basis of trustworthiness (e.g., credibility, transferability, dependability). The present research programme employs a number of rigorous procedures in attempts to overcome any potential issues. For example, credibility, concerned with demonstrating that the data reported matches the constructed realities of the informants, was increased through member checking, thick description and triangulation.

Transferability, concerned with whether the findings of the study transfer to other settings, was increased through thick description of the methodology and findings to allow others to make judgments about the transferability of the research to their own situations (Anderson, Miles, et al., 2004). I come to know that transferability is known as generalizability in qualitative research. It can be established through contextual and theoretical generalization. Only the perception of teachers is difficult to generalize. In that sense, I have also observed their classes to see the linkage between theoretical understanding and practical aspects of reflective practice in a natural setting.

Summary

In this chapter, I have described and justified on why I have chosen qualitative research method to accomplish this study. I have presented my philosophical, ontological, epistemological, methodological and axiological perspectives and considerations. I have presented the population, sample, site, data collection procedures, research design, establishing the quality and data analysis and interpretation techniques of my research.

CHAPTER IV

QUALITIES OF PROFESSIONAL ENGLISH LANGUAGE TEACHERS

My first research question is 'how do the English teachers perceive their professional qualities?' To answer this research question, I have received information from the English language teachers. Pertaining to the qualities of professional teachers, I have produced and presented the following themes on the basis of the responses I have collected, analyzed and interpreted from the informants.

Respect and Devotion to the Profession

Regarding this, here is a perception of teacher A who has fifteen years of experience in teaching the English language to the learners, explains how the sense of respect to the profession plays a crucial role so as to become a professional teacher:

I have deep respect, faith and dedication towards my profession as a teacher that makes me a professional teacher. I am fully satisfied with my profession and I am actually proud of my profession. My honesty and long term commitment to teaching gives me a sense of professional teacher.

The theory of motivation helps language teachers develop professionally. Intrinsic theory of motivation says that when there is inner desire in the case of becoming a professional teacher, sense of respect and devotion prevails towards profession. Here, I really agree with Khera (2001) who says that desires become strong when they are supported by devotion, dedication, direction, determination and discipline.

All teachers agree that it is respect and commitment towards profession that decides the real professional development of teachers. The devotion of time is very crucial on the part of teachers. In the same vein, teacher B further explains this as:

Devotion to the profession is a must. One who doesn't give time to students can't be considered as a professional teacher. Truly speaking one shouldn't teach only for money. We aren't professional teachers since we are teaching only for money. We run and rush rather than giving body and soul to the institution.

By examining the above opinions, what I can understand is that as a language teacher, we should give proper attention to devote more time to bring out better results both on the part of students and teachers.

Teacher as a Learner

Let's see the following perception of Teacher B, who is an M.A. in English and has the experience of twelve years in teaching English, in this regard:

A professional English language teacher should have the characteristics of a good student. A teacher is a learner in the teaching and learning process. Learning is a must. There is no limitation of perfection.

Learning is a life-long process. This theory of learning says that learning is a continuous process. All teachers believe that a professional teacher is a learner. Only a good learner can teach the language class effectively. I think that the result of preparation is always sweet. He or she is in a constant quest for knowledge. He or she keeps up in his or her specialty areas, and has the insight to integrate new knowledge. He or she takes knowledge and translates it to students in a way which is comprehensible to them, yet retains its originality. A professional teacher is a good reader. As we know the fact that a good reader is a good leader. A good writing comes only after a good reading.

All teachers say that a professional teacher has to learn much so as to tackle the situation. In the same vein, Teacher C who is an M.Ed. in English says:

I believe that a good professional teacher is a learner. The habit of learning creates confidence in teaching. Another important quality is patience which is an important weapon to manage problems. Devotion is required so as to be the professional teacher. A teacher with talent and commitment can certainly give better result in teaching and learning process. For me, professional development is possible through dedication, self confidence and continuous learning. I always tried to do the same for my professional development.

Until and unless the language teacher is committed towards the profession, he or she can not achieve success in the process of teaching and learning. All respondents say that the joy of learning that comes from the struggle is really sweet. In this connection, Teacher A says:

I always remained a student during my teaching career. I always tried to learn more and more for my professional and career development. I faced challenges to leave an easy place like Kathmandu and went to remote places like Okhaldhunga and Beni not because I could not get job in Kathmandu but because I wanted to develop my career at different levels such as department head and then school principal through learning and facing challenges. Academically, I always remained a student while teaching. I used to talk a lot with my fellow teachers to share ideas about teaching and learning. I shared difficulties among friends and always tried to learn from them. I never quit a job because it is difficult but I quit it because there is no hope to go ahead. I preferred to change that job of teaching in that particular institution to join another one to face more challenges and develop my career.

Learning is a cognitive process. In this theory of learning, we simplify, comprehend, describe and analyse the situation. After analyzing the above opinions

what I can comprehend is that as a language teacher we should see gain even in pain. The fact is that fortune favours the brave people. In this sense teachers have to show an ardent interest both to earn and learn new things which are necessary for leading the life successfully. It is through learning professionalism of teachers fosters.

In this regard, Fullan (1991) defines professional development as the sum total of formal and informal learning experiences throughout ones career from pre-service education to retirement. Basic qualification and skills required for entrance in teaching profession, the pre-service education, what he says that professional preparation and professional development is the upgrading and broadening of knowledge, skills and expertise, which is obtained from education and experience.

I consider the following principles to promote teachers' professional development: meetings or discussions with a colleague or some colleagues which may take the form of spontaneous, informal chats, or a kind of more formal interaction. It is sometimes felt that more formally structured meetings enable everyone's participation; conscientious professionals are always looking for solutions to problems and most colleagues are likely to be sympathetic and suggest solutions or encourage their peers to look for their solution; individual presentation made by a member of the staff on new teaching ideas, classroom experiences, something they have read; etc. observation of other teachers' classes, in this particular case, certain understandings need to be negotiated ahead of time since observation has always been a sensitive issue; journal writing which can be carried out alone or in groups if teachers build in some ground rules on the entries to be included; a teacher has the responsibility to be up-to-dated with respect to recent developments in her or his field; a teacher regularly engages in a process of reflection on her or his own professional activity in order to improve her or his own practice; a teacher collaborates with other

teachers in their practice and also shares experiences with them; a teacher is expected to engage in professional development throughout her or his career in an autonomous way.

Interest and Motivation

All teachers stress the need of interest and motivation to drive the teaching with right speed and spirit. At this juncture, Teacher A who has fifteen years of English teaching experience in the higher secondary school says:

> *Interest gives way to curiosity. When we become curious we become serious and sensitive to learn and teach more. The result of interest brings effectiveness in teaching and learning.*

The theory of motivation inculcates desire and interest to learn, teach and earn more. I think that where there is interest there is better learning. More specifically, the teacher G says:

> *The English language teachers should show a great interest towards teaching to meet the targets. Motivation is a driving force to teaching and learning. Only then teaching and learning becomes fruitful. I believe that there is nothing more motivating for* students *than listening to a teacher, read with enthusiasm and comfortably.*

Motivation from a teacher can also breakdown into the two major types of motivation: intrinsic and extrinsic. An intrinsic teacher is one who is excited about what he or she is teaching and an extrinsic teacher is only motivated to teach for the money.

Obviously, in order to have a motivated class, the teacher should be intrinsically motivated. "A teacher who is intrinsically motivated to learn has a good chance to get students to seek the intrinsic rewards of learning" (Morrow, 2004).

There are many ways for teachers to motivate students, but if the teachers cannot be motivated themselves, then there is a little hope that they can ask the students to be something that they cannot be.

We do something so that it could help others to know some ideas and apply when they need them. The most powerful ingredient in the educational process is a teacher. He furnishes pivotal ideas. He is an initiator, inspirer, and motivator of the learners. He has a great responsibility in his shoulder to look after the all-round development of human personality. He is always committed to trust towards future of man to the future of humanity, to the future of his country, and the world.

I agree with Weller (2005) when he states that

It is recognized that no grand theory of motivation exists. However, motivation is so necessary for learning that strategy should be planned to organize a continuous and interactive motivational dynamism for maximum effectiveness. The general principles of motivation are interrelated. A single teaching action can use many of them simultaneously.

Motivation is a key factor of child psychology related to learning English. It has its inspiring and encouraging root in psychology. Therefore, a teacher should teach the students understanding their needs, wishes, levels and desires for learning. Different incentives have a powerful effect in the children's mind. So, I think incentives include privileges and receive praise from the teacher. The teacher determines an incentive that is likely to motivate an individual at a particular time. In a general learning situation, self-motivation without rewards will not succeed.

Students must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly, based on the pure enjoyment of exploring new things (Weller, 2005).

Use of Modern Methods, Technologies, Techniques and Materials

Teacher D who is an M.Ed. in English and has the five years of experience in teaching English in this connection makes the following remarks:

English language teachers should have innovative knowledge. They should be rich in language materials. They should use teaching materials easily and effectively before the readers. In this modern world one should use modern technology like computer, language lab etc."

The theory of constructivism helps language teachers to come with novel ideas, techniques and strategies. A professional English language teacher should use new, novel and innovative methods while teaching. The use of technology is a must to facilitate teaching and learning process. A good teacher can use many techniques while teaching the language to the students. To my understanding, use of materials can materialize the memory of the taught items on the part of students and teachers. A mountain of materials helps students motivate towards teaching and learning activities.

I believe in the Chinese saying that is *"give me a fish and I eat for a day, teach me to fish and I eat for a life time."* This must be a philosophy of a good teacher. She or he should be patient and kind, flexible and resourceful, tolerant and open-minded with a good sense of humour. Most of the teachers believe that practice, patience and persistence are the inherent qualities to develop skills among teachers. Teacher K in this connection says:

I should be enthusiastic and enjoy teaching. I should be honest, imaginative and creative, efficient, self-disciplined, helpful, humble and modest. The duty of an English teacher is not just to teach English texts, but also to help students with other skills like communicative, analytical and logical skills.

All teachers agreed that a professional teacher has to use different methods, techniques and technologies to motivate and to teach the students effectively.

Teacher as a Problem Solver

In this connection, Teacher E who is an M.Ed. in English has been teaching for ten years, makes the following opinions:

When I feel problems I can teach better. If I take problems slightly I can't learn more. Naturally, if I can't learn more I can't solve the problems raised by the students.

Most of the teachers say that problem based learning approach is dominant to give solution of a problem. I think a teacher's ability is identified through problem solving skills. A language teacher has to problematize the problems. While analyzing the above remarks a language teacher to my perception has to deal, discuss and solve the problems which come across in the time of teaching and learning process. A good language teacher should see an answer in the problem. After all human beings live on hope.

A professional teacher to my understanding is a solver of a problem. Classroom itself is a complex world of problems. A teacher always gives special attention to the problems that the students often face in the teaching and learning process.

Here, I really agree with the idea presented by Schon and Fullan (1991). Professional practice is a process of problem solving (Schon, 1983). Problems arise from the complexities if the situation and professionals should have capacity to judge, analyze, develop alternative and make decisions even in uncertain and problematic situation.

Professional development thus, addresses to develop their capacity to work even in the unpredictable and complex situations and resist outside interference as well as to handle the complex classroom situation. Professional development experiences are built on collegiality, collaboration; discovery and solving real problems of teaching and learning summon the strength within staff, instead of just challenging them to measure up to somebody else's standard (Fullan, 1991).

Reflective Practitioner

In this connection teacher F who is an M.Ed. in English has been teaching for ten years, makes the following statement:

Teachers must evaluate their performed work, analyze the situation they have lived through; explore the understandings they have brought through their work to prepare themselves for their future action into the classroom. Reflective practices help professional teachers to correct their ill practice.

The reflective theory believes in planning, action and reflection. Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection, and continuous professional growth (Harris 1998).

Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom.

Reflective practice occurs when teachers consciously take on the role of reflective practitioner, subject their own beliefs about teaching and learning to critical analysis, take full responsibility for their actions in the classroom, and continue to improve their teaching practice (Farrell, 2007; Jay & Johnson, 2002; Valli,1997). This belief describes the theoretical basis for and research on reflective practice and

suggests ways that teachers of adult English language learners can incorporate reflective practice into their teaching.

I think that teaching is a reflective job. There is hardly any bigger joy than the joy of reflectivity. The job of teaching is the collection of experiences. Experience is the best reflective teacher. Reflection is the motivating gateway and headway to professional development of teachers, no matter how well they teach; there is always room for improvement. One way to continually improve is to learn from their day to day teaching experiences by becoming a reflective teacher.

At this juncture, Brubacher and his colleagues, in answer to the question why should a teacher devote time and energy to becoming a reflective practitioner, suggest three principal benefits: reflective practice helps to free teachers from impulsive, routine behaviour; it allows teachers to act in a deliberate, intentional manner; and it distinguishes teachers as educated human beings since it is one of the hallmarks of intelligent action (Brubacher et al.1994, p.25).

Most of the teachers agree that professional teachers are reflective. The reflective habit helps teachers to reveal the reality of the teaching and learning process. It further helps teachers to develop professionally.

In this connection Teacher G, who is an M.Ed. in English, has been teaching English for five years, says:

> *Professional qualities of teachers are the basic theoretical constraints. If we apply them in classroom teaching, we are likely to develop our professionalism in teaching and learning. For example, online facilities for electronic means of teaching can develop professionalism. Different modes of discussions can help teachers and students to develop their extrovert personality. For this reflective practice is essential.*

Theoretical standpoint is really important for the professional development of the English language teachers. The application of theory is equally important for the professional teachers as we generally know that action speaks louder than words.

Reflective teaching is extremely valuable as a stance, state of mind, and a healthy, questioning attitude towards the practice of teaching profession. It is worth doing because it creates a context which promotes professional development. The reflective approach promises to address this need. It is an 'insider' approach or 'self-directed' approach (Richards and Farrell, 2005).

Reflective approach seeks to offer a dynamic, reliable, and viable means by which the teacher can develop his or her professionalism, because it is teacher-initiated and teacher-directed: it involves teachers observing themselves, collecting data about their own classrooms and their roles within them, and using the data as a basis for self-evaluation and change and their professional growth (Richards and Lockhart, 1994).

In other words, in the reflective approach, the teacher experiences knowledge: he or she constructs his or her own theories of teaching, drawing on his knowledge, skills, training, and his own experience of teaching. His or her professional growth takes place through the process of critical reflection that this involves. This is in marked contrast to the widely prevalent applied science model in which the teacher merely receives knowledge and applies it.

Teaching is a reflective process (Underhill,1991). Teachers need to be continuously reflecting on and developing their work, not only because change keeps coming from outside, but because knowledge is continuously changing and developing and no schools or teachers can afford to erode skills and knowledge they

have learnt formally or informally is reflected in action in to the classroom. Reflective practices help professional teachers to correct their ill practice.

In this fast changing global scenario, no other processes except for reflective practice, could serve the ever growing needs of the English language learners and teachers by integrating both theory and practice (Bartlett, 1990).

The duty of the teacher of English is not just to teach English texts, but also to help students with other skills like communicative, analytical, and logical skills. To be able to deal with the growing demands on the English teacher, timely orientation towards professionalism is of dire importance. It has been found that methodology, training and concept alone will not make a teacher competent enough to train students at college level to meet their requirements.

In this fast changing global scenario, no other processes, except for reflective practice, could serve the ever growing needs of the English language learner and teacher by integrating both theory and practice.

Commitment towards Language Teaching

Here, in this connection, Teacher H who is an M.A. in English, has been teaching for fifteen years, makes the following statement:

English language teacher can be professional when he or she takes teaching as the major profession. Part-timers can't be equally talented with that of full-timers. They should have the knowledge of methodology. They should enter the class with preparedness. They should be sound in the subject-matter. They should have the sense of research. And they should be committed in achieving the objectives of teaching. Devotion and commitment make English language teachers responsible and accountable towards the profession.

In course of this research study, I have produced the philosophical idea that *"Able and capable, committed, competent and confident people are professionals"*. One should be committed to accomplish the task. In my opinion, commitment leads towards success. All teachers believe that a professional teacher is committed towards language teaching. Then and only then she or he can meet the objectives. He or she demonstrates commitment to students and the profession and is self-confident, poised and personally in control of situations. He or she has a healthy self-image. He or she encourages students to look at themselves in a positive manner, careful to honor the self-respect of the students, while encouraging them to develop a positive self-concept. From the view of teachers' commitment, Glatthorn (1995) asserts that teacher professional development is what a teacher attains as a result of obtaining experience and exploring his or her teaching systematically.

Teacher H says that part time teachers cannot contribute much in comparison with full time teachers. He clearly articulates the need of devotion and commitment towards profession so as to be professional English language teachers. At this juncture, Teacher B says:

> *I have deep respect, faith and dedication towards my profession as a teacher that makes me a professional teacher. I am fully satisfied with my profession and I am actually proud of my profession. My honesty and long term commitment to teaching gives me a sense of professional teacher. There can be a long list of qualities of a professional teacher. Some of the key elements are: positive thinker, good communicator, dependable, personable, organized, committed, motivated, compassionate, flexible and creative, reflective, knowledgeable, and sense of humor.*

I believe that professional teachers are committed, as their primary responsibility is to improve student learning. They understand and are committed to the responsibilities and obligations of belonging to the teaching profession. They exercise consistently high levels of professional conduct and principles of fundamental justice in their dealings with students, colleagues, and the school community. They can clearly articulate a philosophy of education as it relates to the aims of education and approaches to teaching.

Day (2004) in this regard demonstrates that teachers with a passion for teaching are those who are committed, enthusiastic and intellectually and emotionally energetic in their work with children, young people and adults alike. Passionate teachers are aware of the challenge of the broader social contexts in which they teach, have a clear sense of identity and believe they can make a difference to the learning and achievement of all their pupils.

In order to ensure a high level of support for professional development, English teachers make the following commitments to: promote exemplary practice in the teaching of language and literacy; lobby employing authorities, curriculum bodies and accreditation agencies to take an appropriate role in the in-service of new curriculum and policies; seek increased financial support and recognition for relevant courses undertaken by teachers; negotiate for increased support in in-service programs shared with other organization or agencies; examine alternatives to current in-service functions; ensure that there is equity and access in all matters relating to professional development.

Professional development is a continuous process of individual and collective examination and improvement of practice. It should empower individual educators and communities of educators to make complex decisions; to identify and solve

problems; and to connect theory, practice, and student outcomes. Professional development also should enable teachers to offer students the learning opportunities that prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work.

All teachers agree with the idea that professional development should deepen and broaden knowledge of content. It should provide a strong foundation in the pedagogy of particular disciplines. It should provide knowledge about the teaching and learning processes. It should be rooted in and reflect the best available research.

The content of professional development should be aligned with the standards and curriculum teachers use. It should contribute to measurable improvement in student achievement. It should be intellectually engaging and address the complexity of teaching.

Professional development should provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice. It should be designed by teachers in cooperation with experts in the field. It should take a variety of forms, including some we have not typically considered.

Academic Qualifications

In this regard, Teacher I who is an M.Ed. in English has been teaching for seven years, says:

> *Regarding the professional attributes of English language teachers, I believe*
> *that devotion and commitment towards language teaching, academic*
> *qualification, adequate training, experience, mission and vision in language*
> *teaching, balance between work and life, fluency and accuracy, ethics and*
> *sense of human values, better incentive, job security, good planning and*

having adequate knowledge of modern methods, reflective attitude, techniques and strategies in teaching English, play crucial role to make English language teachers really professional.

All my respondents believe that a professional teacher is a learner. He or she has to earn the academic degree. The quality in teaching is possible by the qualified teachers. I understand that ability is nothing without opportunity. Academic qualification is a means to achieve the opportunity of teaching. In this connection, we should not forget the fact that commanding people are always demanded more to open the door of opportunity. Furthermore, Teacher I says:

Academic qualification helps teachers to get an opportunity or entry in the teaching profession. Fluency and accuracy maintains the better command of English language teachers. Ethics and human values help the language teachers to shape positive attitude and high morale. Better incentive motivates language teachers towards the profession. Job security maintains continuity to the profession. Planning helps teachers to make teaching effective, productive and successful. Finally, the knowledge of methods, techniques and strategies help language teachers to bring varieties and novelty in language teaching.

I think that time for staff development must be provided outside of the school day. Teachers can concentrate on instruction, collaborate with peers, and focus on training objectives without the normal demands of the day. Training provided at the end of the school day in a two or three-hour module has proven useful, however, in follow-up training or to focus on special topics such as using scanners.

Punctuality

A professional teacher is the mixture of so many qualities. She or he should have positive attitude, planning, managing and teaching skills to become a

professional English language teacher. Regarding the punctuality of a professional teacher, Teacher J who is an M.Ed. in English and has been teaching for five years says:

> *To my perception and observation English language teachers should be good in managing the time. They should be punctual, up to date, creative, productive, reflective and constructive. They should be responsible to create conducive environment for better learning.*

Most of the teachers believe that a professional teacher should create favourable environment so as to cultivate the seeds of knowledge both on the part of students and teachers. As we know that fortune favors the brave. In that sense, the English language teachers should be courageous enough in tackling the difficult situation. In the same vein, Teacher A says:

> *I can complete the course on time if I am regular and punctual in my duty. I can motivate students towards teaching and learning process if I have the knowledge of approaches and methods. I can have command over the class and present the lessons in a confident way if I am competent in the language. I should be self-motivated towards my profession which results positive effect on the part of teaching as well as students. Things can be presented in a full-fledged way with great enthusiasm. An unhealthy teacher becomes passive in the classroom. Healthy teacher can actively present himself or herself in teaching learning activities.*

I think that a professional teacher arrives in time to start a lesson and ends a lesson in time because of good organization and planning. He or she uses different methods to liven up his or her lessons and therefore keeps his or her students'

attention. He or she has to gain the students' interest in his or her subject. He or she conveys information and keeps on the students' attention.

The sense of timeliness matters a lot in teaching learning process. As we generally believe that success in life depends on the right use of time, hence all teachers agree that punctuality is the sign of success.

Teacher as a Planner and an Evaluator

A professional teacher is a planner. He or she plans the subject matter to be taught. If a teacher enters the class with full preparation, he or she meets the objectives of teaching. In this regard, Teacher I says:

Planning helps teachers to make teaching effective, productive and successful. A professional teacher has to plan the knowledge of methods, techniques and strategies that help him or her to bring varieties and novelty in language teaching.

Similarly, teacher Q says that teaching with planning makes organized, systematic and meaningful to cultivate the joy of learning through reflective practice. Furthermore, he says:

I feel that good professional teachers plan their teaching on the basis of recent, relevant and pedagogical research. The habit of planning makes teachers successful in their teaching career.

Most of the teachers say that planning is needed but majority of them were not found preparing a lesson plan before they start teaching. They establish expectations for students that are clear, challenging and achievable. They use a wide variety of fair and consistent assessment strategies and instruments for diagnostic, formative and summative evaluation. They relate assessment strategies and instruments to learning objectives, content and tasks.

Training and Experience

Now, in this connection let's have a look at the opinion of Teacher A:

Experience helps language teachers to become much more confident in presenting the mountain of materials while teaching. Adequate training helps teachers to get new knowledge and skills in teaching various aspects of language.

There is no doubt that the English language teacher should be trained. All teachers say that training provides good skills, knowledge and strategies to teach effectively. *It is said that a poor teacher tells, an average teacher explains, a good teacher demonstrates and the best teacher inspires*. In this connection, what I would like to say is that experience is the best teacher. A person with experience can envision the future. I think that life is the collection of experiences. It is through experiences that a language teacher can create a new dimension of knowledge. As we know that practice and experience is the best teacher. In the same vein, Teacher G says:

> *English language teachers should be well-acquainted to the current trends of English language teaching; for example why to teach, what to teach and how to teach. They should participate in workshop, seminar, formal and non-formal discussions as much as they can. They should take online facilities to enhance their professional development. They should be eager and enthusiastic to teach effectively. They should be qualified, experienced and trained. They should have good linguistic background, adequate previous knowledge and good communicative and reflective power to present the topic powerfully.*

To my observation and perception, a common complaint among teachers who attend training is that they don't have the enough materials in their classroom. Training becomes more valuable when participants know that they will be able to use it immediately. All teachers agree that it is training that helps language teachers provide skills to handle and tackle problems with great curiosity.

Mission and Vision in Language Teaching

Most of the teachers agreed that a teacher with vision and mission can accomplish the target. They help the language teachers to articulate the planning of teaching systematically. For instance, in this regard, Teacher I says:

Vision and mission help language teachers to be much more specific to attain the goals of language teaching successfully. The balance between work and life helps teachers to give enough time for personal growth which will ultimately lead to professional development.

After doing a close analysis of the aforementioned response, what I can understand is that translating vision into action is very essential in order to become a professional English language teacher. They make teachers become specific in their planning and executing the plans.

In the same way, teacher P says:

Vision and mission help language teachers to be much more specific to attain the goals of language teaching successfully. Vision visualizes the vigour of teachers.

Regarding this, I remember the saying that is *"Poor eyes limit your vision but poor vision limits your action."* I feel that *vision without action is merely a dream, action without vision just passes the time; vision and action together can change the world.* A person with vision can be visionary while functioning the leadership skills.

Balance between Work and Life

A professional teacher maintains balance and relation between profession and life. Otherwise it is very difficult to attain success in life. So as to live a healthy and quality life one should make a beautiful harmony between profession and life. In this connection Teacher K, who is an M.A. in English, has been teaching for twelve years, says:

> *The balance between work and life helps teachers to give enough time for personal growth which will ultimately lead to professional development. However, it is truly difficult to maintain life and work.*

I believe that a good professional teacher is someone who can learn from his students, who can learn with them, and for them. She or he also must be honest in his or her relationships with students and proud enough about his or her own value to work, from there, on helping his or her students to build their own self esteem in their life. In the same line teacher N says:

> *One who can maintain balance between work and life is a successful English language teacher. We have to love our work and life. Our work determines success in life. If I perform a good work, I will be venerated.*

All teachers believed that a person who manages students is a teacher and a person who manages herself or himself is a successful teacher. There should be a good harmony between work and life.

Fluency and Accuracy

Professional teachers believe that fluency and accuracy in language determine the power, position and prestige of a teacher. They are indispensable vehicles to command over language. The flow of fluency matters a lot in language. Able and

agile teachers deserve these qualities. They actually determine the quality of a professional teacher. Pertaining to this Teacher F says:

> *Teaching ability, fluency and accuracy in the language, competent in the English language, rich vocabulary power, abilities to explain difficulties with real life situation, native speaker's like pronunciation, capacity to handle the class, good skill to display the materials related to the subject, friendly and reflective nature to involve with students in teaching action are the qualities of English language teachers.*

A professional teacher correctly produces the grammatical sentences with accurate pronunciation. The flow of fluency over the subject matter is a prime requirement so as to be a better professional teacher. Teacher H in this connection, says:

> *English language teachers should be fluent, should have good pronunciation, and should be grammatically correct while producing the sentences. Fluency and accuracy help maintain the better command of the teachers over the English language.*

There is no doubt that teachers should be fluent while articulating the sentences. I think that a commanded teacher is demanded. In this sense, all teachers say that they should command well over the subject matter maintaining grammatical accuracy and appropriateness. In their classroom observation, some of the teachers lack the quality of command, fluency and accuracy.

Having Ethics, Sense of Human Values and Communication Skills

A professional teacher should be ethical. She or he should be able to decide what is right and what is wrong. She or he should possess high morale to edify as a professional and valuable creature. Regarding communication skill, Teacher A says:

A good language teacher is a good communicator in the language he or she teaches. She or he continues adapting to the need of the students, and to the situations. Therefore, a language teacher should develop her or his communication skill as an exemplary practice of others so that learner will be motivated in learning the language. Language teachers should consider their profession not as a means to earn but as a means to change people's lives through better communication skills in various arenas of lives. A language teacher should constantly work dialectically with principles and practices. She or he should be able to convert the principles into practice and use classroom practices to adjust into theory. The praxis of language is to connect the personal to the social and vice-versa and as a language teacher, I have to widen the praxis to bring theory into practice and developing theories from practice.

Regarding the matter of value, I would like to present a remarkable statement that is *"value has a value when its value is valued by you."* It clearly indicates the role of human values in the life of professional teachers.

Most of the teachers agree that a professional teacher is a good communicator who shares with others in a manner that encourages effective two-way communication. He or she communicates personal thoughts and feelings on a wide spectrum of issues and can listen to students in an empathetic manner, assuring each that conversations will be held in confidence. Have you ever wondered what the qualities of a really professional teacher are? I know that all teachers want their students to like them, but being liked isn't the be-all and end-all really, is it? I mean teachers have to make some unpopular decisions sometimes.

Teachers can be popular just because they are friendly and helpful, but to be truly professional and effective they need other qualities. Students may not be able to put their finger on just why one teacher is more effective than another but we need to be able to identify the skills and behavior we require in a true professional. If a language teacher has a high morale he or she can tackle the difficult situation with curiosity and patience. Most of the teachers say that better incentives matter a lot for their continuous development and motivation. Teacher I in this connection, says:

> *Ethics and human values help the language teachers to shape positive attitude and high morale. Better incentive motivates language teachers towards the profession. Job security maintains continuity to the profession. Planning helps teachers to make their teaching effective, productive and successful. Finally, the knowledge of methods, techniques and strategies help them to bring varieties and novelty in language teaching.*

I feel that a good professional English language teacher is someone who cares shares and dares. She or he cares about her or his own students and tries to give them everything new in English language. She or he shares her or his own English Language Teaching (ELT) experiences with colleagues and tries to cope with all new findings in ELT world, and she or he dares to teach the English language effectively and efficiently.

Subject Matter Knowledge and Confidence

In this connection, Teacher L who is an M.Ed. in English, has been teaching for ten years, says:

> *A professional teacher should have command and control over the subject matter. She or he should have adequate knowledge; skills of English language, methods of language teaching, command on subject matter, confidence,*

encouraging personality, motivating ability, reflective attitude, etc.to become

a professional teacher.

I think that good teachers have a complete understanding of the English as Second Language (ESL) content they teach in sufficient depth to convey the information in meaningful ways to the students. Are we able to re-present information from several perspectives to help students grasp concepts? I believe that a professional teacher is competent and confident over the language. These qualities can be gained through reading. The confident dealings and discussions lead towards success.

A specialized body of knowledge and mastery over pedagogical as well as content knowledge are the prime characteristics of teaching. Schulman (1987) categorizes the knowledge base, essential for teaching, into seven domains; content knowledge, general pedagogical knowledge, curricular knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational context and knowledge of educational areas, purposes and values and their philosophical and historical grounds.

All informants believe that a teacher is a change agent, facilitator and enquirer of knowledge. A professional teacher has to have better command over language skills, resource skills, library skills, media skills, research skills and dissemination skills. Then only he or she can deliver teaching materials far better to the students. A professional teacher brings tremendous change in his performance and students' achievement. Regarding this, Teacher M who is an M.A. in English, has been teaching for ten years says:

In my case language skill is considerable. I know that a teacher should be

resourceful but I am so bookish. I highly concentrate on books. I don't use

many other resources. Once I went central library to take out books with my library cards. I got puzzled for sometime. I couldn't find the book I wanted to check out. Later, I consulted the librarian and I got the same book. Computer frightens me. I can't download the required materials. I depend on others in such cases. When I was an M.A. student, I had a problem to complete my thesis. It took two years to complete the research which can be easily completed in six months if I had skills.

I believe that what matters is a technique. With techniques a language teacher can tackle the new situation. Otherwise, it would be just like the above mentioned responses of the respondent. To be far away from such problems, we should have skills and techniques to manage the learning situation.

Accountable, Patience and Trustworthiness

A professional teacher should be accountable, dutiful and trustworthy towards his or her profession. It is very difficult to earn trust but it is easy to break it. If a teacher is trustworthy she or he can be highly dependable. The level of belief system can be enhanced. Teacher N who is an M.A. in English, has been teaching for eighteen years, says:

A professional teacher should have sincerity and love to one's profession. He or she should be transparent in his or her dealings, discussions, delivery and decisions. Moreover, he or she should earn trust among students, parents and teachers as well.

What matters in the life of an English language teacher is care, concern and curiosity. The matter of patience, purity, passion and perseverance is always greatly required so as to be a professional teacher. Similarly, Teacher A says:

I can do the work for a long time without any hesitation. With professional attribute like patience, I can develop the attitude of facing the obstacles and solving them with care, concern, curiosity, command and control. Professional attribute creates shared culture which is really indispensable for the professional development of teachers.

It is through experiences that a language teacher can become a professional one. Long term devotion and commitment are equally important to become a professional teacher. In the same vein, Teacher I says:

Devotion and commitment make English language teachers responsible and accountable towards the profession. Academic qualification helps teachers to get an opportunity or entry in the teaching profession. Adequate training helps teachers to get new knowledge and skills in teaching various aspects of language. Experience helps language teachers to gain much more confidence in presenting a mountain of materials while teaching.

To my perceptions and experiences, a good professional teacher is she or he who can help students draw and discover her or his hidden source of positive energy on which she or he will lay foundation of her or his education. The purpose of education is to discover one's strength of self.

Most of the teachers believe that a language teacher has to be imaginative and innovative to make students not to feel bored, and monotonous. A teacher needs to ask innumerable questions in order to bring out the right answer; so she or he has to be a good listener, not to lose patience, under a somewhat tight schedule.

Positive, Analytical and Conceptual Thinker

At this juncture, Teacher L says:

Commitment, confidence, trustworthiness, respect, subject matter knowledge, qualification, training, experience, devotion, determination, positive and problem- solving attitudes, analytical thinking, conceptual thinking, drive for improvement, information seeking, initiative, flexibility, accountability, and passion for learning etc. are the qualities of a professional teacher.

I think that my interpersonal relationship with friends and seniors made me successful to achieve various objectives during my student life as well as in my teaching profession. In my opinion leadership does not mean that we talk loudly; we chant good slogans and we try to influence people for our personal motives. I think leadership is inner quality of a person which makes him or her work with others in team and has some positive influence on the team members to function in a certain way for the betterment of the members and society.

I feel that *positive attitude determines the academic altitude*. Positive teachers think positively and enthusiastically about people and what they are capable of becoming. They see the good in any situation and can move forward to make the most of difficult situations when confronted with obstacles. They encourage others to be positive.

Majority of the teachers say that a professional teacher should have positive attitude towards teaching profession to bring desired result. In this connection Teacher E says:

A teacher has to think more to give birth to novelty and creativity. She or he should have the analytical mind to comprehend the situation. A positive teacher sees a beautiful idea even in a negative thing.

Creative and Sense of Humor

Most of the teachers agree that a professional teacher is versatile, innovative, and open to new ideas. He or she strives to incorporate techniques and activities that enable students to have unique and meaningful new experiences. To my understanding, good professional teachers have a sense of humor and use humor as part of their teaching methods. Humor, used properly, can be a powerful addition to any lesson. Can you integrate humour into lessons, explanations and stories to help your students learn? As I believe that a professional and reflective teachers are creative. The process of reflection helps teachers to create new and novel techniques in teaching. A professional teacher creates humour to remove the tiredness. Sense of humour creates curiosity in learning. In this case, teacher B says:

> *Some of the key elements of a professional teacher are: positive thinker, good communicator, dependable, personable, organized, committed, motivated, compassionate, flexible and creative, reflective, knowledgeable, and sense of humor.*

It is generally agreed that failure is the pillar of success. A language teacher should be creative. He or she should have a sharp sense of humour to make the lesson really interesting and pleasing. Similarly, Teacher O who is an M.A. in English, has been teaching for twelve years, says:

> *I learnt from mistakes and I learnt from challenges in the classroom. One incident that I remember was in a class where I was teaching some problem solving activities but I could not solve it in the class even in the whole period. My over confidence on the problem solution made me fail in the class. After that I started taking more precautions about the nature of the problems and solutions. I started reviewing the problems at home thoroughly even very easy*

ones and I started thinking alternatively. This helped me to develop skills to solve problems in alternate ways in the classroom and helped me to be well prepared for the class. This habit of being well prepared provided me better opportunities to think about the problems in advance and seek different solutions in a creative way.

Human beings are both creative and inventive people. Particularly, the English language teachers can sharpen their horizon of knowledge through creative doings. Most of the teachers agree that they have to spread the humour to entertain and motivate the learners.

A teacher of English who is imaginative, innovative, interactive, independent and interdependent can be successful in the field and can lead the students from dependent stage to independent stage and then to interdependent stage.

Furthermore, I would like to present the following qualities, from my personal, professional and academic experiences that a language teacher should cultivate in her or his mind.

Human Relation Competencies

A language teacher has to build good rapport with related stakeholders. She or he is able to build friendly relation with many other organizations and the communities. Clear speech, tone and accent are essential together with politeness, sense of humor and respect to others. As a teacher, I have to maintain a good relation with students, colleagues, friends, parents and teachers (Belbase, 2007).

Instructional Competencies

A language teacher is able to help in the issues of curricular matters, their application, pedagogy and assessment. She or he provides continuous teaching for changes in the classroom practices. Being a teacher I have to be viable enough to give

a clear instruction to the learners. Then and only then, they appreciate our delivery, dealing, discussion and discovery.

Technological Competencies

A language teacher uses recent technologies to seek information to keep him or her up to date in the field of education. So he or she uses email, internet, multimedia devices and other equipments such as fax, telephone, photocopier, printer, projector, calculator, and other audio-visual devices. The teachers of today have to be tactful in using the teaching technology to make efficacious learning.

Academic Competencies

A language teacher has a higher qualification or academic degree so that other teachers have a sense of respect and regard for him or her as a highly qualified person. This makes him or her confident and also wins the trust of others. As it is commonly believed that positive attitude determines academic altitude. The higher level of qualification enhances learning. The personal qualities also matter a lot to heighten the academic altitude.

Socio-political Competencies

This is necessary to establish a good image outside the school. School system is not beyond the social system. Parents, guardians and other general public are to be dealt with a language teacher in different issues that are not directly linked with school but these are concern of public welfare.

A teacher with higher socio-political commitment can provide societal services together with providing effective leadership in school. Such highly aspirant teachers can serve the public in the area of human rights, political awareness, developmental works, environment and sanitation, gender issues, and so many other

social services. Language learning is a social process. One should be able to create position, power, prestige, discipline and dignity among the learners and stakeholders.

Physical-Psychological Competencies

A language teacher is physically sound, healthy and active. There is healthy mind in healthy body. Only a healthy teacher can deliver and reflect well. She or he works longer hours and does hard work mentally and physically according to context. She or he has a balanced psychological condition. She or he should not have suffered from any psychic diseases and mental misbalance. She or he is able to control anger, anxiety and over-excitedness (Rijal, 2004).

The professional English language teachers are committed to students and their learning. They know the subjects they teach and also know how to teach those subjects to students. They are responsible for managing and monitoring student learning. They think systematically about their practice and learn from experience.

Finding the qualities of a good teacher is a broader topic which is difficult to explain in a limited sense. I came to know that field is more cultivated than the framework I have designed in the literature review. The open response and perception of teacher is difficult to handle and manage. Personal qualities to a larger extent decide the professional qualities. A small change in our attitude brings significant progress in the life of students.

It has revealed that professional qualities are both in-traneous and extraneous in nature. They invigorate, qualify, dignify, energize, enhance, enlighten and heighten the academic attitude and altitude of the teachers. However, this is only the perception of English teachers which may not bear the reality in practice.

Nevertheless, I see a sense of relationship between the literature and field. The available literature, my own personal and professional experiences and myriad perspectives of the respondents have enabled me to arrive at the following conclusion.

Summary

To sum up, the professional qualities of English language teachers derived from this chapter are: respect and devotion to the profession, motivation, problem solver, learner, reflective practitioner, commitment, planner and evaluator, training and experience, mission and vision, balance between work and life, fluency and accuracy, communication skills, accountable, trustworthiness, patience, positive, creative, analytical, sense of humour, and human relation, instructional, technological, academic, sociopolitical, and physical and psychological competencies. These perceptions of teachers may not match in the practical life of teachers since we have seen that the result of English is not satisfactorily satisfying. What teachers perceive and do pertaining to the qualities may be incongruent and not revealing.

CHAPTER V

APPLICATION OF REFLECTIVE PRACTICE BY THE TEACHERS

Perceptions of Teachers on Reflective Practice

My second research question is 'how do teachers perceive reflective practice?' To answer this research question, here in this chapter, I have tried to analyze and interpret the perceptions of the English language teachers on reflective practice for the professional development. At this juncture, I have developed the following themes.

Meditative and Thoughtful Process

I understand that reflective practice is a very good meditative approach in teaching and learning process. Furthermore, it is through thinking a language teacher can come up with innovative ideas. To illustrate this, Teacher A says:

Reflective approach is essential to be a good teacher. Whether his lesson is targeting to the objective or not, whether she or he is successful or not in teaching is decided by what approach she or he has adopted in teaching. It ultimately leads to teachers' professional development. Teachers meditate in the process of reflection which gives birth to better planning for teaching. Reflection occurs mainly in three phases; pre-reflection, during reflection and post reflection. It is just like planning, acting and reflecting.

Most of the teachers agree that language learning is a thoughtful process. According to mentalists the role of mind is dominant to create indefinite sentences with finite set of structures. In that case a language teacher has to think very curiously and sensitively about the subject matter he or she is going to teach. For this, he or she has the habit of reflecting the lessons so as to be the professional teacher. In the same vein, Teacher P who is an M.A. in English, has been teaching for five years, says:

Reflective practice is quite integral part of teaching. Unless a teacher is thoughtful and tricky, she or he can't prepare her or his lesson plan properly. She or he should know that during teaching, the subject matter she or he has been teaching is useful or not. The gesture and posture of students will decide whether she or he has made progress or not. The teacher acquires the level of confidence. It is through feedback teachers can practise reflective teaching."

In this regard, Chaudhary (2008) says that reflection is a means through which teacher development takes place. It is very useful tool for meditation. It can also be called flash back method. Reflection in teacher development can be the best way to explore teachers' hidden identity. It is helpful to discover our unconscious potential. It helps us to modify our ritual knowledge. It involves a major shift in emphasis in our thinking and acting. The relationship between teacher development and reflection is just like a nail and flesh.

As suggested by Zeichner (1994) I would like to highlight that one of the major forces that influenced the notion of reflection in teaching was research on teacher thinking. "Teacher thinking has been defined as research that has a concern with the ways in which knowledge is actively acquired and used by teachers and the circumstances that affect its acquisition and employment" (Calderhead,1987, p. 137).

Focus on Planning and Preparation

The main focus of reflective practice is on planning and preparation. To my understanding the result of planning and preparation is effective. Here in this connection Teacher Q who is an M.Ed. in English, has been teaching for five years, says:

Reflective teaching helps us to teach in a better way. Students are powerful in the class. Sometimes they come with confusing questions. They are as

important as teachers. As a language teacher we have to give time to think for the students. Curriculum states that language teachers shouldn't depend on only coursebook. Preparation and planning are always important to the reflective teachers.

After analyzing the above response, I can say that planning and preparation are prerequisite to the effective teaching and learning process. At this juncture teacher S highlights the need of planning, pondering and performing in reflecting the teaching materials.

Professional development is possible if an English language teacher enters the class well-prepared. If a teacher plans about the subject matter to be taught on the part of students, she or he can attain the targeted goal.

Almost all respondents believe that a good language teacher is always a learner. In that case the teacher has to prepare as to what to teach, when to teach, whom to teach, how to teach and why to teach. All teachers agreed that a good planning in teaching brings better performance and result.

Recalling and Self-assessing Process

Pertaining to this, Teacher B says:

Reflection is essential in language teaching. Even after finishing the class, one should go back to the class and ask questions to oneself. For instance whether students understood my class or not, whether the methods went well or not, whether the materials are abundant or not, and whether the objectives are successfully achieved or not. In my case, when I am not satisfied with my teaching, I change methods, use materials. As a language teacher I have experienced failure many times. Reflective teaching gives me opportunity to improve my weaknesses to become a reflective and professional teacher.

Most of the teachers agree that it is through recalling and self-assessing process, they can develop professionalism. In my opinion the language teacher has to ask questions to herself or himself. With this habit she or he can assess his or her weaknesses and strengths.

Each moment is momentous in teaching and learning process. Being a language teacher if one remembers the memorable moments that become a good source of learning to further the horizon of knowledge. I feel that we cannot remember the days but we can remember the moments. Therefore, the language teacher has to create such situation in the classroom at the time of teaching. In the similar line, Teacher M says,

> *Reflective practice makes the students understand the lesson. It helps teachers to improve himself or herself by asking questions to himself or herself. In my case, I always ask questions like what do you think about today's class? Am I right or wrong?*

It is not true that a language teacher always thinks accurately. Analyzing the situation and deriving the meaning is really important. Furthermore, he or she presents the case which is related to the reflection before in his or her class:

> *One day, when I was teaching gerund, the class was quite dull and passive. I thought the monotony might be because of the hot afternoon. I went on explaining rules for using gerund giving examples to each condition. My students were busily noting down my lesson in their notebooks. When I started asking them to give the sentences of their own, no one could do it correctly. Then I realized that the forty minutes class was worthless and futile.*

The case of before reflection and after reflection is indispensable in the process of learning the language. What becomes right before reflection may not be

right in the case of after reflection. Let's see what actually happens after reflection in his class:

> *After going back to my room, I thought for a while in a dismal and sad mood.*
> *Later, I went to the library, collected newspapers of a few days, and got some*
> *funny anecdotes from the newspapers photocopied. The next day, I entered the*
> *class with confidence, distributed the articles, and asked them to underline the*
> *gerund in the sentences. Students became immediately busy doing the exercise*
> *while enjoying the anecdotes. Thus, I could make the class interesting. Later,*
> *when I asked them to give sentences, using gerund on their own, it was easy*
> *for them. After this I became so happy and delighted.*

What I realize that 'failure is the pillar of success.' Attempts should be made even after meeting fiasco while teaching. The knowledge which we get from our own weakness is really powerful. What I believe is that weakness contains strength. In that sense, reflective practice helps to pinpoint weakness and fosters strength. All teachers show their accord that reflective practice is a self-assessing and recalling activity.

Professional and Creative Process

Let's see the remarks of Teacher E to further explain this:

Reflective practice gives opportunity to the teachers to assess their activities.
It gives the sense of change in language teaching and learning process. A
reflective teacher is professional to address the need and desire of the students.
Modality and mood of the teachers matter a lot for better reflective practice.

Mentalists believe that language learning is a creative process. Teachers create novel, new and creative sentences which we have not heard so far. It shows that our mind is really creative. I think reflective practice is both the professional and creative process. The teachers can be creative by following this sort of practice in the teaching

and learning process. They can develop their professionalism. It is really a matter of wonder to me when I come to know that the case of before reflection and after reflection. The real learning takes place after reflection. Let's see the case of before reflection in this respect:

> *In one of my classes, I found a boy doing mischief and disturbing neighboring friends. As I am getting disturbed, I asked the boy to sit in a separate bench. Though he was silent, I found him doing something seriously. When I checked his notebook, it was a badly written poem with a remark on me.*

How change occurs in the life of teacher and students in the case of after reflection. The teacher critically questions to himself or herself to make improvement in the teaching and learning process. Now, let us examine how creativity is praised in the following case of after reflection:

> *Though I felt bad about it, it made me think for a while and thought of using this to correct that boy. Therefore, I took that notebook to the teacher's table and read the poem written aloud to the class, appreciating his creativity. From then onwards he was never mischievous and attended his English class with utmost interest and with great zeal and jest.*

What I find here is that even in evil there is good. What may be bad for one may not be bad to others. One can create a wonderful idea out of the evil work. Realization matters a lot in this case. Realizing the weakness adds more fuel to learn further.

I feel that teacher development is the process of becoming the best teacher as far as possible. To equip teachers with the knowledge, attitudes, behaviors and skills, they require performing their tasks effectively in the school and classroom. Teachers

want the best for their students. Teacher development involves personal, professional and social development.

Professional development covers the area of bringing the quality outcomes on the part of students. It may help in the area of reflective practices like conducting meeting, organizing workshops, seminars and conferences for the professional development of teachers. A professional teacher can assist in the area of planning, policy making and decision making level.

All teachers are in a position to say that professional development should empower participants; meet the identified needs of teachers, faculties, and schools. It should be challenging, informative, innovative, well-planned, build skills, involve active participation, have realistic, achievable expectation, involve team work, link theory and practice; use informed presenters to share their experience or research.

Moreover, it should have a variety of approaches and styles; elicit feedback and respond to this as appropriate; be ongoing; have formative and summative evaluation processes; encourage networking; and be professionally fulfilling and enjoyable.

Process of Sharing and Strengthening the Strength

Reflective practice strengthens the strengths and quality of English language teachers. The involvement, engagement, sharing, encouragement and presentation in the group develop the capacity of English language teachers. In this regard, Teacher J says:

> *I follow question and answer method. I video- record my class to find my strengths and weaknesses. I respect comments from my colleagues and superiors. I also maintain diary which makes me feel refreshed.*

The strength is strengthened when a language teacher starts cooperating and collaborating each other. The language learning is maximized after reflecting the lessons. In the same vein Teacher K says:

So as to be a reflective teacher, he or she should have versatile subject matter with practical knowledge so that his or her style of teaching becomes reflective and interesting. Sometimes, he or she should tell extra subject matter which the writer failed to express. As a language teacher, reflective practice is an important tool to further the knowledge. It helps me question to myself. I can assess my weakness and strengths and I can plan for better teaching."

I understand that teachers make the decisions on the basis of the following factors: *Classroom experience*: Teachers have spent many hours in a classroom both as a student and teacher. This experience forms the basis for particular beliefs that they have about the role of the teacher and students and about what makes a good lesson and what makes a poor lesson. Frequently, reflective teachers draw on these beliefs when they make decisions about what to do in their own classrooms. *General knowledge*: In becoming teachers, they learned a good deal about the content they teach, about learners and the learning process, about course objectives and design, and about classroom management and interaction. Reflective teachers often base their decisions on what they have learned in their teacher training. All teachers deduced that the culture of sharing strengthens the strengths.

Motivating, Encouraging, Enriching and Enabling Process

All teachers agree that teaching and learning without motivation is worthless. It is the driving and inspiring force to venture the delight of learning. It is through motivation, students and teachers get excited and they enjoy learning and teaching process immensely. At this juncture, Teacher E says:

> *I give examples, talk about the importance of English, recall the past events, highlight the value-based education and speak polite, formal and standard English to motivate students. Motivation enables me to learn more. Inspiration from colleagues, seniors and parents are equally important.*

Motivation is a driving force in the process of teaching and learning. It really maximizes the learning. In the process of reflective practice when teachers are highly encouraged they become able and capable of sharing a lot in the language. I think that a good teacher should build up trust in the class. She or he should be trustworthy and praiseworthy in order to motivate the students. A class contains both trustable and untrustable students. It is easy to motivate the trustable ones but it is very difficult to motivate the untrustable ones.

However, a good teacher should try to motivate the untrustable ones. How much we teach and reflect depends on whether we are motivated or not towards our profession. Assessing oneself is really important to improve the weaknesses. For this reflective practice helps a lot. In the same way, Teacher M says:

> *We are second language learners. I don't think we are completely competent. Sometimes I face difficulties in pronunciation. The job of reflection is difficult. Even if I know the theoretical portion of reflective practice, practically it is difficult. I try to recall the past events for better teaching. I assess myself in the case of teaching. I feel reflective practice is really good on the part of*

learners and teachers. Teachers have places for reflection. I feel pleasure

while reflecting the knowledge. Reflection leads teachers towards success.

We shouldn't forget the fact that in order to motivate the students the teacher himself or herself should be motivated in the process of teaching and learning. As I believe on *'life is not life without delight.'* The happiness, merriment, entertainment and betterment come after we teach our students motivationally and effectively. Every one has a certain dream to become a good person in a society. A teacher is one who has to transform students' dreams and desires into the real destination.

After all, we are always in the process of change. Before we change others, we have to learn how to change ourselves. To do this, what we need is, reflection. I fully believe that *where there is no reflection, there is no perfection*. Perfection comes through environment, education experiences and exposure. Education can be given through the process of motivation using lots of methods in the classroom.

In my opinion, *variety and change are the spices of life*. A motivated teacher should create varieties in the classroom in the process of teaching and learning. The success of teachers' teaching depends on how successfully, effectively and differently she or he uses motivational techniques while teaching in the classroom. In my opinion, if there is a good teacher in the class, students really get excited. The students get highly emotional and motivated to learn more and more.

Again if the students find a good environment in the class, they get better motivated. As we know that helping is better than winning. Therefore, a good teacher should extend helping hands to solve the problems of students. Through cooperation and collaboration, teaching and learning activities can be made more effective.

Here, I like to relate my field experiences and findings with the available knowledge of literature. I have carried out this study following the interpretive

paradigm and qualitative method. While asking the open-ended questions, I found difficult to correctly adjust and fit the findings of field with the available literature. I came to know that life is a meaning-making process. I am equally aware of the fact that no interpretation is final. Deriving meaning is also a negotiated process out of the interaction that takes place between the respondents and the researcher.

The available literature, theories, respondents' remarkable remarks, conceptualization of methodology and my own professional, personal, pedagogic and academic experiences are the doses I have digested to derive the aforementioned themes from the field data. However, I am equally aware of the fact that only the perceptions of teachers may not reveal the truth of reflective practice. In that sense, the study bears the relative truth. The truth is dug out of the action and interaction between the informants and the researcher.

Therefore, reflective writing is an evidence of reflective thinking. In an academic context, reflective thinking usually involves: Looking back at something (often an event, i.e. something that happened, but it could also be an idea or object). Analyzing the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject). Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practising professional. Reflective writing is thus more personal than other kinds of academic writing. We all think reflectively in everyday life, of course, but perhaps not to the same depth as that expected in good reflective writing at university level.

Reflection is an exploration and an explanation of events – not just a description of them. Genuinely reflective writing often involves revealing anxieties, errors and weaknesses, as well as strengths and successes. This is fine as long as we

show some understanding of possible causes, and explain how we plan to improve. It is often useful to 'reflect forward' to the future as well as 'reflecting back' on the past.

Strategies in Doing Reflective Practice

My third research question is 'how do the teachers do the reflective practice?' To answer this research question, my main concern is to explore the strategies adopted by English language teachers regarding the reflective practices through interview and their classroom observation. I have analyzed and interpreted the data given by English language teachers in this case. I have produced the following themes regarding the strategies of doing reflective practices.

Sharing Experiences

In this connection, Teacher G says:

I share my previous experiences with students, colleagues and contemporaries. I try to contextualize their knowledge or skill, or experiences, by making them participate in discussion, elaboration or interpretation of ideas, whenever relevant context occurs. I can mix up their experiences, ideas, attitudes on the basis of the context. We can compose separate dialogues, and conduct pair work, interaction, group work, critical thinking and creative writing.

In my opinion, a good English Language Teacher is someone who *cares shares and dares*. Someone who cares about her or his own students and tries to give them everything new in English language, someone who shares her or his own English Language Teaching (ELT) experiences with her or his colleagues and tries to cope with all new findings in ELT world, someone who dares to teach English language effectively & efficiently.

All teachers feel that sharing experiences is one of the important tools in doing reflective practices. New knowledge is gained through sharing. As a language teacher

it is better to see solution in a problem. After all there are not any places in the world without problems. The culture of sharing is significant among the English language teachers. In the same vein, Teacher M says:

> *I sometimes share my experiences with colleagues which help professional development of teachers and help us in solving the problems. As I understand that problem shared is half-solved. Problem contains progress.*

I believe that sharing may be done very informally through talking with a helpful colleague or a friend, or through the promotion of professional dialogue in teachers' groups. It is through the telling and sharing of our teaching stories we communicate our problems and work towards findings their solutions.

All teachers are not supposed to reflect the language materials before the colleagues. As a result, they fall back in the process of teaching and learning. Teacher B seems to be introvert pertaining to sharing language materials before his colleagues. He, in this regard, says:

> *To be very frank, I don't share my feeling with others. My focus goes on how to make my students understand the teaching item. I hardly do any peer observation. I consult books, reference books and newspaper to further my teaching. But I like its beauty in teaching.*

One interesting experience was when I reversed the role of being a teacher to a learner. I did this in a variety of ways. I would sit with children and paint or build, or cut and paste one particular session; I would sit on the carpet with the group and one student would sit on the teacher's chair and read us a story. I found pleasure in allowing the students to feel the sense of power and importance. The sharing, the laughter and the sense of closeness I felt was wonderful (as cited in Mc William, 1999, p.65).

Proverbs are always thought provoking. A professional teacher has to reflect inspiring sayings so as to cultivate deep and continuous sense of learning. In the same way, Teacher R who is an M.Ed. in English and has been teaching for five years, says: If something happens in the society, I tell it to them. I share sayings sometimes like:

"Better an empty purse than an empty head."

"Smile, the world smiles with you; weep, you are alone."

It is believed that such sayings contain thick knowledge. I sometimes share exemplary works carried out successfully by prudent people. They truly become a source and force of inspiration and perspiration.

In this connection, Connelly and Clandinin (1995) say that what is missing in the classroom is a place for teachers to tell and retell their stories of teaching. The classroom can become a place for endless, repetitive, living out of stories without possibility for awakenings and transformations but the possibilities for reflective awakenings and transformations are limited when one is alone teachers need others in order to engage in conversations where stories can be told, related back, heard in different ways, retold and relived in new ways (p.13).

Participation and Discussion

Participation with discussion has power. For instance in the meeting if we as language teachers actively participate with discussion, the reflective power enhances. In this connection, Teacher H says:

As a teacher, I have to be up to date as far as my teaching subject is concerned. It is quite wonderful to have discussions and interactions in the meetings and workshops. They become the special place for reflection.

It is through discussion and interaction that a language teacher constructs a new knowledge. It is through constructive process one can create new ways of

teaching methods and strategies. Teacher R says discussions develop dynamism in teaching and learning process. At this juncture, he says:

> *I take part in group discussions. With this, I can learn their thoughts, I tell them to think creatively and analytically. Group creates the culture of gregariousness. The power of groups is gracious.*

To my personal and professional experiences and participation in some professional development institutes can also be a way to incorporate reflection into practice. Professional development programs need not always focus on specific teaching methods and strategies; they can also focus on teacher attitudes that affect practice.

Wilhelm et al. (1996) describe the curriculum of a professional development institute that offers teacher interns an opportunity to explore attitudes, develop management skills, and reflect on the ethical implications of practice in classrooms with cultural compositions vastly different from their previous experiences. By its nature, this kind of professional development institute causes teachers to step back and critically reflect not only on how they teach, but also on why they teach in a particular way.

Interaction and Presentation

With interaction and presentation language teacher can enhance the horizon of knowledge. Better reflectivity is possible in this way. Certainly, there are many ways of doing the reflective practice in teaching. In this regard, Teacher K says:

> *I do reflective practice through sharing my own experiences, taking feedback from the students, examining the performance of the students, peer teaching, interaction programmes among English teachers, participating in the meeting, seminar, conference, talk programme and refresher training.*

When students like the teachers, certainly they also love the subjects they teach. Students should be valued in the process of teaching and learning process. A language teacher should reflect setting the clear objectives in his or her mind. In line with this Teacher S who is an M.Ed. in English has been teaching for three years, says:

> *On the basis of objectives I should evaluate myself. Generally, I ask questions to the students. I sometimes join the model classes taught by the seniors. I adopt collaborative practice, peer teaching, and take feedback from the students. All students are not interactive. Only some students actively participate in the interaction. Reflective practice is taught even in the M.Ed. level courses. This has further helped us to reflect better in the language.*

The M.Ed. respondents agree that they know the theoretical portion of reflective practice. However their practice is not up to the standard. They have to do much to make teaching learning more interactive. A language teacher has to involve, engage and inspire the students to take part in the interaction and presentation process. Teacher H also stresses the need of interaction and presentation to improve the reflective practices of English language teachers. Moreover, he says:

> *There should be interactive teaching. Teacher and student, student and student, student and book, and student and materials can do the interaction. I believe that diary making is effective but I haven't done it. I generally take feedback from the students, suggestions from colleagues, and prepare notes for better reflective practice. I feel both independent and interdependent while reflecting.*

Bartlett (1990) suggests a cycle moving from observation, to interpretation, introspection and questioning, to consideration of alternatives, and then to adaptation of instruction.

Taking Feedback and Comments

In this regard, Teacher H says:

We can't be a successful teacher until we take feedback from the students. Teaching has some objectives. Feedback furnishes the teaching activity. It gives place for teachers to improve the shortcomings.

The comment of colleagues is always commendable. The feedback from students is always forceful to develop the academic standard of teachers. Comments are always commendable to the professional English language teachers. In this connection, Teacher M says,

I ask my colleagues to comment on my class. I take feedback from the students." For instance, I produce this sentence at the end of class; is there anything that I have to improve?

All respondents agree that feedback and comments make a language teacher competent and confident in the teaching and learning process. Only the competent and confident people are professionals. A professional teacher has to respect feedback that comes from students in order to lead her or his teaching and learning process.

Students are the best people to give feedback on teaching. We can do this by speaking with the class as a group or individually. We can ask them to comment on what they like and what they don't like about what we already do in the classroom as well as about what new things they would like to do. I think that comments foster command to the teachers and learners. Feedback contains forceful opinion and fruitful idea to correct the shortcomings. A language teacher can learn much from comments and feedback.

Maintaining the Diary and the Journal

Schon (1983) stated that 'the practitioner moves from the problem to reframing the theory which accounts for the problem, to new action. In this respect, writing professional diaries is very useful. A journal is a teacher's written response to teaching events. Keeping a journal serves two purposes: Events and ideas are recorded for the purpose of later reflection. The process of writing itself helps trigger insights about teaching.

Journal writing in this sense serves as a discovery process. Many different topics from classroom experiences can be explored through journal writing, for example: Personal reactions to things that happen in the classroom, questions or observations about problems that occur in teaching, descriptions of significant aspects of lessons or events ideas for future analysis or reminders of things to take action. It helps language teachers to reflect more. In this connection, Teacher H says:

To fulfill the targeted objectives, teachers need to be reflective. Teaching is goal-oriented so as to see the success. I maintain the diary. When I come across on some interesting incident, I record it in the diary thinking that it shouldn't be missed. I follow peer teaching thinking that I can make my teaching meaningful.

All teachers stressed that better reflection is possible by maintaining the daily diary of the important incidents. Richards and Farrell (2005) describe a teaching journal as a notebook in which a teacher writes regularly about teaching experiences and other events. They argue that journal writing can help teachers question and analyze what they do both inside and outside the classroom, thus consciously exploring and analyzing their practice.

McDonough (1994) maintains that teachers who write regularly about their teaching can become more aware of day to day behaviors and underlying attitudes, alongside outcomes and the decisions that all teachers need to take (p. 64-65).

Farrell (2007) suggests that writing regularly in a teaching journal can help teachers clarify their own thinking, explore their own beliefs and practices, become more aware of their teaching styles, and be better able to monitor their own practices.

Collaborative journal writing with peers can also benefit language teachers, because peers can both challenge and support their thinking. An interesting example of a collaborative teaching journal was a project conducted by a group of researchers in Hong Kong (Brock, Yu, & Wong, 1992).

It is through daily record of events, incidents, and memorable moments of teaching and learning process, a language teacher can develop the reflective practice in the language. A professional language teacher has to be systematic in reflecting the language materials. Teacher M also agrees the fact that diary making is quite essential to reflect more in the language. Moreover, he says:

> *I also prepare the diary which helps me where I am teaching in the lesson and makes myself more systematic in teaching and learning process. It is difficult to maintain diary. However, I do it since it can capture the context. Although I am an M.A. in English in which reflective practice is not done heavily, I started using it a lot after I came to know the importance of reflective practice in teaching.*

The teachers who have done their M.A. accord that they are happy in using reflective practice for teaching and learning purpose. One way of investigating educational contexts is through teacher reflective journal or diary writing. In

particular, it has been noted that reflective writing allows teachers to identify and subsequently modify their attitudes and beliefs (Bell, 2001).

Writing is recorded. It is through recording process, the language teacher can compare the past teaching with that of present teaching. Teacher B considers it as both reminder and reference in the case of teaching and learning process. Furthermore, he says:

> *I even make the diary because it reminds me where I am in my teaching, what I am teaching. It can be used as a reminder and reference. It even helps make the comparison between the past and the present. There is no department of English in our college. So I don't join meeting because there is less opportunity for reflecting the ideas.*

Reviewing, assessing and evaluating one's performance is possible through systematic diary making. Writing journal updates our routine work. We can reflect what is happening in our own practice and lives (Rainer, 2004).

In this connection, Teacher J says that it is the tool for professional development of language teachers. Moreover, he says:

> *I have maintained the diary for reflection of my teaching and learning practices that have helped in my professional development. I can review my past activities any time in the diary and think of better strategies in the next class.*

It is truly a difficult task to prepare a daily diary. However, we should not forget the fact that everything is difficult before it is easy. Teacher S seems to be neglecting the role of diary in the case of reflective practice. However, he says:

> *I don't maintain diary since I am familiar with the textbook. However, I really understand the importance of diary to capture the events vividly. I even take*

the tuition classes. I sometimes feel I have become very much reflective in such

classes. Perhaps it is because of informal setting.

At this juncture, Bailey (1990) says that diary writing is a means for recording personal thoughts, daily experiences, and evolving insights. The advantage of writing diaries is being able to review or reread earlier reflection and a progressive clarification of insights gained by these reflections. Keeping a reflective journal enables the English teacher to think about the issues he confronts during his day-to-day classroom teaching, and helps her or him to develop reflective and critical thinking skills, and prepare her or him for class discussions.

Journal keeping involves making reflections explicit through writing, and thereby making them available to inform action. A journal can also include collecting pasted articles and drawings (Smith, 2006). Journals can be used both as an occasional tool for reflection and on a regular basis.

I believe that diaries, logs and journals are important introspective tools in language research. Diary writing is a means for recording personal thoughts, daily experiences, and evolving insights. The advantage of writing diaries is being able to review or reread earlier reflection and a progressive clarification of insights gained by these reflections (Bailey, 1990).

Teachers can choose a number of approaches to facilitating reflection over the course of their professional careers. Each approach can be used alone or in combination with others, depending on the topic of investigation. This briefly outlines three approaches: action research, teaching journals, and teacher development groups. Each approach is valuable for promoting reflective teaching.

Richards and Farrell (2005) describe a teaching journal as a notebook in which a teacher writes regularly about teaching experiences and other events. They argue

that journal writing can help teachers question and analyze what they do both inside and outside the classroom, thus consciously exploring and analyzing their practice (p.7).

McDonough (1994) maintains that teachers who write regularly about their teaching can become more aware of day to day behaviors and underlying attitudes, alongside outcomes and the decisions that all teachers need to take (p. 64-65).

Remembering the Momentous Teaching Moment

In this regard, Teacher E says:

I recall the past events, do title interaction, form groups and write important words and sentences on the board. I take part in the workshops organized by Nepal English Language Teachers. I browse internet, read magazines, articles and journals. Meeting with English language teachers enhances my reflective capacity.

I believe that *we can't remember the days but we can remember the moment.* Therefore, every moment is momentous. There are many sources of gaining the knowledge. A professional teacher has to ponder and prepare to learn and reflect these sources of learning. Past teaching has power to ponder over how successful teaching can be done in the present time and it is equally important to envision the bright future. As it is commonly believed that history is always important to do anything new. In the same vein, Teacher B says:

I sometimes recall the past events and reflect in the class which the students find interesting and exciting. Recalling the past events give inspiration to the present learners.

It is not through total control, a language teacher can teach effectively. Rather, she or he has to shower the love, compassion and affection to the students which have

power to give the clear direction in the deviated situation. Here is a case of before reflection of Teacher B:

> *While I was doing essay lesson in one of my classes, one of the last bench students was found to be naughty and found disturbing other students sitting in his bench. I stared at him, warned him and at last sent him out of my class. However, I was rather disturbed, as I have not done a good thing by sending him out, as I know that controlling the class is one of my duties.*

Most of the teachers say that patience has power to kill the situation of pride and anger. The moment of pain and sadness become a marvelous source and force of pleasure and progress. He, further, mentions it in the form of after reflection:

> *I went to the department and held a discussion with my colleagues. Even they expressed despair and sadness about that student. I have decided to correct her or him in the next class. I entered the same class the next morning and found the boy making trouble and nuisance. Then, I called him in front of the class and asked him to read the lesson and explain it. He started reading the lesson hesitantly but failed to explain and was feeling guilty for that. Then, I asked him to read the lesson aloud and I started explaining what ever he read. This strategy worked out well. He was never a problem from then on onwards in my class and others expressed their interest to read the lesson aloud for the class. This experience not only helped me to control the boy but also helped me with a new pattern of teaching.*

I understand that reflection refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and

examination of the experience as a basis for evaluation and decision-making and as a source for planning and action.

Critical Thinking and Creative Writing

Let's have a look of the case of before reflection of Teacher K:

In one of my classes, I found a girl talking loudly. She seemed to have thrown angry words upon me. She was vexing other students in the class. Then I told her to stay alone. After that she was silent and was busy writing an interesting story. When I checked her notebook, it was a badly written story with a sad remark on me.

Critical people love questioning towards the phenomenon. Knowledge is subjective. No interpretation is final. In my opinion, a language teacher needs to be critical. She or he has to develop the multiple perspectives to understand the world.

We shouldn't forget the fact that a good writing comes only after a good reading. Critical thinking gives birth to creative writing. It is a matter of wonder to come to know that in the environment of loneliness a person can create a wonderful piece of writing. Sometimes, frustration can be the source of creation. Now let's experience what changes take place after reflection in the following case:

Though I felt bad about it, it made me think for a while and thought of using this to correct that girl. Anyway, I was happy with her wonderful creation. In frustration and anger there is beautiful sense of creation. Therefore, I took that notebook to the head teacher's and read the story aloud to the class, appreciating her creativity. From then onwards she was never mischievous and has been doing her English language tasks with utmost care. She stayed in the class with patience and perseverance. I was really pleased with her.

The language teacher is a facilitator. Reflective practice helps her or him to become thoughtful and creative. Through reflective practice, a language teacher can reveal the reality. In this light, Teacher C says:

Reflective practice facilitates the teaching and learning process. It increases the memory power of teachers and students as well. It makes teachers imaginative, thoughtful, creative, critical and truthful.

I feel that there is hardly any bigger joy than the joy of creativity. Learning takes place everywhere. There is no bound of time, place and age in the case of learning. Childhood is the most important part for better learning. Learning is meant for earning knowledge, skills, attitudes and values.

I think that creative people's attitude determines their academic altitude. Action speaks louder than words. So, creative people are action-oriented. Creative people create new knowledge and new things. Creative learning adds newness, freshness, novelty, creation, variety and new ways of survival in one's life.

I believe that learning is more a matter of perspiration than the matter of inspiration. I think that it helps everybody to follow the path of success with devotion, dedication, discipline, determination and commitment. To make one's life meaningful, successful and beautiful, creative writing is really useful and fruitful to all. All teachers highlighted the significance of creative writing in teaching. Through this, the identity is identified.

Peer Observation and Team Teaching

The shared culture develops if we follow peer observation and team teaching in the process of teaching and learning. Sharing ideas give birth to the principle of shared culture and value. In this light Teacher E says:

I follow peer observation, gain feedback from the observers, and correct my

weaknesses. Different ideas are shared. With this I can gain new things.

Richardson (1997) suggests that when colleagues come together in a group to reflect on their work, four basic features will promote the success of the group: All participants need to feel safe within the group, connected in some ways, passionate about the group and what they are trying to accomplish together, and grateful for the group's existence.

Once the group is formed, roles must be decided for each member, and one member is designated as the group leader. Farrell (2007) suggests having co-leaders, with one focused on getting tasks accomplished and the other working on maintaining group cohesion and personal relationships.

In order to sustain the group, a level of trust must develop among the members so that they can be open during group discussions without feeling the need to hide their opinions. Teachers need to agree that what is said in the group stays in the group and to attend all of the group meetings. When teachers come together in this way, they can help each other articulate their thoughts about their work and all grow professionally together (Farrell, 2007).

It is through peer observation that a language teacher can maximize the language learning. The peer can suggest praiseworthy materials and matter in the case of teaching and learning process. In the same vein, Teacher M says:

Peer observation is equally important. For instance when someone is there to

suggest, it will be more fruitful to correct the weaknesses and strengths of the

teachers.

Therefore, I understand that effective teacher professional development should involve more than occasional large-group sessions. It should include activities such as

study teams and peer coaching in which teachers continuously examine their assumptions and practices.

Taking feedback really enhances fine learning. It helps teachers not to adopt wrongdoings as methods and techniques. It also helps language teacher to become both competent and confident in the matter of teaching and learning process. Regarding this, Teacher O says:

> *Taking feedback from the students about teaching, bringing change in methods and techniques, making oneself more competent in teaching learning process, making diary about teaching lesson, using a technique for effective teaching, and observing peer classes are the reflective practices which can be used for the professional development of teachers. For instance, I might have been wrong in teaching. When I observe the class taught by other teachers, I can correct myself by following the proper way of teaching the language.*

I found commonalities among all teachers that the result is the main rod of measurement to assess and evaluate the competence and performance of a language teacher. Translation brings facilitation in learning. Similarly, Teacher E says:

> *I assess the result of the students to measure my reflective performance. I have faith in questioning and answering attitude. I sometimes translate the difficult items in the mother tongue. I try to simplify the text in different ways. I reflect the teaching through materials which make the lesson highly motivating and communicative and interesting. I give task to the students. I follow diary writing, team teaching, and peer work.*

The culture of cooperation and collaboration is crucial to improve the teaching and learning process. Listening to the seniors can substantiate the teaching and learning process. Teacher S at this juncture says:

On the basis of objectives set in the lesson plan I should evaluate myself. Generally I ask questions to the students. I sometimes join the model classes taught by the seniors. I adopt collaborative practice, peer teaching, and take feedback from the students. Students are not interactive. Only some students actively participate in the interaction.

I think that peer observation can provide opportunities for teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching. In this connection, Teacher O says:

Making diary about teaching lesson, using a technique for effective teaching, and observing peers' classes are the reflective practices which can be used for the professional development of teachers. For instance, I might have been wrong in teaching. When I observe the class taught by other teachers, I can correct myself by following the proper way of teaching the language.

In this regard, Fanselow (1988) points out, as teachers, we can see our own teaching in the teaching of others. When we observe others to gain knowledge of self, we have the chance to construct and reconstruct our own knowledge. He articulates his views as: "I came to your class not only with a magnifying glass to look carefully at what was being done, but with a mirror so that I could see that what you were doing is a reflection of much of what I do" (p. 2).

While observing other teachers, it is possible to collect samples of teaching in a variety of ways. We can take notes, draw sketches, tally behaviors, and jot down short transcript-like samples of interaction. As with collecting samples in our own classes, it is possible to audio- or video-tape other teachers' classes and photograph interaction. These can be used later to analyze classroom behaviors. I want to point

out that I welcome others to observe my classes and I observe theirs too to get together to look at photos, listen to tapes, view videos, study short transcripts, and talk about the class. By doing so, exploration is enhanced for all.

Audio-video Recording

In this connection, Teacher M says:

As an English teacher, I also use audio-video recording which helps me to pronounce correctly. With this I can find my own weaknesses and strengths. However, I find this sort of culture and practice very less in my case as well.

Most of the teachers understand that audio-video recording develops the language skills. Audio recording is meant for hearing. As we know that seeing is believing. Audio-visual recordings are powerful instruments in the development of a teacher's self-reflective competence. They confront him or her with a mirror like objective view of what goes on in class.

Moreover, class recordings which are kept for later use can give a valuable insight into an individual teacher's growth. An advantage is that the recordings can be replayed and examined many times and can capture many details of a lesson that cannot easily be observed by other means. It is both the matter of pain and pleasure while using audio and video materials in teaching and learning processes. Comments are commendable given by seniors to improve the teaching. In the same vein, Teacher J says:

I follow question and answer method. I video- record my class to find my strengths and weaknesses. But it is really very difficult to use audio and video in the classroom due to lack of technology and resources as well. I respect comments from my colleagues and superiors. I also maintain diary which makes me feel refreshed.

In my opinion video or audio recordings of lessons can provide very useful information for reflection. We may do things in class we are not aware of or there may be things happening in the class that as the teacher we do not normally see. Audio recordings can be useful for considering aspects of teacher talk. Video recordings can be useful in showing aspects of our own behavior. What I find with my interaction to the English language teachers is that they are not very much found using audio and video materials in teaching and learning process. Still, they highlight their significant role for their professional development.

Collaboration and Cooperation

In this connection, Teacher M says:

I even do collaboration with teachers and take cooperation from them. This culture of teachers helps me to bring uniformity and harmony in them. It equally creates confidence on the part of teachers. There is less chance of conflict when there is a good understanding among teachers.

To my experiences, professional development of language teachers is possible through collaboration and cooperation. Harris (1998) says that collaborative journal writing with peers can also benefit language teachers, because peers can both challenge and support their thinking. Effective practice of teaching is linked to inquiry, reflection and continuous professional growth.

The opportunity to share with colleagues and friends is important in becoming a more reflective practitioner. Feedback, comments, and discussion about reflections might come from mentor or supervising teachers, university supervisor or coordinator and or peers in the program.

Reflection, as a method of inquiry into teaching, can be collaborative. For example, questions from a friend can help clarify an issue, just as a probe or comment from a university supervisor can help us look deeper into the situation.

Collaboration when developing a portfolio includes requesting feedback from mentor, university supervisor, or colleagues and peers. It can also take the form of discussion with colleagues who will assist us in identifying appropriate artifacts to or to help us clarify our beliefs and dispositions. The feedback option on the Electronic Portfolio provides opportunities for peer evaluation and editing as part of this collaborative process. Similarly, Teacher J says:

> *I take part in meeting. I try to create collaborative and cooperative culture in the institution from my side to foster reflective practice for professional development of teachers.*

This statement makes me remember the Chinese proverb that is 'helping is better than winning'. In that sense, the role of the language teacher is to facilitate the learning process. She or he has to develop the culture of cooperation and collaboration to learn further. In such a culture, the language teachers' professionalism foster immensely. Effective communication and collaboration are essential elements to becoming a successful learner. It is primarily through dialogue and examining different perspectives that students become knowledgeable, strategic, self-determined, and empathetic.

Moreover, involving students in real-world tasks and linking new information to their prior knowledge requires effective communication and collaboration among teachers, students, and others. Indeed, it is through dialogue and interaction that curriculum objectives come alive. Collaborative learning affords students' enormous advantages not available from traditional instruction because a group whether it is the

whole class or a learning group within the class can accomplish meaningful learning and solve problems better than any individuals can do them.

The roles of the respective stakeholders should not be seen as mutually exclusive. In a climate in which national priorities and agendas are being set, it is important to acknowledge the need for cooperation between governments, employing bodies, tertiary institutions and subject associations. Working partnerships among these groups are regarded as important for collaboratively designing, developing and implementing professional development.

There should be recognition that the sharing of knowledge, skills, resources and expertise of these partners improves the quality, relevance, value for money and reach of professional development programs. Accreditation of professional development programs, when they are the result of a partnership with tertiary bodies, should be organized. Where accreditation is not possible, formal recognition of participation in the professional development program should be provided.

I find that collaborative classrooms are natural places in which we learn self-assessment. And because decisions about materials and group performance are shared, students feel freer to express doubts, feelings of success, questions, and uncertainties than when they are evaluated only by a teacher. Ideally, students learn to evaluate their own learning from their experiences with group evaluation.

Looking at the strategies teachers adopted in reflective practice, I can establish a good link with the theories of behaviourism, cognitivism, mentalism and constructivism. Practice is required to reflect in teaching and learning.

Knowledge and intuition is required to understand, simplify, compare and contrast, interpret and analyze the teaching learning situation. To be creative and modifiable, the role of mind is indispensable.

What I found is that teachers have deployed the mélange of aforementioned theories in their classroom practices. I came to conclusion that no theories are complete and perfect in themselves. There is a cyclic relation among them. The level of input, interaction and output decide the efficacy of reflective practice for the professional development of teachers. I am now in a position to derive the aforementioned themes pertaining to the strategies of reflective practice. I have mentioned the Nepali classroom practice of teachers in the next section. For this, I have observed the classroom practice of twelve English language teachers to find out what kind of reflective practice they have used while teaching to the students.

Reflection is a form of personal response to experiences, situations, events or new information. It is a processing phase where thinking and learning take place. There is neither a right nor a wrong way of reflective thinking, there are just questions to explore. I am aware of the fact that reflective thinking alone does not help a teacher to be more professional unless it is reflected in the transaction of the curriculum in the classroom

Classroom Practices of Teachers on Reflective Practice

Here, I have observed teachers' classes on the basis of planning, objectives, teaching materials, presentation, practice, production, content, command in the subject matter and evaluation. I have also observed their mobility, pronunciation, accuracy and fluency in the language. I have also taken into consideration of their appearance, general impression and gesture and posture they reflect in their classroom teaching.

I have observed their classes to find out whether they have maintained balance and linkage in their theoretical understanding and classroom practices of reflective practice. I know that the perception of teachers should not be taken as a sole reason

for justifying the reflective practice they have adopted in the classrooms. We should be aware of the fact that what is observed and what is expressed may sometime be incongruent and not revealing. In that sense, I even observed their classroom reflective practice. I recorded their observation in diary in the form of short note and then detailed reflection. I tried to capture the real scenario of the classroom reflective practice in order to see every activity at the micro level that had some sort of relation with professional development of teachers. Now, I would like to discuss about what I observed during the period of observation in the classroom practices.

Classroom Reflective Practice of Teacher A

It was the date of 2068-2-16. I went in a private higher secondary school which is located in Katmandu district. I visited the principal of the school and collected the name of English teacher. Then, I met one of the English teachers. I took permission to observe his class. Then, he happily agreed my request. I knew that he is M.A. in English and has been teaching for fifteen years. He was average in height, seemed simple in wearing the dress and looked strong mentally and physically. He even used his posture and gesture at the time of teaching.

On that very day, he started teaching a story to the students. Before he started the teaching topic, he wrote one saying on the blackboard. It was like this … 'one can take the horse to water but can't make the horse drink water.' He told the students to guess about it. After this, he started telling a story like this. "Once upon a time there was a boy named sleepy. One day he was looking after the cows in the forest. He had the habit of climbing on a tall tree and in the dream, he fell down from the tree. Thereafter, he never felt sleepy and drowsy."

Then, he told the students that such stories are good for the sleepy students in the class. I found the class quiet. He was very strict. There was no chance of talking to

the students. In the case of noise producing students, he hit them. He didn't laugh and smile throughout the period. He read the story in a commanding way. The students were listening. Sometimes, he asked the questions on the basis of the story. He hardly spoke Nepali. He made the students read the story. He used pictures, strip story technique in teaching the story. The classroom was good. Finally, he asked some questions to the students and they tried to answer the questions. And he ended the story after he had given an assignment to the students.

Classroom Reflective Practice of Teacher B

Teacher B is an M. A. in English, who has been teaching in the higher secondary school of Lalitpur district for twelve years. He was in his early thirties. He was tall and has a good posture. He had a cheerful personality. He had the habit of blinking eyes and throwing hands while teaching to the students. He had the good command over the language. He seemed to be competent and confident.

He initiated the lesson with questions. Students tried to answer the questions. Then, he asked some new words for word meaning; like lamentation but students couldn't answer it. Then, he told the meaning of lamentation is regret. After this, he showed the pictures. He asked the students to guess what was happening in the picture. Students started guessing. He had the habit of saying, 'hai' at the end of the sentence which made his language very soft and melodious. He made students write the answer of the question through discovery method. I found him moving round the class. Students weren't making noise in the class. He wasn't giving any kind of punishment to the students.

Sometimes, I found that the students were writing the answer of the questions asking to the teacher. Some students made the presentation of their writing. In the case of the wrong answer the teacher corrected the students. He also shared his past

experiences and success story before the students. I found him discussing and interacting with the students. I thought myself that he really initiated a good mode and modality of reflective practice. Finally, he assigned homework to the students.

Classroom Reflective Practice of Teacher C

Teacher C is an M.Ed. in English who has been teaching English for five years is a female teacher. On the day of observation, she was well dressed up. She is medium in height. She was soft-spoken and slightly hesitant.

It was the date of 2068-1-17. I went to her school to observe her class. I talked with her principal to manage the time to observe her class. He took my request positively. It was in the second period, she was teaching English in class eleven. She taught dialogue on that day. Before she started teaching dialogue, she asked question related to the previous lesson. She started her presentation, and read the dialogue in a normal speed. Her voice was not louder. There were forty students in the class. I sat at the back of the class. I couldn't listen to her voice properly.

I found that some of the students made noise in her class. One thing she did was that she asked question to the noisemakers. I found this technique of her quite rewarding. I found her asking intelligence questions to the students. She used polite expressions in the time of teaching. She involved the students in pair work and group work. Sometimes, she called two students in front of the class and gave topic to converse one to another. She asked questions on the basis of dialogues. She received some comments from her students. Finally, she gave students some homework.

Classroom Reflective Practice of Teacher D

Teacher D is an M.Ed. in English who has been teaching in public higher secondary school of Bhaktapur district for five years. He seemed fat, well dressed up, simple in manner, and polite in expression.

It was the date of 2068-2-16. I got an opportunity to observe his class after I took permission from him to do so. I found him friendly and frank. There were more than fifty students in a class. His topic of teaching was reading passage. But before he taught the lesson, he started telling a joke like this:

Once there were two students in a class. They were talking. One student said where was my knife /knaIf/, another said, I didn't know/knəU/ and the teacher said that both of you were wrong /o: r ŋ/

It made other students laugh in the class. Then he started teaching the lesson, "Hurried Trip to Avoid the Bad Star". It was about the life of Karnali people. He started reading about it. Then he briefly described Karnali Zone. He used a map of Nepal, asked the students to locate Karnali Zone on it and asked students to write something from the passage. He made them write the name of the place on the board. He taught them to pronounce the difficult words clearly.

He involved the students in pair work and group work. I could clearly notice that the class was noisy. Sometimes, he made the students read silently. He spoke very loudly in order to reach his voice to the every listener. I found that he translated English into Nepali to the students. The students weren't so good in English. It was very difficult for him to motivate the students totally while teaching, he moved round the class. He used chalkboard and student centered method to the students. At the end, he evaluated the students by asking questions.

Classroom Reflective Practice of Teacher E

Teacher E is an M.Ed. in English who has been teaching English at public schools for ten years, is a male teacher. He looked simple, well dressed and physically fit and smart.

During the period of classroom observation, I found that he had a charming personality like smiling, speaking in a soft voice, attractive appearance with beard and commanding voice on the day of observation.

And he thanked the students. The students seemed very curious to learn. He started teaching the types of sentences. What I found was that before he said something to the students, he asked questions to the students. With curiousness, students tried to answer the questions. Then only he started giving more on teaching item. He made the students stand up and asked them to have conversation about the sentences: one student asked to another student to give one example of a sentence. Then another student gave example like this: He seems to be a teacher.

I also found out that they were attentive in the class. He involved the students very well. His voice was clear. Students seemed very happy and curious to learn. He was asking question again and again. I found out that there was no sign of hesitation in his face. While teaching exclamatory sentence he gave sentences like this:

a: Yes! they won the game. (Surprise)

b: Yes, they won the game. (Simple sentence)

In the 'yes' of the first sentence, he applied greater force to pronounce it and applied moderate force to pronounce the 'yes' of the second sentence. The most important thing I found from him was that he used polite words like please, welcome, thank you, excuse me etc. I didn't find him getting angry. I also found that the room was spacious, airy and cemented. The classroom looked clean. He used language games. The students didn't make unnecessary noise. He involved the students in the activities of discussion, participation and interaction. He even told an interesting story to motivate the class.

Classroom Reflective Practice of Teacher F

Teacher F is an M.Ed. in English who has been teaching in public higher secondary school for ten years. He is a male teacher. He was average in height. He wasn't bright in his appearance. His manner is of moderate in type. It was the date of 2068-2-17. I took permission from him to observe his class. His class was in the second period. I had to wait in about half an hour. I met him sitting on his own chair in the office. He was happy to receive me in the class. He started his teaching about the use of used to. He tried to teach this inductively. He asked questions related to the topic like:

What did you use to do when you were a very small child?

What did you use to like to do?

After this, students started answering the question. He used chalkboard, sentence card etc. while teaching. He gave some exercises to the students. Sometimes, he made the students write some sentences on the blackboard.

Sometimes, he asked them to produce sentences by using used to. Sometimes, he changed his voice that is speaking style to motivate them. The class was large. Sometimes, it was very difficult for him to control the class. He spoke very loudly. He asked question to the noise producer. He made them stand on the bench. He also brought a good flow of fluency in the class. Before he finished the teaching item, he collected feedbacks from the students. Finally, he assigned homework to the students.

Classroom Reflective Practice of Teacher G

Teacher G is an M.Ed. in English who has been teaching for five years in the higher secondary school of Kathmandu district. After taking permission from him, I observed his class. I could see his plan prepared on a diary to teach the teaching item. He was teaching the poem 'Full Fathom Five Thy Father Lies' to the students. He

brought the picture of William Shakespeare in the class and asked the students to guess about him. He also touched upon the historical aspect of his family.

Then, he asked the students to read the poem for sometime. He seemed smiling and good at pronunciation. He gave the meaning of difficult words. He even asked the students the meaning of the words like fade. When students couldn't answer, he himself gave the meaning of the words. He started reading and explaining the poem. He used a body language to make his teaching exciting. He ended the poem saying that even after a person's death; his or her life is valuable and significant.

Later, he asked his students to write on the introductory part of the poet. The teacher moved round the class. Students seemed to be writing. He asked one of the students to share the introduction of the poet in the class. Other students in the class listened to it. The boy shared it nicely. Next, the girl stood and read in a low voice. The teacher took her copy and read loudly before the class. Finally, he asked his students to answer the questions given in the textbook.

Classroom Reflective Practice of Teacher H

The teacher H who is an M.A. in English, has been teaching for fifteen years in higher secondary school of Lalitpur district. By the time I observed his class, he taught the teaching item 'look as if' and 'look as though.' He wrote it on the board. His writing seemed not so bad.

Students were a little noisy. He provided tasks to the students. He asked questions to the students but they couldn't reply. He used Nepali sometime to make the students understand well. He gave the meaning of difficult words while teaching. He made the students answer the question. He seemed to be following the inductive method of teaching grammar. He seemed to be polite, pleasant, and patience.

Furthermore, he seemed to be cooperative and collaborative. Finally, he asked his students to read and reflect the text.

Classroom Reflective Practice of Teacher I

Teacher I is an M.Ed. in English who has been teaching for seven years at the higher secondary school. He looked simple and smiling. He is friendly in behavior. His pronunciation was good and audible. He used translation as a method at the time of teaching. He read the passage himself most of the time.

Moreover, his writing was good while writing on the board. He reflected the word cards to supply the proper meaning of difficult words. Sometime he presented his memorable past events to inspire the students in the realm of learning. His movement inside the class was noteworthy. He made the students laugh by cracking the joke in the class. With this, students were better curious and motivated to learn. He didn't hesitate to deliver the lesson before me as well as students. Finally, he ended the class giving assignment to the students.

Classroom Reflective Practice of Teacher J

Teacher J is an M.Ed who has been teaching English for five years in the higher secondary school of Bhaktapur district. He entered into class with planning. He said the objectives of teaching. He motivated the students by telling a small story. He came with materials in the class.

Then, he started teaching the supernatural story 'The Lost Doll'. He individually asked his students to read the text. Then he asked his students to underline the difficult words. He also made the picture of a doll and Carmen that made students curious to learn. After teaching one paragraph, he asked questions to the students. They answered his questions. It made him feel happy. Students were also asking questions to the teacher. It was a model of student centred classroom teaching.

At the end, he asked students to practice the taught paragraphs. Students seemed to be reading in a louder voice. They even reflected their weaknesses and strengths in the class. The culture of sharing cultivated curiosity in learning. When the bell rang, he stopped teaching assigning homework to the students. Then he went out with me talking about his class.

Classroom Reflective Practice of Teacher K

Teacher K is an M.A. in English who has been teaching for twelve years in the higher secondary school. He seemed matured and experienced in his teaching. He wore a red cap and spectacles. He sang a song to motivate the students. He also brought a word puzzle in the class. With this activity students seemed excited and motivated.

Then, he gave a brief description of the poet, William Butler Yeats. And then he himself started reading the poem. He translated the sentences, asked questions to the students and gave the meaning of the difficult words.

Later, he asked the students to present something on the poem. No students presented. Again, he started repeating the lesson. Then, he asked students to give one sentence summary of the poem. Some students gave the summary. Seeing this, the teacher was happy. Finally, he assigned homework to the students.

Classroom Reflective Practice of Teacher L

Teacher L is an M.Ed. in English who has been teaching for ten years in the private higher secondary school of Kathmandu district. When I observed his class, I found him good in teaching. He looked small physically but smart in presenting the lesson. He came with a small diary and a textbook in his hand. His movement in the class was exciting. He wrote the teaching item on the board and asked his students to

discuss on it. The topic of presentation was the speaking of children. He started presenting his views on speaking of children.

Personally, I was thrilled. It was a pleasing presentation. He brought a good flow of fluency in his presentation. The way he asked questions to the students really impressed me a lot. The way he interpreted the text was exciting. Most importantly, he valued his students' feedback and comments. He didn't feel any hesitation while I was observing his class. He loved team teaching and peer teaching. A very important thing he said in the class was:

> *We look on the mirror before we go out every morning but we don't reflect our lesson, learning and learners in the class. If we reflect what to teach, how to teach, why to teach and whom to teach, it is better to make teaching meaningful. We have to ask colleagues, friends, students and headteachers about ourselves. We have to give value to the students. A good planning is necessary. On the whole, reflective practice helps teachers to develop themselves. Institutional and the development of education system is possible through reflective practice.*

I found him involving his students in group work, pair work and journal writing. He received comments and feedback from his students. He encouraged student talking time in the class. He even shared the new experiences in the class. He happily welcomed teachers in his class. He loved getting comments from them. The way he linked up the lesson was really enjoyable and entertaining. His class was interactive and motivating.

General Impression of Teachers on Reflective Practice

I observed the classroom practices of twelve teachers. Out of them, teacher C is a female teacher and the rest of others are male teachers. Eight teachers have done

their M.Ed. in English and remaining four teachers have done their M.A. in English. What I found from them was that before they started teaching the real lesson, they at least did one thing to motivate the students. Some of them told a story and jokes to motivate the students. Some of them sang a song in the English language to motivate the students. Some of them practiced language games, crosswords, puzzles and other visual aids like poster, realia, picture, flannel board, white board, matchstick figures etc. Most of them followed student centered methods and techniques like involving the students in the activities of pair work and group work. Some teachers shared their experiences, inspirational sayings and past incident before the students.

I visualized a clear gap between their theoretical understanding of reflective practice and their classroom reflective practices. Theoretically, most of the teachers said that journal writing, diary writing, showing audio-and video, peer teaching, team teaching, culture of collaboration, sharing the success story etc. are the ways of doing the reflective practices.

In the classroom observation, I found that most of the teachers didn't do what they said they would do in the case of reflective practice. I became highly exuberant listening to their theoretical understanding on reflective practice but I was not that much excited after I observed their classes. If the balance is maintained in their sayings and doings, English language teachers will have bright future to foster their professionalism through reflective practices.

What I found from private higher secondary school teachers were that they were well-dressed, more punctual, strict, well planned and well commanded. They had to teach the less number of students that is not more than thirty five students in a class. What I found from their practices was that it was not much difficult for them to reflect, manage, handle, motivate and teach the students. They had enough chance to

involve the students in group work and pair work. Their class seemed well controlled. Students seemed quite happy, disciplined and smiling. They presented the lessons fluently, appropriately and accurately. The teachers themselves seemed active and agile. They looked excited, satisfied and happy. Majority of their classes was colourful, beautiful and meaningful.

There were better furniture, well ventilated rooms, decorated walls etc. the size of the class wasn't big. I found more boys students in a class than the girl students. Girl students seemed shyer. They did not ask questions to the teachers. But boy students were very frank. Time and again they asked questions to the teachers.

Most of the teachers asked the questions to the students. Some of the students answered the questions. I found that teachers did not beat the students. They did not use corporal punishment. Interestingly, what they did was asked the questions to those who produced noise. The teachers moved round the class in order to motivate the students. A lady teacher even made the students come in front of the class and write something on the blackboard. This is a good part of reflection.

I found that teachers from government schools seemed simple, serious and sensitive. Most of the teachers didn't apply the same thing what they perceived pertaining to reflective practice. Their dress was simple, they didn't wear ties. They had more students to teach. Certainly, they faced difficulties to reflect, manage, handle, motivate and teach the students.

What I found was that there were more than fifty students in a class. The class wasn't neat and clean. The furniture was not properly organized. The teachers did not enter the class on time. There was noise in the class. They used different methods and techniques to teach effectively. They seemed talented but did not deliver much talent

through reflective practice. It was very difficult for them to handle the class. Some of the teachers did not say anything even if they found the students talking.

I noticed that it was difficult for the teachers to involve the students in group work, pair work, project work etc. I found that a lady teacher was kind, generous, lovely and sympathetic. She used polite expressions and talked informally in the class. She did not produce the words loudly. As a result, it was difficult for the back benchers to listen her pronunciation. The number of students was many in government schools. Student participation was less. They did not talk much in the class. They seemed to have come from middle class family.

I believe that it is a hard nut task to motivate, manage, handle, reflect and teach the students in the class. However, a teacher can establish a good harmony and relation among the students by showing a good command over the language. Actually, the job of a teacher is to facilitate the students so that students can get chance to learn better with greater participation and involvement.

It is important for reflective teachers to have positive relationship with the students on a personal and not just on an academic level. Teachers who share warm personal interactions with their students, who respond to their concerns in an emphatic manner and who succeed in establishing relationship of mutual trust and respect with the learners are more likely to inspire them in academic matters than those who have no personal ties with the learners. Of course, this again is a highly culture-sensitive issue.

As deduced from the study, most of the teachers come up with the commonalities while reflecting their teaching and learning in the classroom practices. They make a plan, set the objectives of teaching, make materials to better reflect in teaching, greet students and remember their names, smile with students, motivate

them, notice interesting feature of their appearance, learn something unique about each student and occasionally mention it to them, ask them about their lives outside school, show interest in their hobbies, move round the class and share the success story in the class, include personal topics and examples about students in discussing matters, send notes or homework to absent students, evaluate the students by asking questions, welcome students' feedback and comments, prepare a daily diary to make the reflection of the incident, establish the culture of peer teaching and team teaching and share the new experiences before the students.

They follow discussion, interaction and presentation to enhance reflective teaching. They follow group work and pair work. They use materials and audio-video in the classroom. They engage, encourage and inspire the students to learn new things. They relate events and incidents with the teaching topic. Active participation of students is highly required. Student talking time is maximized and teacher talking time is minimized. Student centred methods and modern technology are used.

The better use of aforementioned converging and diverging themes derived from the classroom observation can bring significant change to develop teachers' professionalism through reflective practice. It is always good if a teacher reflects his or her teaching, learning, experience, training, learners, materials, success story and remarkable moments in the classroom.

This further prepares the readers to come to the conclusion that reflective practice and professional development should go together if a teacher wants to be an effectively delivering one.

Though the study is more focused on exploring the reflective practice of English teachers for their professional development, teachers of other subjects as well can draw significance and implications from this study. I seem to be conscious

enough to present this research work in a slightly different fashion than the framework of a research work allows. What we frame cannot occupy the field visit details. What I find is that the field is more cultivable and potential than the ideas I have thought.

Significance of Reflective Practice

My fourth research question is 'why is reflective practice significant to the professional development of teachers?' To answer this research question, my prime concern is to explore and explain the significance of reflective practices for the professional development of English language teachers. Here, I have analyzed and interpreted the data on the basis of the following themes.

Makes Teaching Interesting and Lively

In this regard, Teacher G says:

Reflective practices are significant to enhance quality and teaching learning process. It makes teaching and learning interesting by sharing the experiences. Effective practices make students talkative and interactive. Classroom becomes funny and joyful because they may actively participate in sharing new knowledge to put forward their own ideas and concept on different topics. Due to reflective practices even shy and dull students are motivated to participate in the discussion. They help to attract the students' attention, motivation. Presentation skills and creativity power of the teacher enhances. They also help to wipe out our own weaknesses.

All teachers agree that reflective practice helps teachers to make their teaching interesting and lively. In the same line teacher G says:

I believe that where there is reflection there is perfection. It really makes teaching and learning process lively and interesting. Better learning is

possible through reflection. I did learn the techniques that can be used in the teaching, which will make it interesting and effective.

It makes me remember as to how to be a good teacher, a good way to teach and control class. Why? Because as a teacher, we sometimes forget that our students are not of the same levels in a classroom. The reflections given would serve as a guideline in future presentations or in carrying out activities in the classroom. Through reflective practices even the shy teachers and students get tremendous advantages to reflect the subject matter.

Minimizes the Weakness and Maximizes the Strengths

In reflective practice, the language teacher can correct his or her weakness and strengthen the quality of teaching and learning process. In this regard, Teacher T who is an M.Ed. in English, has been teaching for ten years, makes the following statement:

Reflective practice helps teachers to become practical. It helps them to know the world or society. As a language teacher; I get chances to evaluate myself; I try to become analytical; it reduces conflict in the society; it helps us to believe in logic and reason. Reason based people are the symbols of heaven but muscle based reason is the symbol of hell. Both teachers and students become tolerant to improve their shortcomings.

It is through reflection English language teachers can perform better. It gives a chance to the teachers to realize their own weaknesses. Then, they can correct their shortcomings for their improvement.

Most of the teachers agree that it is through reflective practice that a language teacher can minimize the weaknesses and maximize the strengths. Strengthening the strength should be the motto of a language teacher. In the same vein, Teacher I says:

Reflective practices help English language teachers to find out their strengths and weaknesses of their teaching. They help them to improve their language teaching accordingly. They help them to plan successfully for the future. They help teachers to become much more critical, creative and analytic in language teaching and they help them to develop a good vision in language teaching.

I think that reflective practice helps English language teachers to plan better for the subject matter to be taught. Actually, planning provides ideas to foster the teaching and learning process. Reflective practice heals the teaching and learning process. It assists both language teachers and students to become confident in the process of teaching and learning process. At this juncture, Teacher H says:

Reflective practice helps language teachers to follow remedial teaching. It builds confidence in them, improves the existing scenario; teachers become creative; it helps teachers to prepare materials; students become self-dependent; teachers and students create ability to solve the problems and it minimizes the weaknesses and maximizes the strengths.

The self-examination, which stems out from reflecting on reflections, also helps the students identify meaningful and effective classroom practices. In my view, reading the reflections of others helped much.

As I had mentioned earlier, we need to share and work as a team. It is not wrong to hear or read others' reflections. It is our responsibility to decide which one should be brought into practice. As such, it helps me to identify effective ways and methods for teaching later on.

Besides that, it is useful for me to learn how to assess students appropriately as there are several ways and activities being suggested by the presenters. Eventually, the students' confidence increases as they progress from one stage to another.

Improves Presentation and Creative Writing Skills

Reflective practice improves the presentation style of teachers. A good presentation leads teaching towards success. In this case, Teacher O says:

Reflective practice develops professionalism. It makes the teachers both creative and critical. It also helps them to be more attentive, meditative, communicative and effective in the process of teaching and learning. It even makes the teacher realize his or her weaknesses and strengths in teaching.

The targeted goal is possible to achieve when there is productivity and creativity in the teaching and learning process. Majority of the teachers say that creative people are really effective and efficient in their dealings. In this regard, Teacher J says:

Reflective practice helps teachers to perform effective learning. It helps both teachers and students to achieve the goals. The classroom becomes more interactive. The two way communication is possible for better reflection. The most important things are that teachers become creative, productive and constructive.

Reflecting on reflections made some of the students realize that they have greatly enhanced their linguistic capabilities and their skills in learning: As a teacher, the process of writing helps me to improve and upgrade my vocabulary as I have to search for appropriate words to convey my message.

Writing reflections not only helps the students to respond to in writing which would therefore improve their writing skills but also would make it easier for people who are reluctant to speak openly in the class to voice their opinions. Along with

improvements in vocabulary and writing skills, students also mentioned improvement in pronunciation and assessing and evaluating writing.

Develops Professionalism

In this regard, Teacher F says:

Undoubtedly the reflective practices are significant for teachers professional development because they can be taken as a key to develop teaching professionally. I believe that no reflective practices mean no complete teaching.

In my opinion, reflective practice develops professionalism. Most of the teachers agree that it is through planning, thinking, better presentation, practice and creative writing skills, the teachers' professionalism foster. Reflective teachers take responsibility for their own professional development.

Reflective teachers realize that becoming a more effective teacher involves continually learning more about the content they teach and about effective pedagogical practices. Because of this, they attend lectures and workshops and read relevant books and materials. They also contribute to the process of professional development by sharing their reflections with other teachers.

Teacher professional development is a life-long and continuous process in which they are expected to upgrade their knowledge, master new skills and change their practices since advancement in their teaching career is finally for their students and education reform.

Besides, teachers and their professional development must be seen as an investment so it is necessary that schools not only apply appropriate teacher professional development and human resource development policies but also ensure the means of their executions through efficient management and leadership.

Obviously, only skillful and knowledgeable teachers can form a foundation of good schools with high quality students. Therefore, enhancing teachers' teaching career is considered the most important and strategic investments of time, money and efforts that human resource managers make in education (Holland, 2005).

These investments must be well prepared and conducted since teacher professional development acts as a key indicator in education, human resource management and development. Most of all, investments on teacher advancement ultimately result in improving achievement of all students.

A language teacher is both a mentor and facilitator. Through reflective practice a language teacher can assess and evaluate his or her own teaching. In this regard, Teacher A says:

> *Reflective practice helps me to observe my own teaching and learning process while performing roles as a teacher, mentor or student. I turn back to see my practices in connection with classroom teaching and learning. I try to remember things I did, good or bad, and then promise myself to improve them in future actions. Reflection on my own teaching relieves me from mental tension as I lay down my worries in texts or images. I feel to be creative when I write something that I did, thought or planned to do. I not only reflect upon past and present, I try to seek my future during reflections. That helps me to see future and make a new vision for further career and professional development. Reflective practice is important for my professional development because in my opinion it helps me to view my past, present and shows brighter future.*

Where there is good competence, there is better performance. All teachers agree that a competent English language teacher can teach confidently. In this case,

reflective practice enhances effectiveness in teaching and learning process. Teacher T says:

> *Reflective practice promotes the competence of the teacher. It helps the teachers to review his or her performance with the feedback from the students. It makes teaching more lively; it develops the creative power of the teachers; it makes the teachers more critical, and ultimately it helps the professional development of teachers.*

Teachers' professional development is a continuous process of transforming human potential into human performance, a process that is never finished. Development means change and growth. Teacher development is the process of becoming 'the best kind of teacher that I personally can be' To the extent that teachers are regularly asking themselves 'how can we become a better teacher? How can we enjoy teaching more? How can we feel that we are helping learning? They are thinking about ways of developing. They are acknowledging that it is possible to change the way they teach and perhaps also the preconceptions that they have about teaching and learning.

Professional development refers to the progression in the teachers' performance, knowledge and skills throughout the professional life which has sometimes been termed teacher development which focuses on the process of reflection, examination and change to encourage the teachers to develop themselves professionally (Underhill, 1986, 1991).

The mode of reflective practice is technical. The reflective process avails itself of technology as a way of knowing, a means for discovering, collecting, organizing, processing, analyzing, communicating, and achieving knowledge and information.

The mode of reflective practice is inferential. Empirical research beyond correlational and descriptive studies is extremely rare though it is valuable in deriving technical knowledge of teaching effectiveness. That evidence-based policy and practice is yielding inferences and qualitatively insightful knowledge valuable as food for thought for reflective practice. (Guba, E.G. & Lincoln, Y.S. 1994; Greene, 1978, 2000; Slavin & Madden, 2001; Slavin, 2002)

A Problem Solver, a Good Communicator and a Decision Maker

At this juncture, Teacher B says:

I believe that the reflective practice of English language teachers is significant for professional development because reflective practices help teachers think, plan, teach and reteach successfully. Through reflective practice I develop professionally, personally and academically. I become a problem solver and a good communicator and a decision maker. Reflective practice helps language teachers enhance the subject matter knowledge.

I think that, the language teacher is a problem poser and a problem solver. This is possible in reflective practice. It also helps language teachers to become a good communicator and a decision maker. Most of the teachers agree that the practice of speaking and delivery in the groups certainly develops a language teacher into a good communicator and a decision maker.

Reflective practice provides them with a useful opportunity to give expression to their frustrations and self-doubts. Over time, there is evidence to suggest that reflective teachers are not only able to identify problems and dilemmas that they face, but also 'work through own solutions to these dilemmas (Farrell 1998, p.5).

Language teachers live on hope. They try to envision the better future with the sense of ray of hope. As we know that practice is the best teacher which provides better power to become a reflective teacher. Teacher A in this regard, says:

I think it is significant to me as this practice gives me new hopes and helps me to overcome my anxieties. When I review my past I find many right and wrong practices and then I plan to keep the right practices in advanced form eliminating the wrong practices. I reflect on my poor performance and decide to perform better next time. I reflect upon my slow progress and decide to move ahead faster. This way I analyze my past and present and then plan for future through reflective practice.

In this regard, Mezirow(1991) says that reflection is about the past, the present and the future; it is about problem posing as well as problem solving and it is essential to building and maintaining the capacity and passionate commitment of all professionals whose work focuses upon the care and development of children, young people and adults. To engage in reflection is to create opportunities for choices that relate to values as well as purposes, practices, contexts and change.

Gives the Teachers the Sense of Satisfaction and Self-esteem

While doing interaction with the teachers they say that reflective practice gives satisfaction to them. I feel that when teachers are satisfied they are better motivated. Teacher M in this case says:

Where there is motivation there is attention and meditation. In attention there is no tension. When there is no tension there is better learning. Self-esteem increases along with the matter of satisfaction.

All teachers are aware of the fact that when a value is added on the part of teachers, their position, personality and prestige in the society increase. In this case, Teacher O says:

> *It gives the teachers the sense of satisfaction and self-esteem. It improves the students' overall result. Teachers have particular educational, political, social and moral values based on their own life experiences. These values can influence the decisions they make in their own teaching practices.*

When language teachers release their problems before the colleagues and friends, they feel a sense of satisfaction in that case. When they get solution of a problem, they become satisfied. Then, they realize that they have also power, value, sense of respect and self-esteem. Teachers are valued by other people in the society. Their esteem grows when they establish a good personality and a clear image before other people.

The mode of reflective practice is intuitive. It involves induction as a mental process and the disposition to look beyond simplistic, routine, or superficial explanations and answers (Dewey, 1910 & 1933; Jung, 1938; Greene, 1995; Schon, 1995).

The mode of reflective practice is ethical. The reflective process is a valuing and respecting for all people; it embraces diversity. The reflective process embodies principled concern, care, and tolerance in the conduct of all professional and personal activities and professional relationships.

The mode of reflective practice is active. The reflective process is a complete act of thought moving from the unclear or unsettled state of the problematic to warranted resolution or solution through action. The reflective process embodies

praxis, the complete and effective use of theory and experience directed into effective practice.

Makes Competent, Confident and Committed

All teachers agree that a competent teacher is confident in reflecting the subject matter of a particular language. For this, she or he should be committed to undergo challenges in teaching and learning processes. In this connection, Teacher L says:

Reflective practice makes English language teachers really professional. Creativity, analytic power and originality develop on the part of teachers and students. As soon as the problem arises, he or she can easily manage it. It makes teachers competent, confident and committed in the process of language teaching. It also develops the interactive power of the teachers and students. It helps teachers in generating new approaches, methods, techniques, ideas and philosophy.

Knowledge is power. The language teacher should be curious, serious and sensitive at the time of teaching. In the same vein Teacher M agrees the fact that a teacher with reflective practice possesses right understanding of the knowledge. Furthermore, he says:

Reflective practice makes the teachers equip with right knowledge. It helps him or her to be professional. It checks teachers from being over-confident. It makes the teachers curious and creative. It also brings awareness on the part of teachers and students.

Through questioning the talent of the learner magnifies. All agree that with reflective practice, one can develop professionalism. Questioning and better performing attitude develop in the process of teaching and learning.

Generates New Approaches, Methods, Techniques, Ideas and Philosophy

It is true that once we sit for interaction, we can gain diverse knowledge. It is knowledge that helps us in bringing new ideas, methods, approaches, techniques and philosophy as well. To further explain this, teacher S says:

Reflective practice is important both for students and teachers. It helps me to receive feedback from the students. I can change the methodology to improve my weaknesses. It helps me to achieve the teaching objectives. Students become interactive and teachers become productive, selective, analytical, critical and creative.

Teacher M in this case the right selection of approaches, methods and techniques determine the odyssey of teaching. All teachers stressed the need of communicative, student-centred methods and group work techniques give ground to floor and furnish the teaching and learning activities.

I perceive that when a teacher gets failed in teaching and learning process, in that case, she or he has a chance to adopt new methods and techniques to make students understand what he or she is teaching about. But the use of right methods and techniques helps teachers to reflect better in language.

Sharpens the Perceptions and Perspectives of Teachers

Planning, thinking, discussion, interaction and presentation skills certainly develop the perspectives of language teachers. The individual perception to look at the thing is essential in the case of reflective practice. To further justify this, Teacher P says:

It is through reflective practices that English language teachers sharpen their skills of language. This becomes a good opportunity even for their self-evaluation and self-correction. Teachers get feedback of their teaching and

can correct themselves for their future improvement in teaching profession. So, reflective practices are significant for maturity and get perfection in teaching English language.

Where there is meaningful teaching there is successful learning and where there be fruitful learning there is greater achievement. In the same vein, to further explain this, Teacher H says:

Reflective practice makes lesson meaningful. It makes teachers creative. It sharpens the perceptions and perspectives of teachers. It makes teachers more competent. Teaching can be more fruitful. Even students can obtain wonderful result.

One way of reclaiming, reconstructing and recapturing events and accomplishments and of reaching into issues of purpose, identity, values and commitment, is through diary or journal keeping and dialogue. The exploration of personal and professional life and work histories can act as a window through which teachers can track the origins of beliefs and practices in order to review their influences. They also accumulate a store of knowledge- emotional and cognitive- that has been shaped by their past experiences.

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own rules and mental models, which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

Majority of the teachers believe that stories help them understand students; they address the dilemmas of teaching and the competing roles that teachers carry out; and they provide professional development through reflection on practice. I think that

narratives represent a primary way in which teachers organize and understand the complexities of their profession, involving competing demands, constraints, policies, and power relations.

In working with case studies, prospective and experienced teachers become actively involved in the kinds of decision-making they face in their language teaching. Case studies also offer a way to help teacher educators avoid the imposition of culturally inappropriate teaching philosophies.

Makes the Teachers Curious, Critical, and Truthful

Most of the teachers are of the opinion that they love questioning. This is the heart to move ahead and to become a critical person in examining the thing. For this, a language teacher needs to be curious to learn more. The wonderful thing is that language teacher reveals the reality and becomes truthful in this process. To further elaborate this, Teacher T says:

> *Reflective practice helps teachers to get knowledge and skills. It makes them perfect in teaching. It even facilitates the teaching and learning process. It increases the memory power of teachers and students as well. It makes teachers imaginative, thoughtful, creative, critical and truthful.*

I believe this statement 'ability is nothing without opportunity'. In that case, reflective practice provides opportunity to diminish the blemishes. In the same way, to further explain this, Teacher N says:

> *Reflective practice makes classroom situation very lively. It gives teachers opportunity to correct their weaknesses by receiving the feedback. It makes teachers professional, creative and reflective.*

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. Teachers who explore their

own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students.

Reflective practice helps language teacher to reveal the reality. As it is commonly said that to die is better than to lie, in that case if a teacher speaks lies he or she is producing the liars. In this case, interestingly, Teacher E says:

Once I took out the book from the library and I didn't return it for a long time. I kept this matter quite secret in those days. I did not have dare to share this before my friends and colleagues. These days, I reflect this information with my friends and colleagues.

What I can understand from this incident is that it contains a great matter of insight. In that sense, we do not have to be afraid of revealing the weaknesses since they contain strength.

The mode of reflective practice is dialectical. The reflective process helps educators recast, reframe, and reconstruct past understandings so as to generate fresh appreciations of research knowledge and utilize personal understandings of learning situations to transform practice. The mode of reflective practice is critical.

The reflective process is critical in that it understands diversity in terms of social relations, power relations, and the democratic ideals of social justice, equal treatment, diversity, and equal opportunity as a function of teaching and learning.

The reflective process in education is different from the reflective process in the pure sciences in that it attempts to re-center human concern rather than marginalize it. It also embraces that practice must deal with all exigent realities, no matter how politically or personally repugnant they may be.

Makes Teachers Accountable to Think and to Reflect

Once we start thinking, we bring novelty in the process of reflection. We become answerable to solve problems that come across in the case of language teaching. Reflective practice makes teachers accountable to correct their shortcomings. To prove this further, Teacher B says:

Reflective practice makes us professional. I believe that no reflection means no any chances of correction. It is the sign of accountability. It makes teachers accountable to think and to reflect.

Reflective teaching is an inquiry approach that emphasizes an ethic of caring, a constructivist approach to teaching, and creative problem solving. An ethic of caring respects the wonderful range of multiple talents and capacities of all individuals regardless of cultural, intellectual, or gender differences. Teacher N in this case says:

Reflective practice gives me enough places to think and reflect. It makes me accountable and responsible to perform the task. It maintains the personality and dignity of teachers.

In this regard a constructivist approach seeks to connect theory to practice and views the student as thinker, creator, and constructor. Integral to a constructivist theory of learning is creative problem solving.

In this connection, Palmer (1998) says:

Teaching like any truly human activity, emerges from one's inwardness. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together. Teaching holds a mirror to the soul. If I am willing to look in the mirror and not run from what I see, I have a chance to gain self-knowledge and knowing myself is as crucial to good teaching as knowing my students and my subject. When I do not know myself, I cannot know who my

students are. I will see them through a glass darkly, in the shadows of my unexamined life and when I cannot see them clearly, I cannot teach them well. When I do not know myself, I cannot know my subject not at the deepest levels of embodied personal meaning (p.2).

It is true that until and unless I know myself, it is very difficult to understand others. All teachers agreed that they should assess their activities before assessing others' performance.

Makes Teachers Mobile, up to Date, and a Good Linker

Reflective practices changes the thinking perspective of a language teacher. He or she has to aware of day to day current happenings. She or he has power to link up the situation and manage problem. To further explain this, Teacher D says:

Reflective practice helps the teachers to search the new way out to solve the problem. The quality of innovativeness on the part of teachers never gets killed with reflective practice. It makes teachers mobile, up to date, and a good linker and a communicator.

All teachers agree that it is through reflective practice the language teachers can bring tremendous change in teaching and learning. For this, they have to update their knowledge. In the same line Teacher L says:

Reflective practice helps to be up to date pertaining to teaching and learning process. Through feedbacks and comments, one can develop the area of expertise in the related discipline. Since it is done in the culture of cooperation, one can maintain a good link among colleagues and friends.

A teacher with a good link and movement in the flow of fluency can manage and maintain the reflective presentation. And the practice in presentation leads teachers to develop a good communication skill.

Develops Sharing Culture and Addresses the Emotion and Motion

Most of the teachers agree that reflective teachers are quite popular in the crowd of people. To further justify this, Teacher D says:

Reflective teachers are popular among the students. It makes teachers creative and truthful. It fosters sharing culture. It also helps to address the emotion and motion of the teachers and students. The most important thing is that it develops professional development of teachers.

Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective.

The philosophy of daring, caring and sharing is equally crucial to manage the situation of emotion and motion in reflective practice. In this line teacher C says:

Reflective teachers are truthful. When they reveal the reality through sharing culture they develop their capacity to taste the delight and joy of learning. It captures the motion and emotion of the teachers.

All teachers are aware of the fact that the joy that comes after sharing is always tremendous, enabling and encouraging too. The job of teaching can be compared with the principle of emotion and motion. If language teachers are able to merge emotion and motion in their teaching and learning process, they can succeed in their professionalism.

Evokes Talents

At this juncture, teacher R says:

Reflective practice makes teachers curious, serious and sensitive to evoke the inner talents. When a language teacher evokes emotion with motion, then he or she artistically presents the language materials easily with comfort.

All teachers say that the individual talent is unearthed while doing the reflective practice. It contributes a lot for the professional development of teachers. In this case, Teacher E says:

Reflective practice helps to become confident language teachers. Problems are solved after sharing. The position and identity are established in the group. It evokes inner talents.

All teachers agreed that confidence comes through competence and better performance. Actually, reflective practice helps language teachers to cultivate and evoke their talents and capability. In the process of planning, thinking, meditating and questioning, language teachers are indulged to evoke their inner capacity.

Here, I like to relate the field findings of significance of reflective practice with the available literature. When I compare them, I found that the literature is strong enough to validate the findings which I have derived from the data. I came to know that the review of literature has given me a source and force of researching energy to triangulate and validate this study. Furthermore, I have deployed my own expertise, intensive inputs from prominent people and field data to arrive at the aforementioned themes of reflective practice.

Problems and Solutions to Improve the Reflective Practice

My fifth research question is 'what deters teachers from doing reflective practice and how do they solve the problems?' To answer this research question, I have collected the problems faced by English language teachers on reflective practices for their professional development. I have also presented some solutions to improve the reflective practices of the teachers for their professional development. For this, I have designed and developed the following themes to analyze and interpret the data.

Problems

Below, I have discussed some problems of reflective practice that the English language teachers are facing at the time of teaching and learning.

Lack of Content, Training and Materials

All teachers are aware of the fact that trained teachers are talented and tactful. They can bring variety in the teaching and learning process. They appear to be a matter of solution to a problem. In the same way, Teacher L stresses the need of training to further knowledge. Moreover, he says:

Even the well-trained English teachers aren't familiar with this term. What I see is that the English teachers spend time in chatting, and playing cards. They don't spend even a single minute in assessing their own teaching. The teacher must get acquainted with reflective teaching in seminar, workshop conducted by ELT methodologists. Lack of professional dedication also matters. For instance, the same English teacher may have other profession like networking or business. English teacher doesn't find another English language teachers being involved in the reflective process. An inexperienced

teacher doesn't know how to assess himself or herself unless he gets proper training on it.

There is no doubt that a language teacher has many problems. However, she or he does not have to be afraid of them. Here, I remember the saying 'do what you are afraid to do'. It seems to be highly encouraging. Rather, she or he has to see solution inside the problem. Teacher H mentions some obstacles that come across in the reflective process. Moreover, he says:

Lack of content and command over language on the part of students and teachers, lack of teaching materials, expensiveness, superiority complex, no habit of being up-to-date, lack of maintaining the diary, lack of training, busy schedule of the teachers, and lack of job satisfaction are some of the problems for better reflective practice.

It is true that English language teachers have been surviving in the zone of scarcity. Because of the lack of abundant materials, many teachers face problems in teaching and learning.

Most of the teachers agree that newly recruited teachers hesitate to reflect before the senior English language teachers. They sometimes grumble saying that they are deprived of taking training from the government bodies. They are not well paid. As a result, the sense of motivation is decreasing to further the professionalism.

Lack of Cooperation and Collaboration

Those teachers who do not have time consider reflective practice as a time consuming task. Preparedness and readiness are inevitable both on the part of teachers and students. They should not adopt this profession only as a means of earning. Rather, they should enjoy this profession. Cooperative learning theorists believe that language learning takes place with cooperation. They say that helping is better than

winning while solving the problems. Teacher H in this regard, mentions some problems in reflective practice. Moreover, he says:

> *Reflective practice is time-consuming. Not all teachers are prepared to help in peer teaching and collaborative teaching. Some teachers are very busy. They don't have time to reflect. They have taken teaching not as a kind of profession but as a kind of earning. They have inferior mind-set to reveal the reality. Poor infrastructure can be another obstacle for the teachers to reflect powerfully. It is again difficult for the teachers to reflect in a crowed class where the students are crammed. I think hesitation matters a lot. Many teachers forget that it is one of the good ways of teaching.*

It is obvious that the large classes certainly create problems. What I say over here is that it is positive attitude that decides teachers' academic altitude. Most of the teachers say that there should not be the absence of cooperation and collaboration among the colleagues in the teaching profession. Similarly, Teacher M presents the following problems in reflective practice.

> *College management policy, large classes, classroom problems, economic problem, time management, sense of hesitation are some of the problems teachers have to face in the use of reflective practice in the teaching and learning process. Particularly, in my organization, there is no cooperative and collaborative culture. I can feel the sense of superiority and inferiority complex among English teachers.*

Hesitation and Lack of Meeting and Habit Formation

Regarding hesitation, teacher C says:

In my case I feel a little shy to communicate before seniors and colleagues. I want to reflect in the meeting but hesitation starts ruling my mind. I lack habit to present before others. The college organizes the meeting rarely.

She seems to be hesitant to deliver her knowledge in front of others. However, she seems to be positive to realize that habit formation plays a pertinent role to ameliorate the reflective practice of teachers.

In this connection, Dewey (1933) says that reflection involves a state of doubt, hesitation, perplexity, or mental difficulty in which thinking originates. This uncertainty is followed by the act of searching to find materials that will resolve this doubt and settle the perplexity.

Teachers C and S who are female English teachers say that sometimes they remain a matter of obstacle before the seniors for better reflection. Fear and hesitation rule their minds before the seniors.

Teacher N presents himself as an obstacle to become a reflective teacher. To explain further, he says:

I sometimes hesitate to reflect before senior colleagues. Since I am shy, it is difficult to reflect before seniors. Moreover, there is no collaborative culture in the institution. There is hardly any meeting in our college.

Most of the teachers say that meeting has power to melt the misunderstanding, mismanagement, misbehavior and hesitation. This needs to be done periodically.

Lack of Time and Willingness to Show Weakness

Regarding lack of time and showing willingness to reflect the weakness Teacher I says:

I see some obstacles like managing sufficient time for teaching profession and showing unwillingness to take feedback from the colleagues to save the face. I

find some of the teachers are afraid of revealing their weaknesses in teaching.

Lack of commitment for effective teaching can be another obstacle to the

language teachers.

Teacher B says that busy teachers can't reflect well. To illustrate it further, he says:

One can't teach in hustle and bustle. What I feel is busy teacher doesn't have

time to think. She or he thinks of her or his motorcycle to go to another college

after she or he finishes the class in one college.

It is very interesting to know that English language teachers who have busy schedule can't be a professional teacher. What I feel is that determination towards the profession is really important to become a professional person rather than simply becoming an easy teacher.

In this connection, Teacher N says:

My busy schedule doesn't allow me to be very much reflective. I have to teach

three colleges in a day. I have to do this since things have been so expensive these

days.

Most of the teachers agree with the idea of Teacher N. They believe that teaching is a respected profession but they are sorry to say that teaching is a low paid job. As a result, they are compelled to work in more than one organization.

Lack of Positive Attitude

Regarding the lack of positive attitude, Teacher E in this regard, says:

I feel shy to present something before the audience. We don't have the habit of

easily accepting the weaknesses. We don't have culture of accepting the

feedbacks and comments positively. I lack experience.

When I get comments from the group I would know where I have gone wrong. The reflections given would serve as a guideline in future presentations or in carrying out activities in the classroom. Reflections writing are also a way to solve problems in a sense that we take note of our strengths & weaknesses from time to time. Therefore, this will surely help everyone to improve oneself.

Teacher H in this connection has the habit of producing the sentence like 'I have a *talency* to do this work'. He says that his students give him feedback to correct the sentence. Now, he says that he has the habit of producing the same sentence as 'I have a talent to do this work'. It shows that sometimes students become a good source and force of inspiration in learning.

Large Classes

Regarding the large class Teacher D says

Large classes are the hindrance to improve reflective practice. They must be brought into correct sizes. Naturally, it is difficult to reflect in a large class. It is noise that hinders from doing the reflective practice.

Most of the teachers from public higher secondary schools agree that the large classes disturb their reflective practices. Some institutional school teachers also agree with this.

In this connection, Teacher S says:

It is very difficult to reflect in a large number of students. Some students are very shy. They don't like to interact. Sometimes I myself feel shy to reflect before the senior colleagues. Lack of experience matters a lot. Busyness and managing time with friends are also some problems which affect language teachers from being reflective practitioners.

Lack of Motivation

Regarding the lack of motivation Teacher S says:

Lack of motivation affects language teaching. Therefore teachers should be

motivated to reflect more in the teaching and learning process.

All teachers agree that motivation is a gateway to enter into the ocean of knowledge. It is a driving force to further and develop knowledge. Another big challenge before us is that it is very difficult to reflect and motivate in a large number of audiences. Human beings are unique creatures. What may be good to me is bad for others. What is favorable to me becomes unfavorable to others.

Regarding the lack of motivation, the teacher B says:

In my case, I am not motivated because there is scarcity of materials,

resources and remuneration. The college administration does not motivate us

to organize meeting, talk programme, seminar and conference.

Teacher J says that he is not able to manage time for reflection. To further illustrate this, he says:

Teachers have problems with teaching strategies. We aren't successfully able

to motivate the students. In the case of me I have problem with time. I feel

afraid of reflecting before the seniors.

We are not truly studious enough to tackle the situation. Sense of responsibility is lacking among us. And our ground of thinking is very much low and slow. We think very much one sided. Teacher M in this connection is surrounded with many problems which he presents in the following ways:

Time consumption thought, motivation factor, lack of analytical type of

thinking, less study habit, hesitation, lack of social responsibility, lack of

subject matter etcetera are some of the problems we are facing in general.

Teachers, who have to teach in different colleges, make a hurried trip in the process of teaching and learning. The problem among us is that we always blame other people but we do not blame to ourselves. Until and unless this culture rules the language teachers, they cannot better reflect in the language

Solutions

Here, I have presented some solutions of reflective practice for the professional development of English teachers.

Through Discussion, Interaction and Interpretation

To further explain this, Teacher G says:

I think interaction, discussion, meeting, paraphrasing, elaboration, and interpretations are the major means that enhance the reflective practices. If teachers do these things, reflective practices increase. Teachers can create at least one episode or event or anecdote as far as possible to enhance reflective practices. Teachers can make more discussion in a friendly environment rather than restrictive environment. Participating in meetings, seminars, talk programmes and conference helps a lot to enhance reflective practices of teachers. They become heuristic in teaching and learning process.

All teachers agree that discussion and interaction lead a person towards success. They also give idea to interpret the reality. I am aware of the fact that no interpretation is final in this post-modern world. What is true in one situation may not be true in another situation. Participation has power. It leads language teachers to reach the zenith of teaching. A language teacher can search her or his position, power, prestige and identity in the group. Similarly, Teacher A says:

Obviously, I take part in meeting, workshop, seminar and conference for sharing of ideas, know from others and for professional development.

Participation in such activities helps me to understand where I am, what I am

doing, how I am doing and what ways I need to do. They help me to learn

about the gap between me and others, my knowledge and actual knowledge

that I should have. Also I get insight about what others are doing in different

or same field of teaching and learning, and research.

So teachers are the major elements who are placed at the heart of education

system, have to be more professional in their educational career. Teaching is a

complex business which involves not simply the imparting of knowledge and skills

but also human interaction between teachers and students (Ur, p.1996).

The mode of reflective practice is deliberate. The reflective process enables

practitioners to anticipate consequences based on deliberation and consideration

among competing versions of good practice. Professional knowledge and professional

experience are mediated through the context and understandings of the actual

professional situation.

I believe that learning is a search for meaning. Meaning requires

understanding wholes as well as parts. And parts must be understood in the context of

wholes. In order to teach well, we must understand the mental models that students

use to perceive the world and the assumptions they make to support those models.

Constructivists believe that the purpose of learning is for an individual to

construct his or her own meaning, not just memorize the right answers. Knowledge is

constructed from experience. Learning is a personal interpretation of the world.

Learning is an active process in which meaning is developed on the basis of

experience. Conceptual growth comes from the negotiation of meaning, the sharing of

multiple perspectives and the changing of our internal representations through

collaborative learning. Learning should be situated in realistic settings; testing should be integrated with the task and not a separate activity.

Through training

Most of the teachers believe that raining provides new skills and techniques to manage the problems in teaching and learning process. In this regard, Teacher G says:

I think I try to develop my professional development by training and helping other teachers because that way I have to read and learn more. Every time I prepare a workshop I learn new things and when I share them with others and they also share their experiences, then we all grow as professionals.

Majority of the teachers agree that a good way to further professional development is by becoming a teacher trainer and helping other teachers. What uses will educators make of the technology? Training provided by commercial providers often uses activities more geared toward the corporate world than instruction. If teachers see the relevance of technology to what they do in the classroom, they are more likely to incorporate it into their instructional strategies.

In this connection, Teacher K says:

Training is required to open the door of knowledge. It helps us to actively participate in the training and reflect our ideas. It gives an opportunity to develop the easy strategies to teach and learn the language. Training is related with technology. One has to handle training with the help of technology.

Through Habit Formation

Almost all teachers highlight the role of habit formation to remove the sense of hesitation. In this case, Teacher F says:

The teachers must develop the habit of frequent reflective practices. They have to take reflective practices as their duties besides teaching. The teachers have

to develop the habit of listening to co-workers and students related to the

topics what they have just finished or taught. They have to develop the habit of

assessing themselves for the topic what they are going to teach and what they

have already taught.

I remember the saying that 'excellence is a matter of habit but not a matter of

an act'. It is truly relevant here. In this connection teacher C says:

Habit formation brings automaticity and comfort in reflecting the language

materials. It is through habit formation, the stage of automatisation can be

reached easily. Boldness and the power of presenting the materials increase

when a language teacher reflects in the language being taught.

The theory of behaviorism highlights the role of habit formation through

practice in language learning. It is practice, repetition, reward and reinforcement that

play pertinent role in learning the language.

Through Critical Thinking and Creative Writing

Regarding this, majority of the teachers say that it is a difficult task to become

both critical and creative. Again, it is a matter of practice and habit. Truly speaking,

the habit of questioning towards the phenomena makes a person critical. The new way

of writing to address the phenomena makes a person creative. Reflective practice does

both. In this regard, Teacher R says:

Teachers improve their reflective practices by narrating the reflective

moments, critical thinking, questioning, creative writing, presentation, peer

teaching, collaborative teaching, conducting meeting, talk programme,

seminar and conference.

The use of reflective practice in teacher professional development is based on

the belief that teachers can improve their own teaching by consciously and

systematically reflecting on their teaching experiences (Farrell, 2004, 2007). As reflective practitioners, teachers can use the data gathered from these systematic reflections. As Valli (1997) suggests, they can "look back on events, make judgments about them, and alter their teaching behaviors in light of craft, research, and ethical knowledge" (p. 70).

For teachers of adult English language learners, Richards (1990) maintains that self-inquiry and critical thinking can "help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking" (p. 5).

Continuous reflection contributes a lot in the case of teaching and learning process. Teacher B highlights the continuous reflection to become both critical and creative language teacher. To explain this further, he says:

> *I learned to be reflective, creative thinker and problem solver with such difficult situations in the class. I learned such things from a continuous reflection over my classroom teaching and seeking my weaknesses to improve for next time.*

Wallace (1991) also provides a scheme by which teachers can recall their practice and engage themselves in critical reflection. Fanselow (1987) suggests that teachers "break rules" and then observe and reflect upon the consequences. Reflection on experience provides a means for prospective and experienced teachers to develop more informed practice, making tacit beliefs and practical knowledge explicit, articulating what teachers know and leading to new ways of knowing and teaching. Long ignored teacher inquiry and reflection are now viewed as important to the development of language teaching theory and appropriate language teacher education.

Pennington (1992) defines reflective teaching as deliberating on experience, and that of mirroring experience, Richards (1990) sees reflection as a key component of teacher development. He says that self-inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking.

In an interview with Farrell (1995), Richards says that critical reflection is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action (p.7).

Through Cooperation and Collaboration

Most of the teachers agree that reflective practice develops in a culture of cooperation and collaboration. To further support this remark, Teacher B says:

By comparing the practices in the classroom, participation of students in both situations and performance of students in terms of problem solving, participation in activities, and collaboration among themselves for learning and sharing of ideas. I improve my reflective practices in teaching and learning process. Also I try to find out that whether the gap between perception and practice has been minimized or not. Definitely, there were situations when I felt "aha" and also there were situations when I felt very bad in the course of teaching. I learned from my mistakes and improved in the next class. Reflective practice became a major tool for improvement in my teaching. Reflective practice does not mean only keeping written journals but I used to reflect mentally by thinking over and over the problems I faced in the classroom. Often I used to get the solutions immediately after I leave the class. When I reflected upon my steps in the lessons I could determine the things that

I missed and faced the problem. I had to maintain patience and be thoughtful to a situation.

Teacher L in this connection says:

The culture of cooperation and collaboration helps the language teachers to cultivate the new ideas. It also helps to enhance mutual help among the English language teachers in particular and other teachers in general.

Dewey (1933) called for teachers to take reflective action that entails "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads" (p. 9). Dewey identified three attributes of reflective individuals, which are still important for teachers today: open-mindedness, responsibility, and wholeheartedness.

Open-mindedness is a desire to listen to more than one side of an issue and to give attention to alternative views. Responsibility involves careful consideration of the consequences to which an action leads. Wholeheartedness implies that teachers can overcome fears and uncertainties to critically evaluate their practice in order to make meaningful change.

Through Self- evaluation and Student Feedback

All teachers show their accord that a good teacher should receive feedback from the students so that she or he can understand her or his qualities and weaknesses in teaching. In this connection, Teacher A says:

I assess my strengths and weaknesses in teaching through reflective practice. When I realize that I had some weaknesses during teaching, I often used to think alternatively and sometimes I used to consult reference materials. Self evaluation through reflection and student feedback was the major tools to

assess my strength and weaknesses in teaching. I rarely used peer observation and feedback for assessing my strengths and weaknesses in the class.

In my opinion, some language teachers forget to evaluate themselves. Reflective practice helps language teachers to assess and evaluate their performance, position and power. Reflective teaching means looking at what we do in the classroom, thinking about why we do it, and thinking about if it works. It is a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching.

Reflective teaching is, therefore, a means of professional development which begins in our classroom. It is always good to learn from weaknesses. What Bibekananda says is that 'I do not need intelligent people but I need good people'. To my understanding, good people really respect others' comments and feedback. Moreover, comments should be taken as compliments. Teacher I presents the following ways to improve the reflective practice:

Maintaining the diary, evaluating students at the end of each class, taking feedback from colleagues and students and comparing past teaching with present teaching are the ways which help to improve the reflective practices of English language teachers.

All teachers say that presentability is really an indispensable vehicle to achieve the pinnacle of teaching and learning process. As a language teacher we should make our audience feel spellbound.

Through Paper Presentation and Written Examination

The quality and better performance of a teacher depends on his or her presentation and written examination. A language teacher who can artistically present the materials can be taken as a better reflective teacher. Since writing is both productive and creative skill, it is really essential to show vividly the permanency of learning. Teacher P at this juncture, says:

> *There could be many ways to improve teachers' reflective practices but I believe interaction among peers, paper presentation, both oral and written examinations etc. strongly help for the improvement of their reflective practices.*

Most of the teachers believe that the reflective practices of teachers enhance if they involve in the task of presenting the paper and facing the examination among other colleagues. By doing such activities, the confidence and competence power of teachers immensely grow. Having done this, the reflective power of the teachers enhances at length. Teacher S in this connection says:

> *Since I am a teacher, I believe that life is an examination. Every moment I am examined. Presentation contains power which develops both communication and confidence. Therefore, both paper presentation and written examination develop and improve the reflective practice of teachers.*

Through Questioning, Notemaking and Recalling the Events

The moment we share among the colleagues gives tremendous joy. The teachers become enthralled to share rich experiences which can become inspiring forces both to the students and teachers. The teacher can improve the reflective practice through questioning and notemaking of the incident. If something is written

on the notebook about the important experiences that help language teacher to share to the new generation. In this connection, Teacher O says:

Studious habit, questioning, reflecting the past events and incidents, diary making, being open and frank about certain problem, being objective to one's own evaluation, being flexible even to correct his mistakes before the students.

To my belief, studious habit and questioning attitude are obligatory for doing better reflection. For instance; half of the students can't understand the lesson; I should share this failure teaching with others so that I can get feedback from them. I also sometimes think that a teacher without flexibility is unwilling to correct her or his mistake even if she or he knows thinking that the students might underestimate her or him.

Most of the teachers agree that storytelling and note making strengthen the quality of English language teachers. It is equally important for the language teachers to remain open to reflect in the language being spoken with the colleagues and students. Likewise, Teacher T presents the following remarks to improve the reflective practices:

Note-making, storytelling, attending the meeting, participating in the seminar, talk programme, being open and frank, recalling the past events and questioning habit are the ways to improve the reflective practices of the teachers.

In this case, a New Zealand teacher says:

I am reflecting all the time, even as I drive home from school- what happened there, where did I go wrong, what can I do? I spend at least an hour a day in different times reflecting. Even when I'm out on school duty, I'm always one

step ahead in my mind. I reflect in the middle of the night (New Zealand

teacher, in Ramsay, 1993, p. 58).

Through Solving the Problems

I think that there aren't any places without problems. Again, it can be said that where there is a problem there is a solution. We shouldn't forget the fact that today's problems come from yesterday's solutions. In this case, we should solve the problems very wisely and carefully. As a language teacher, we should identify the problem on time and solve it very tactfully. In this connection, Teacher K says:

Lack of English environment, time management, motivation, superiority

complex, political invasion, feeling shame to express in English etc are some

of the forces that deter from doing the reflective practice. When these

problems are solved, there will be the improvement in the reflective practice of

English teachers. For instance; may I come in sir? Teacher says 'Aija aija'.

We language teachers are very much poor in maintaining the relation among

the colleagues. Sometimes, politics plays very badly.

Teacher D mentions that management shouldn't appear as a hindrance to motivate teachers in reflective practice. Moreover, he says:

Management should address the requirement of teachers and students to

further the reflective practice. It shouldn't appear as a hindrance. There is

lacking in maintaining the relationship with parents. Teachers have to read

the family practices of the students for better reflective practice. Teachers

have to give encouraging examples and inspiring opinions to further reflective

practice. Large classes are the hindrance to improve reflective practice. They

must be brought into correct sizes. School environment, society, government,

teachers' union and students' union should be sincere and responsible to improve reflective practice.

After analyzing the above responses, what I can understand is that large classes can be the matter of hindrance for doing better reflective practice. If English language teachers are fully motivated towards profession, they can better reflect the subject matter in the language. Every stakeholder should be equally responsible to establish rapport and collaborative culture for better reflective practice.

Ginsburg (1988) wrote that in order to reflect in a manner that promotes professional growth and development, educators must use problem solving skills to modify and enhance their understanding of professional practice. Problem solving skills are necessary when trying to make sense of difficult situations, identify areas in need of improvement, clarify goals for improvement, and develop an action plan to accomplish them.

Furthermore, Smylie and Conyers (1991) added that teachers use and strengthen their problem solving skills as they focus less on the transfer of knowledge and more on analytical and reflective learning. It is evident that reflecting on reflections actually strengthens the students' positive feelings and attitudes toward improving their teaching and learning. It clarifies their mistakes, which in turn allows them to rectify the mistakes and improve their practices. The following excerpts highlight the concepts of learning from strengths and weaknesses, and learning from one's own and from others' mistakes:

> When I get comments from the group, I would know where I have gone wrong. The reflections given would serve as a guideline in future presentations or in carrying out activities in the classroom. A reflective writing is also a way to

solve problems in a sense that I take note of our strengths & weaknesses from time to time. Therefore, this will surely help everyone to improve oneself.

The field study has nourished and flourished me a lot to identify problems and solutions in reflective practice. In that sense, the available literature is not strong enough to answer this research question. However, literature has provided me knowledge to find the gap in this field. This study has addressed some problems and solutions of reflective practice to fill the gap with enabling inputs I have derived from the data. I came to know that data has dynamism to derive new knowledge. Now, I have made an effort to summarize the findings of this chapter in a nutshell. The following summary presents the answer of the research questions two, three, four and five.

Summary

Regarding the second research question, how teachers perceive reflective practice, I find that they are positive towards it. They seem to know the theoretical understanding of reflective practice. It can be deduced that reflective practice is a meditative and a thoughtful process. It focuses very much on planning and preparation. It is a recalling and self-assessing, professional and creative, sharing and strengthening the strength and motivating, encouraging, enriching and enabling process.

Regarding the third research question, how the teachers do the reflective practice, it can be deduced that they share their experiences, make their participation and discussion in the meeting, do interaction and presentation, take feedback and comments from the students, maintain the diary and the journal, remember the remarkable teaching moment, think critically and creatively, follow peer observation

and team teaching, audio-video recording, and they follow culture of collaboration and cooperation.

However, teachers are not using that much reflective classroom practices. There is gap in their perceptions and practices of reflective practice. I am also aware of the fact that the perception of teachers should not be taken as a sole reason for justifying the reflective practice they have adopted in the classrooms. The observation of their classes made me reach and realize that what is observed and what is expressed may sometime be incongruent and not revealing. While revisiting them what they say is they are not very much good in the case of using it in the language class. They get enthralled after understanding the theoretical and practical part of reflective practice.

The prime purpose of the fourth research question is to explore the significance of reflective practice. Reflective practice makes teaching interesting and lively; minimizes the weaknesses and maximizes the strengths; improves presentation and creative writing skills; develops professionalism; a problem solver, a good communicator and a decision maker; competent, confident and committed; generate new approaches, methods, techniques, ideas and philosophy; sharpens the perceptions and perspectives; curious, critical and truthful; accountable and responsible to think and to reflect; mobile, up to date, and a good linker; addresses the emotion and motion and it evokes self- esteem and hidden talents of the teachers.

Finally, the problems teachers have faced while doing the reflective practice are: lack of content, training and materials; lack of cooperation and collaboration; hesitation, and lack of meeting and habit formation; lack of time and willingness to show the weakness; lack of positive attitude; large classes and lack of motivation. It is through discussion, interaction, and interpretation language teachers can improve their reflective practices. Habit formation plays a vital role in this case. Critical thinking

and creative writing, cooperation and collaboration, self-evaluation and student feedback, paper presentation and written examination; questioning, note making and recalling the events; and solving the problems are some of the strategies that can be applied to improve the reflective practices of teachers.

CHAPTER VI

FINDINGS CONCLUSIONS AND REFLECTIONS

In this chapter, I have drawn findings, conclusions and reflections of my research. I believe that research is a problem solving, academic and technical activity. It is the systematic process of finding the truth. Moreover, it is the process of revealing the reality. It is also taken as a hunt for truth. I think that it is all about the power to define reality. If someone says she or he is doing research means that she or he is undertaking investigation with a view to making some claim about the world and worldly beings.

I now feel that research is a systematized effort to gain new knowledge. It is considered as a movement, a movement from the known to the unknown. It is actually a voyage of discovery. 'Research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth' (Borg, 1963, p.13).

Findings

I have drawn the following findings taking considerations of the purpose of the study and research questions in mind. The findings are in consonance with teachers' professional development through reflective practice. Pertaining to the first research question, "how do the English teachers perceive their professional qualities?" I have found and explored that there are several qualities that a good language teacher must possess.

As deduced from the study, the professional qualities of the English language teachers are:

They show respect and devotion to the profession.

They are the learners in teaching profession.

They are motivated and committed towards their profession.

They love solving the problems.

They are the reflective practitioners, planners and evaluators.

They are trained and experienced.

They have a mission and vision.

They maintain a balance between work and life.

They are fluent and accurate in their communication skill.

They are accountable, trustworthy, patience, positive, creative and analytical.

They have patience and a sense of humour.

A teacher is a learner and a researcher. At this juncture, Best and Kahn (1993) say 'every researcher has some of the characteristics of the ant which brings its single grain of sand to the anthill.' With this, a teacher needs to be committed and patient to solve the problems and to achieve the goals.

All the teachers understood that if these qualities are maintained, they become professionals. Such teachers can contribute more to teaching and learning. Ultimately,

they can expect a good achievement in the result from the side of students. Pertaining to this, Day (2004) demonstrates:

> Teachers with a passion for teaching are those who are committed, enthusiastic and intellectually and emotionally energetic in their work with children, young people and adults alike. Passionate teachers are aware of the challenge of the broader social contexts in which they teach, have a clear sense of identity and believe they can make a difference to the learning and achievement of all their pupils (p.2).

Through my personal and professional experiences, I have also deduced that human relation, instructional, technological, academic, sociopolitical, and physical and psychological competencies are inevitable to become a professional teacher. An effective professional development program focuses on the development of the teacher in the context of the school community.

From the view of teachers' commitment, Glatthorn (1995) asserts that teacher professional development is what a teacher attains as a result of obtaining experience and exploring his or her teaching systematically. Looking at external factors, Horsley (1996) defines teacher professional development as opportunities offered to educators to develop knowledge, skills, approaches and dispositions to improve their effectiveness in their classrooms and organizations. Positive attitude is also required to become a professional and reflective teacher.

Regarding this, I agree with the idea of Rest (1986) who says that the people who develop are those who love to learn, who seek new challenges, who enjoy intellectually stimulating environments, who are reflective, who make plans and set goals, who take risks, who see themselves in the large social contexts of history and

institutions and broad cultural trends, who take responsibility for themselves and their environs (p.174-5).

Therefore, to pass on knowledge to students, the teacher must be competent and confident with the knowledge that she or he has. The teacher of English who is imaginative, innovative, interactive, independent and interdependent can be successful in the teaching field and can lead the students from dependent stage to independent stage and then to interdependent stage.

Regarding the second research question 'how teachers perceive reflective practice', I have found that all teachers are positive towards it. However, they are not in a habit of using them exclusively while teaching the language. It can be deduced from the study that:

 Reflective practice is a meditative and a thoughtful process.

It focuses very much on planning and preparation.

It is a recalling and self-assessing process.

It is a professional and creative process.

It is a sharing and strengthening the strength process and

It is a motivating, encouraging, enriching and enabling process.

Teachers who engage in reflective practice can develop a deeper understanding of their teaching, assess their professional growth, develop informed decision-making skills, and become proactive and confident in their teaching.

Professional development through reflective practice can be seen as an opportunity to enter a process of "mental growth spurred from within" (Feiman-Namser & Floden, 1986, p. 523), where teachers are supported in seeking their own growth. As Valli (1997) suggests, they can "look back on events, make judgments

about them, and alter their teaching behaviors in light of craft, research, and ethical knowledge" (p. 70).

They are of the opinion that if reflective practice is properly understood and followed, teaching learning becomes effective, meaningful and successful. Kothari (2002) believes that research inculcates scientific and inductive thinking and it promotes the development of logical habits of thinking and organization.

Pandey (2007) found that language teachers have positive attitudes towards reflective practices though they are not trained in reflective practice formally. Similarly, he found that many language teachers do not record their best way of teaching. His finding has helped me to support my finding as well. Teachers are positive towards reflective practice. However, teachers are not that much trained to do the best reflective practice in the class. Moreover, teachers do not have the culture of recording their practices.

At this juncture, educators who write about reflective teaching (Bartlett, 1990; Dewey, 1933; Farrell, 1999, 2004a, 2004b; Greene, 1986; Murphy, 2001; Richards & Lockhart, 1994; Stanley, 1998; Zeichner & Liston, 1996) point out that reflection includes thoughtful persistent consideration of beliefs or practices.

 Richards and Lockhart (1994) add that a part of reflective teaching includes collecting data about teaching, examining their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection (p. 1). Where there is belief, there is relief. In this connection, a professional teacher reflects his or her belief system and classroom practices to inspire other learners.

Such notions are a part of exploration. Further, the more we explore, and the more we are able to see our teaching differently, the more we gain in our abilities to reflect-in-action and reflect-on-action (Schon, 1983, 1987). This is what "reflective

practitioners do when they look at their work in the moment (reflect-in-action) or in retrospect (reflect-on-action) in order to examine the reasons and beliefs underlying their actions and generate alternative actions for the future" (Stanley, 1998 p.585).

When one is committed, it cultivates the seed inspiration on the minds of others. Teachers' commitment to their work will increase student commitment (Bryk and Driscoll, 1988; Rosenholtz, 1989). Enthusiastic teachers who are knowledgeable and skilled work harder to make learning more meaningful for students even those who may be difficult or unmotivated (Guskey and Passaro, 1994).

Teachers who are able to understand and manage their own emotions are better able to understand and manage those of their pupils (Goleman, 1998). At this juncture, I came to know that teaching and learning are not only cognitive but also emotional activities.

Regarding the third research question 'how the teachers do the reflective practice, it can be deduced that:

They share their experiences to enrich themselves.

They follow participation and discussion in the meeting.

They do interaction and presentation.

They take feedback and comments from the students.

They maintain the diary and the journal to record the teaching events.

They remember the significant teaching moment to reflect it.

They think critically and creatively to be a reflective teacher.

They follow peer observation and team teaching.

They record using audio-video devices and

They follow the culture of collaboration and cooperation.

In this connection, Meloy (1994) says 'finding focus is the result of an interaction effect of person and context.' I came to know that the more the interaction, the more is the learning. For this, participation and collaboration are required.

I came to know that conceptual growth comes from the sharing of various perspectives and the simultaneous changing of our internal representations in response to those perspectives as well as through cumulative experience (Bednar, Cunnigham, Duffy, Perry, 1995).

I deduced that teachers are not using that much reflective classroom practices. There is a gap in their perceptions and practices of reflective practice. I am also aware of the fact that the perception of teachers should not be taken as a sole reason for justifying the reflective practice they have adopted in the classrooms. The observation of their classes made me reach and realize that what is observed and what is expressed may sometime be incongruent and not revealing. While revisiting them what they say is they are not very much good in the case of using it in the language class. They get excited and enthralled after understanding the theoretical and practical part of reflective practice. They come to realize that if these strategies of reflective teaching are followed, teachers' professionalism profoundly increases.

In this connection, Richards and Farrell (2005) believe that it is through teacher support groups, keeping a journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching, action research and the reflective practices of teachers, their professional development increase tremendously.

Phuyal (2008) found a very deplorable condition of the use of reflective practice in English language teachers' situation. He found them not practicing the tool of reflective teaching as a means of their professional development. They were found

having various constraints to implement the tools of reflection in English classrooms as a way to their professional development. His findings have supported my findings as well. After I observed their classes I came to know that what is told and done does not match well. The condition is not exuberant.

However, they had shown positive attitudes towards its use in the classroom. Moreover, they tend to blame others for their inability to implement reflective practice in the classroom. The organizational culture is not conducive. They are not so cooperative and supportive to their colleagues to enhance reflective practice in their classrooms. They do not seem to make use of their learners' constructive feedback in their professional development. They get frightened when other colleagues pinpoint their weaknesses. Feedbacks and comments facilitate and fascinate the teaching and learning.

Pertaining to the fourth research question 'why the reflective practice is significant for the professional development of teachers' it can be deduced that:

Reflective practice makes teaching interesting and lively.

It minimizes the weaknesses and maximizes the strengths of the teachers.

It helps them to improve their presentation and creative writing skills.

It develops professionalism on the part of them.

It helps them to become a problem solver, a good communicator and a decision maker.

It gives them the sense of satisfaction and self-esteem.

It makes them competent, confident and committed in their profession.

It helps them in generating new approaches, methods, techniques, ideas and philosophy.

It sharpens the perceptions and perspectives of teachers.

It makes them curious, critical, creative and truthful.

It makes them accountable and responsible to think and to reflect.

It makes them mobile, up to date, and a good linker.

It develops sharing culture and addresses the emotion and motion of the teachers and

It evokes hidden talents of teachers.

All teachers understood that reflective practice brings remarkable changes in their teaching career. In this case, I agree that reflection enhances professional growth and development, critical thinking, self-assessment, and self-directed learning. It promotes the development of new knowledge, leads to broader understanding, and creates greater self-awareness (Osterman & Kottkamp, 2004). It facilitates sorting through and selecting from many ideas, helps confront and challenge one's current conceptions of teaching and learning, and assists in identifying how these affect classroom decision making. Therefore, reflection is an invaluable tool in facilitating life-long learning and professional growth.

In the same vein, Gnawali (2001) has felt that current teacher education needs innovative changes. He has come to the conclusion that the reflective practice in collaborative culture helps teachers grow in their job. Further, he says that teachers can develop professionally and personally, if they understand themselves and their own actions. They need to look into their beliefs, values and attitudes and how they affect their classroom practices in which reflective practice is the main principle. Investigation is easier and more productive if it is done collaboratively. In his article 'teacher development through reflective practice' (2008) he concludes that the focal point is that the professionals involved in teacher development need to enable teachers to undertake reflective practice as an integral part of their classroom teaching.

Finally, pertaining to the fifth research question 'what deters the English teachers from doing the reflective practice for their professional development and how do they solve the problems?', I have deduced the following findings. The problems teachers have faced while doing the reflective practice are: lack of content, training and materials, lack of cooperation and collaboration, hesitation, lack of meeting and habit formation, Lack of time and willingness to show the weakness, lack of positive attitude, large classes and lack of motivation. The study has revealed that it is through discussion, interaction, and interpretation, language teachers can improve their reflective practice. Habit formation, critical thinking and creative writing, cooperation and collaboration, self-evaluation and student feedback, paper presentation and written examination; questioning, note-making and recalling the events, motivation and solving the problems are the strategies which play a crucial role to improve the reflective practice of teachers. At this juncture, Connelly and Clandinin (1995) say:

> What is missing in the classroom is a place for teachers to tell and retell their stories of teaching. The classroom can become a place for endless, repetitive, living out of stories without possibility for awakenings and transformations but the possibilities for reflective awakenings and transformations are limited when one is alone. Teachers need others in order to engage in conversations where stories can be told, related back, heard in different ways, retold and relived in new ways (p.13).

One pleasurable experience was when I reversed the role of being a teacher to a learner. I did this in a variety of ways. I would sit with children and paint or build, or cut and paste, but one particular session, I would sit on the carpet with the group and one student would sit on the teacher's chair and read us a story. I found pleasure

in allowing the students to feel the sense of power and importance. The sharing, collaboration, cooperation, the laughter and the sense of closeness I felt was wonderful.

They are of the opinion that if these ways of improving the reflective practice are adopted in teaching and learning, the teachers can be both reflective and professional. However, it is not a panacea for all kinds of problems in teaching. In the same vein, Zeichner and Liston (1996) explain:

A reflective teacher examines, frames, and attempts to solve the dilemmas of classroom practice; is aware of and questions the assumptions and values he or she brings to teaching; is attentive to the institutional and cultural contexts in which he or she teaches; takes part in curriculum development and is involved in school change; and takes responsibility for his or her own professional development (p.6).

Here, I would like to relate my findings with the idea of Brookfield (1995) who believes that it is really difficult to reflect the ideas. Furthermore, he contends:

Through reflection a teacher becomes better able to justify and explain educational actions to self and others. Reflection aids educators in speaking about their practice in a confident and informed manner. I used to think I'd be a great reflective teacher. I had visions of spending time at the end of each day replaying my classes to see what worked and what didn't, etc., but quite honestly, by the end of the day I am so frazzled from just trying to keep up. I can hardly even remember what took place only hours ago. And most of the time, I am so worried about tomorrow. I don't even want to think about yesterday or today. I've taken to doing things for myself in the evenings now in order to get my mind off (as cited in Cole, 1997, p.9).

I come to know that action speaks louder than words particularly in the case of reflective practice. It is generally believed that it is easy to say but it is truly difficult to do. It is very easy to blame others but it is difficult to practise the same when something comes before us. Reflective practice appears as a solution to a problem. It helps language teachers to solve the problems. The profession of teaching is itself a problem solving activity. Moreover, the following subsidiary findings can be deduced from this study:

It has revealed that professional qualities are both in-traneous and extraneous in nature. They qualify, dignify, energize, enhance, enlighten and heighten the academic attitude and altitude of the teachers. However, this is only the perception of English teachers which may not bear the reality in practice. At this juncture, Adhikari (2010) states that the success and failure of the educational programme depend upon the professionalism of the teachers.

So, teaching requires the investment of a great amount of social, intellectual and emotional energy on the part of the teacher. Even after several years of teaching, teachers feel a need to renew and refresh themselves and go on recharging themselves for accomplishing their professional responsibility efficiently. Furthermore, teachers' roles are being redefined together with the technological and scientific advancement as we are entering a new era. In this changing situation, there is a great challenge for the teachers to update themselves to meet the learning needs and aspirations of their students.

All teachers agreed that reflective practice enhances the teachers' professionalism. They get excited when they know that reflective practice contains thinking, planning, meditation, acting, reflection in action and reflection on action in the teaching and learning process. Thinking back and moving ahead with action is

reflection. Even inaction may happen in it. I am also aware of the fact that reflection is invigorating the teachers inwardly.

All teachers are not in the same vein regarding as to how they do the reflective practice. Some teachers have the habit of making the diary while others do not have. Some share the session of success story and event while others make presentation to enhance the power of reflectivity. All teachers do not agree that they practise a culture of cooperation and collaboration in teaching and learning. Nevertheless, they come to realize the significance of cooperation and collaboration both in reflective practice and professional development of teachers.

All teachers are of the opinion that reflective practice is highly significant, pertinent and dominant for their professional development. It makes them highly imaginative, innovative, communicative, commanding, competent, confident, courageous, critical and creative. Nevertheless, I am aware of the fact that reflective thinking alone does not help a teacher to be more professional unless it is reflected in the transaction of the curriculum in the classroom.

Teachers are familiar with the concept of reflective practice. However, their classroom practice is not highly effective. Moreover, teachers from education background have to do practice teaching during their coursebook time whereas teachers from humanity background are not sent to do so. While revisiting these teachers from humanities, they say that it is really fruitful and useful to gain the grounded knowledge of reflective practice. 'Knowledge shared is knowledge doubled' equally applies in the case of reflective practice.

The teachers develop their professionalism through meetings in which they participate and present their strengths and problems. Their regularity, punctuality, competence and a flow of fluency matter a lot in teaching and learning. They have a

good command over the English language. Teachers from both types of higher secondary schools agreed that their punctuality, quality, fluency, content and contextual knowledge are needed to motivate the learners and reflect the knowledge and skill.

All teachers believed that reflective practice is inseparable for better teaching and learning. The more the reflection, the more is the learning and perfection. Teachers become talented and truthful in teaching and learning process. Nevertheless, reflective practice of the teachers is not the only way to reach and realize their professional development. Not all participants understood enough knowledge about teacher's professional and reflective qualities. Nevertheless, they say that quality of teaching enhances, if they become professional and reflective in teaching and learning. All claimed confidently that the motivated, reflective and professional teachers can teach and reflect better in the lesson.

Almost all teachers practised the reflective practice directly and indirectly to some extent while teaching. I also found that some teachers used them without understanding the philosophical background of reflective practice. Still, they aren't found that much weak in the use of teaching and learning. After all, they feel that reflective practice helps them for the systematic presentation of teaching items and materials.

All teachers agreed that they are very much responsible to reflect the teaching items. They said that their satisfaction and motivation in their jobs played a significant role to use reflective approach while delivering and discussing in the classroom. I come to know that their level of expression decides their reflection in teaching.

Here, I want to relate my finding with the idea of Pennington (1990, as cited in Gnawali 2008, p. 219) who states that every teacher needs professional growth

throughout his or her career. So, the teacher development is necessary for dealing with the different new pedagogy or theories and practices that exist in the teaching system. Without learning, there is no possibility of professional growth of the teachers, and will lack the latest practices and principles of teaching. When the professional growth or change stops the teacher will not be able to deal and tackle with the new practices and theories.

Similarly, I like to relate my finding with the idea of Underhill (1988) who says that professional development is to keep learning always alive, a sense of challenge and adventure in one's career, and to avoid getting into rut (p. 4). From this, we can understand that the teacher development brings changes in the teacher and this will enable the teachers to impart the knowledge better in the learners and also the teacher will learn himself or herself better. When the teacher stops growing or learning he or she will not be in a position to sustain the career further and unable to help the learners learn in the teaching field.

Therefore, the teacher needs to face challenges and it can help them in developing an understanding of different styles of teaching and teaching pedagogy and determine the learner's perception of classroom activities of learning. It is a teacher who has to understand his or her roles according to the type of the learners he or she is teaching since demand of teaching varies according to the context. Change is inevitable in the life of the teachers as the adapting of changes or developmental outlook will help the teachers to deal better with the problems or changes they are facing within and around their work environment and enhance the capacity to deal with new techniques or strategies and enable the learners learn effectively according to demand of time and situation.

Therefore, the aim of education is to enable the learners understand themselves where they are and what they are now. Until a teacher tries equipping herself or himself with such skills, the goal cannot be achieved. For teacher development, there are many different ways or strategies that teacher can use for himself or herself. Among various strategies of teacher development, reflective practice is one. In this connection, Bhandari (2009) says that all teachers have struggled from time to time with their job as they want to improve the teaching learning process. They spend time, money and effort by attending varieties of training. They receive feedback from others then improve a little bit. But, after sometime, there is no one to help them continuously. It is only them who can decide whether to improve continuously or not. And the solution is becoming a reflective teacher.

Reflection leads teachers towards perfection. Perfection emerges after passion, patience, practice and persistence. Teachers who examine their own teaching through reflection develop positive attitudes and awareness which can benefit their professional growth as teachers, as well as improve their support for students' learning.

Reflection means flash back of the teachers' own daily classroom activities, practices and experiences for his or her professional growth. Ur (1999) says that the first and most important basis for professional progress is simply the teachers' own reflection on daily classroom events. So, she gives emphasis on the personal progress through reflecting on own activities and practices that happened in the class and think when talking about personal reflection which leads towards change and growth in the teacher.

According to Whitton et al. (2004) reflection is a threefold process comprising direct experience analysis of our beliefs, values or knowledge about that experience,

and consideration of the options which should lead to action as a result of the analysis. This statement clearly states that the teacher's professional growth is possible only if they reflect and analyse their actions and that enable them to find other options for better teaching styles or behaviors.

Supporting the aforementioned idea, Wallington (2005) further states 'reflection is one's own perception, beliefs, experiences and practices is a core activity for all the teachers pre-service and in-service, in schools and universities' (p.59). Therefore, personal growth is pre-requisite for either pre-service teacher or in-service teacher in order to teach effectively according to the demand of time and change of principles or theories so that one can survive and impart the ideas or knowledge by motivating the learners.

Through reflecting, the teacher can not only teach and impart the knowledge but can interact with the learners and with their needs in learning process. When the teachers use reflective practice in their professional development, they can improve their own teaching by reflecting on their own teaching experiences and daily activities in the classroom since the teachers can use the data gathered from the systematic reflection. Thus, teachers make meaningful change in their profession. When the teachers try to reflect on the situation that he or she has faced and ask themselves what needs to be done and are able to find the new ways to deal with the situation and certainly brings changes.

I have found some commonalities and discrepancies after I compare the findings with methodology of this study. My ontological belief was that there are multiple realities regarding the reflective practice of teachers for their professional development. Every individual is unique and distinct in answering the question. Some seem to have fixed mind set and some others seem to have flexible mind set to see the

truth. The sense of modernism is high on the part of teachers to interpret the reality. Somewhere the uncertainty lies. At this juncture, Lindley (2006) says:

> There are some things that you know to be true, and others that you know to be false; yet, despite this extensive knowledge that you have, there remain many things whose truth or falsity is not known to you. We say that you are uncertain about them. You are uncertain, to varying degrees, about everything in the future; much of the past is hidden from you; and there is a lot of the present about which you do not have full information. Uncertainty is everywhere and you cannot escape from it (xi).

However, truth is generated out of the interaction and action between the respondent and the researcher. So, my ontology is nominalism. It is inter-subjective process. Meaning making process is a contextual process. The matter of problem becomes a solution and the matter of solution becomes a problem in the passage of time. Therefore, I came to know that no reality is ultimate. Knowledge making is interpretive and relative process.

My epistemological belief was that knowledge is subjective. I have found objectivity in subjectivity. It seems to be inter-subjective. Knowledge is the result of interaction. My epistemology is a dialectic interaction between the researcher and research participants to perceive things and construct new knowledge. In qualitative research, dialectic interaction helps the researcher to seek new knowledge from participants with active participation in interaction and making meaning of the terms used by them. I came to know that it is through interpretation, I have established some new knowledge on reflective practice of teachers. It is through experience of teachers, and my own body of knowledge I have constructed both single reality and multiple realities on professional development of teachers through reflective practice.

The qualitative study has immensely helped me to understand my level of knowledge. The choice of methodology has enriched my quality reading, learning, and writing habit to enhance professionalism. Here, I came to know that success is a matter of choice than the matter of chance. The study on reflective practice has contributed value laden ideas to the readers. The present day world is so complex to measure and manage. The sense of axiology is equally important to manage people successfully. As it is believed that if we manage people, we become leaders and if we manage ourselves, we become successful. In that sense, the study has taught us to be ethically ethical.

The significant aspect of this study is that it makes people truthful. Reflective practice has taught us the remarkable concept 'to die is better than to lie'. With the sense of reflective practice, one can reveal the problems. It has established a shared culture in teaching and learning.

The sense of meta-narrative has helped me to respect the experience, uniqueness, knowledge and novelty of the respondents. The theories I have designed have tremendously helped me to link the data. Reflective practice is a matter of practice which behaviorism believes. It is a mental process of learning the language which mentalists give a main focus. Cognitivists give focus on understanding, simplifying, comparing, contrasting, analyzing and interpreting data and deriving the meaning from the text. This has been apt in the case of reflective practice for the professional development of teachers.

Constructivism believes that language learning is a both interpretive and constructive process. It is through one's own experiences, the new ideas are constructed. Taking comments, feedbacks and suggestions further ameliorate the reflective practice. As a result, the teachers can construct their own ideas to make

better reflective practice. In this way, I am close to constructivism among other theories in this study. In the next section that follows, I have presented the conclusions of this study.

Conclusions

I have derived and arrived at the concluding remarks of the study with the assistance of field data, my own expertise and intensive inputs from prominent and eminent people. A beautiful blend of motion and emotion can make teachers both professional and reflective. I now come to realize that reflection is the motivating gateway and headway to professional development of teachers no matter how well they teach, there is always room for improvement. One way to continually improve is to learn from their day to day teaching experiences by becoming a reflective teacher. A professional teacher is one who sees an opportunity in an obstacle. However, we should not forget that there are so many other factors that affect the professional development of teachers.

Reflective teacher is contemplative, creative and effective in teaching and learning. Reflective teaching is the process of recognizing, examining, and ruminating over the way we teach. It is learning from experiences. Therefore, it is a means for professional development of teachers.

The new knowledge I have derived from interpreting the data is the crux of this study. Therefore, pertaining to reflective practice and professional development of teachers, I have devised and developed the following conclusion in the form of a poem:

Desire, devotion, direction, determination, and values; to succeed the destination

Passion, Patience, perseverance, painstaking search; to become a prudent

professional

Imagination, innovation, interaction, independence and interdependence; to qualify teachers' personality and professionalism

Daring, sharing and caring; to magnify the values

Cooperation and collaboration; to cultivate the culture of learning

Agility and positive attitude; to decide an academic altitude

Able, agile and capable and committed, competent and confident people; to be professionals.

Sharing, presentation, discussion, dialogue, interaction and implementation; to enhance reflective practice

A good reader and learner; to become a good writer

All teachers are same; their personal, professional and reflective habits are different.

Teachers do not do the different jobs; but do differently

Teaching is reflective; there is hardly any bigger joy than the joy of reflectivity

Always do what you are afraid to do; to become a reflective, critical and creative teacher

Teaching is the collection of experiences; experience is the best reflective teacher.

Excellence is not an act but a habit.

I feel that language teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally. Through my experiences as a teacher in the classrooms, I have been fortunate to reflect on my teaching practices and lessons with wonderful and experienced teachers. With this, I have been able to continue on track with effective lessons and improve or change lessons that have better potential.

As an educator, I feel it to be crucial to continuously reflect upon lessons, activities, assessments, etc to better myself as a teacher and provide my students with

the best quality instructional content. Reflection serves as an important factor in the process of being an effective teacher. As I reflect upon my experiences in the classroom as a teacher, I have adopted reflective practice to portray my progression.

During the journey of my research process, I went through various related documents and gathered a new horizon of knowledge. The meetings and interactions with research participants multiplied my perspectives to study the phenomenon. Their inputs and insights have sharpened and enlightened my theoretical, practical and pedagogical grounds. Examining very closely to the ideas of reflective practices for professional development of English language teachers, I have concluded the following pertinent information.

Professional development encourages networking. Professional development of teachers is possible through the use of reflective practice. Teaching profession is professionally fulfilling and enjoyable. Teachers seem to have shared their success stories and interesting items and events to engage, encourage and inspire the learners.

Therefore, professional development is perceived as a variety of activities in which teachers are involved to be able to improve their practice. Special stress is laid on teaching experience and expertise, on the convenience of attending seminars and conferences and on subscribing to professional journals and publications. Other important issues to be taken into account are individual or group reflection and interaction with colleagues.

I think that I have had numerous opportunities to reflect upon my teaching styles and strategies. My cooperating teacher guided me through a reflective process after every time I taught, reflecting on what was done well and what needs further improvement. I found this extremely helpful every time I would step in front of the class. My confidence increased and I became more comfortable each time I taught.

I have come to believe that the goal of life does not exist out there, waiting for us to discover. The goal is what we create for ourselves. We may never attain our goal, or we may change our goal one day, but it doesn't matter. Once we have created a goal, which could be as modest as being an upright person, then we have a journey. And it's the journey that makes life worthwhile. Doing research is a matter of journey to inquiry, investigation, experimentation and invention of the truth or reality. Therefore, it is the process of revealing the reality through reflectively and reflexively.

For instance; as a teacher I have to face unnecessary noise of the students while teaching. In this case, the strategy I adopt is the theory of patience as I know that patience can kill the anger. Sometimes, I deploy noise and create poem out of it. Then, I see productivity, reflectivity and creativity in the noise students produce. With this, students become both baffled and glad. They understand that there is pleasure in pain. Later, they become studious and smart to make their profession success.

Thus, the horizon of knowledge expands if we are in a position to interpret the phenomenon from different perspectives. The successful teaching must be effective with the help of various modern media, means and methods. Gone is the age of talk and chalk. The modern age of science and technology demands creative, dynamic as well as multi-dimensional and multi-media approach.

There is no single royal road to effective and successful teaching. There are many roads, high ways and by ways, royal roads and narrow lanes, delightful paths and even rough ones which need to be used for meeting particular needs, situations and goals.

Therefore, the good teacher must be neither too firm nor too soft. Justice and impartiality are virtues which must be cultivated for successful teaching. Good teaching must be planned carefully allowing sufficient flexibility and novelty in

approach and methods. It should be invigorating and stimulating. The teacher must remember that nothing bores the students more than monotony. His or her movements, pronunciation, gesture and posture, all should have variety, novelty and realization.

Those who are interdependent use positive language and win people. They are polite, pleasant, practical, persuasive and powerful. Being with winner makes the winner. This statement has encouraged and inspired the teachers to follow the footprint of successful people. The time has come for English language teachers to make a strong liaison to develop themselves reflectively, reflexively and professionally.

The teachers of English enhance their professional competence by participating in professional development programmes such as workshops, seminars, and conferences. But these programmes are also inadequate. First, such programmes are rare in Nepal, and so not all teachers of English get the opportunity to participate in them. Secondly, the approach of these programmes is based on the applied science model according to which experts convey findings of scientific knowledge and experimentation to classroom teachers and it is up to the teachers to put this received knowledge into practice. This traditional teacher education model has failed to help because of the almost complete separation between theory and practice it creates.

Nepal English Language Teachers' Association (NELTA) has been providing a platform to the English Language Teaching (ELT) professionals which could be instrumental to learn and let learn. The core of its modality is the exchanges of knowledge and skills on English language pedagogy not only limiting ourselves within the domestic periphery but beyond.

The teacher of English, in addition to his or her competence in the language, is also expected to develop skills relevant to his or her area, which includes not just

teaching but taking instant decisions facing classroom challenges, maintaining rapport with the students by understanding their behavior, attitudes etc. the scope of professionalism of teachers has undergone true metamorphosis.

There are some challenges like planning the lessons, grammar, pronunciation, presentation, vocabulary, technology and techniques which English language teachers face while teaching to the students. They also face challenges like teaching with limited resources, teaching larger classes, teaching language skills, incorporating new methodologies and materials, classroom management, assessment and student counseling and error correction.

At this juncture, I came to know the statement that is 'positive thinkers see an opportunity in every difficulty but negative thinkers see the difficulty in every opportunity'. Human beings are not always positive creatures. However, I have developed power, program, position, prestige, and passion with patience in seeing the attitude of positivity even in the situation of negativity. Professional and reflective teachers are positive thinkers who see an answer in a problem.

Thinking back and moving ahead with action is reflection. It is also a heutagogical practice of directing one's learning and practice. Even inaction may happen in it. These days, reflective practice has become a key driver and an increasingly influential referent in the professional development of teachers. It seeks to offer a dynamic, reliable, veritable, vivacious and viable means by which the teacher can develop his or her professionalism because it is teacher initiated and teacher directed. I, now, come to the conclusion that reflective practice and professional development should go together if a teacher wants to be an effectively delivering one.

Reflection, therefore, is the ability to convert the abstract into the practical and the idea into action. A person who manages the students is a professional teacher and a person who manages himself or herself is a successful teacher. Being with professional makes a professional. A reflective teacher brings balance between motion and emotion. A reflective and professional teacher edifies frustration into creation, pain into pleasure, difficulty into destiny, challenge into charm, grief into gladness, pessimism into optimism, reader into researcher, factor into structure, action into reflection and perfection and unheard voices into heard voices.

A professional and reflective teacher is able, capable, competent and confident. He or she has a body of knowledge which is the main basis to transfer knowledge. The power of communicability and presentability is indispensable to become effective and efficient teacher. Only the competent teacher can teach confidently. A good source of learning is always required so as to become a professional teacher.

Eventually, I have become close to constructivism from theoretical perspective which believes that learning is an active, constructive process. The learner is an information constructor. Teachers, while doing reflective practice, actively construct or create their own subjective representations of objective reality. New information is linked and inked to prior knowledge. Thus mental representations are subjective. It is through sharing the experiences one can construct the new knowledge. It is a problem solving and meaning making process.

The crux of constructivism is that knowledge is constructed from experience, learning is a personal interpretation of the world, learning is an active process in which meaning is developed on the basis of experience, conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of our internal representations through collaborative learning. Moreover, it

has made its fine tune with interpretive world which is also my research paradigm. It does not mean that other theories like behaviorism, mentalism and cognitivism do not bear any significance in teaching and learning. They have also their own position to enhance and enrich the study.

Finally, I would like to conclude that reflective and professional teachers share their remarkable moments of teaching and learning activities. They are:

Positive-Pensive-Patient-Polite-Pleasant-Practical- Persuasive- Powerful

From my personal, professional, pedagogical, academic practices and the field data, I have cultivated the relative meaning of professional, reflective and teacher. The data from this study have significantly helped me to interpret the meaning of the aforementioned terms. I am equally aware of the fact that no meaning is final. However, teaching is a meaning making process. Theories have enriched my study and their ideas have further philosophized my existing knowledge. In that sense, being a teacher, I would like to create the meaning of these terms which even go against the available literature in the following ways:

PROFESSIONAL= Positive- Resourceful- Ornamental- Faithful- Energetic-Sensitive- Specific- Illustrative- Obliging- Noble- Able- Luminary

REFLECTIVE=Ruminating- Engaging-Facilitation- Learner- Encouraging-Commenting- Truthful- Inspiring- Veritable- Effervescent

TEACHER=Tenacious- Enabling- Alluring- Candid- Hardworking- Efficient-Robust

As deduced from the study, the professional qualities of the English language teachers are: respect and devotion to the profession, learner, motivation, problem solver, reflective practitioner, commitment, planner and evaluator, training and experience, mission and vision, balance between work and life, fluency and accuracy,

communication skills, accountable, trustworthiness, patience, positive, creative, analytical and sense of humour. The study has concluded that professional qualities are both in-traneous and extraneous in nature. However, this is only the perception of English teachers which may not bear the reality in practice.

It can be concluded that reflective practice is a meditative and a thoughtful process. It focuses very much on planning and preparation. It is a recalling and self-assessing process; professional and creative process; sharing and strengthening the strength process and motivating, encouraging, enriching and enabling process. Nevertheless, reflective practice may not be a panacea for professional development only from teachers' perceptions.

Therefore, it can be concluded that a positive teacher sees an opportunity in every difficulty but a negative teacher sees difficulty in every opportunity. Let's make an effort to be a positive, professional, effervescent, efficacious, exuberant and reflective teacher. Fascinating facilitation and feedback are crucial to be a professional and reflective teacher. It is always good if a teacher reflects his or her teaching, learning, experience, training, learners, materials, success story and remarkable moments in the classroom.

Teachers are using reflective practice only to some extent. It is not satisfactorily satisfying. There is a gap in their perceptions and practices of reflective practice. I am also aware of the fact that the perception of teachers should not be taken as a sole reason for justifying the reflective practice they have adopted in the classrooms. The observation of their classes made me come to the conclusion that what is observed and what is expressed may sometime be incongruent and not revealing.

The problems teachers have faced while doing the reflective practice are: lack of content, training and materials, lack of cooperation and collaboration, hesitation, lack of meeting and habit formation, Lack of time and willingness to show the weakness, lack of positive attitude, large classes and lack of motivation. The study has concluded that it is through discussion, interaction, and interpretation, language teachers can improve their reflective practice. Habit formation, critical thinking and creative writing, cooperation and collaboration, self-evaluation and student feedback, paper presentation and written examination; questioning, note-making and recalling the events, motivation and solving the problems are the strategies which play a crucial role to improve the reflective practice of teachers.

In this study, I visualized a clear gap between teachers' theoretical understanding of reflective practice and their classroom reflective practice. Theoretically, most of the teachers said that journal writing, diary writing, showing audio-and video materials, peer teaching, team teaching, culture of collaboration, sharing the success story etc. are the ways of doing the reflective practice.

However, in the classroom observation, I found that most of the teachers didn't do what they said they would do in the case of reflective practice. I became highly exuberant listening to their theoretical understanding on reflective practice but I was not that much excited after I observed their classes. If the balance is managed and maintained in their sayings and doings, English language teachers will have bright future to develop their professionalism through reflective practice. This has been a high time to take initiative to enhance professionalism through reflective practice. I am also aware of the idea that only reflective practice may not be a panacea for professional development of teachers. It can be a means for professional development of teachers.

Reflections

As an English language teacher, what I have felt is that the job of teaching is arduous and challenging. It is truly onerous to manage the challenge on the part of English language teachers. However, the sense of patience is always important to get success in teaching and learning process. Long-term commitment and perpetual learning help to moderate and modify the teaching and learning activities.

A professional teacher is daring, caring and sharing. Courage and care are the key words to success. She or he loves the session of sharing. The knowledge that comes from sharing is fruitful. It has, of course, a great value.

A professional teacher is engaging, inspiring and encouraging. She or he has to cultivate interest on the part of learners. When the learning is engaging, inspiring and encouraging, the learners are better motivated to learn and reflect.

A professional teacher follows the reflective practice. It is the process of thinking, meditating, critical questioning, recalling the classroom activities and creative writing process. It helps language teachers to plan, act and reflect the teaching and learning activities.

A professional teacher is desirous, serious and curious but not furious. Khera (2001) says that desire becomes strong when it is directed by devotion, dedication and determination.

Reflective teachers are meditative, pensive, contemplative and thoughtful. It is through planning, reflecting and acting, reflective teachers reflect the ideas. Reflective teaching evokes the inner feelings.

A professional teacher gives attention on feelings, facts and focus. He or she is critical, innovative and creative. It is through diary writing and journal writing; an English language teacher fosters reflective practice. Reflective practice is a quite

technological, logical and methodological process. A reflective teacher is participative, interactive and communicative.

What I believe is that commanding people are demanded. One who has a good command has a good demand. Therefore, English language teachers should have a good command over the subject matter.

It is good to learn and earn new knowledge from respective resources. Human beings are always powerful people to convince and pass information to the people. It is truly difficult to become a professional teacher. A body of knowledge, skills and attitudes are always important to learn.

The teacher who is imaginative can do wonders in the English class. Their new ideas break monotony and make students participate in the class. Albert Einstein says that imagination is more important than knowledge. Human progress is possible only through education. Without imagination, education becomes a kind of intellectual recycling of the same knowledge passed from teacher to student and back to teacher on the test.

Furthermore, education should do more than simply transmit information; it should develop skills such as imagination that evolve our knowledge and move us forward as a species. Teachers who are imaginative can teach any language skill interestingly and effectively. They can develop students' creative self-expression. Teachers who are imaginative explore and create new things. Students enjoy being guided by imaginative teachers.

An innovative teacher dares to go off the track in order to be on the track. Students like teachers who are innovative. Innovativeness means introducing changes and new ideas, daring to be different and being unique, going off the track in order to be on the track, experimenting new things, and being fresh always.

A teacher who promotes interaction in the English class does justice to his or her profession by empowering learners and helping them develop their communication skills. They motivate their students; create opportunities for them to interact with one another through entertainment activities such as roleplays, group discussions, interviews, etc. Man is a social animal and interpersonal relationship is the key to success in today's competitive world. The one who knows how to relate with others can climb up the ladder of success.

Independent thinking is the process of being able to think in our own, without someone else guiding you. Teachers can help their students develop their independent thinking only if they are independent. Independent thinking implies; thinking in your own, being critical of what you see and hear, and questioning information and irrational assumptions. An independent thinker helps students develop the desire and ability to think in their own. An independent thinker contributes a lot to a team. Language learning tasks should aim at developing students' thinking skills. Interdependence is essential for a successful person. Taking students from dependent stage to independent stage and then to interdependent stage is very important.

A professional teacher gives values and respect to the students. Then only students pay special attention in return. It is good to have qualification, experience and energy to capacitate the human resource.

Reflective teachers share their remarkable moments of teaching and learning activities. When I remember the significant moments, I feel glad and glamorous. It is in that sense good to collaborate and cooperate the peers so as to develop professionally. Culture of cultivation, dignity and discipline has to be initiated by the English language teachers. A teacher who is fluent in English can develop and make progress in the academic life and professional career.

Implications

We do something so that it could help others to know some ideas and apply them in the time they need in a particular kind of situation. The most powerful ingredient in the educational process is a teacher. She or he furnishes pivotal ideas. She or he is the initiator, inspirer, encourager and motivator of the learners. She or he has a great responsibility on her or his shoulder to look after the all-round development of human personality. She or he is always committed and devoted to trust towards future of a man to the future of humanity, to the future of her or his country, and the world.

The role of a teacher has been subject to continue change from time to time, from religious leaders and social reformers to catalyst for change and reform but there has been no substitute to her or him or no detail of her or his role. It is said that if you neglect the teachers, you neglect the child and if you neglect the child you neglect the future of that country to which the child belongs. She or he is the person, always busy in laying the real foundation for a country by preparing and equipping the youth, giving them awakening knowledge and building their characteristics. It is again the teachers who refine students' instincts, makes them socially acceptable, inculcates values, provokes and develops skills of humanism to their fullest and best. Moreover, I have drawn the following implications from this study:

Pedagogical Implication

This study has revealed that teachers try their best to tie a strong connection between their perceptions and practices of reflective practice for their professional development. The teachers do not impose and punish the students while teaching in the class. The teachers are able to treat all the students equally no matter which family they belong to and where they sit in the class. When the pedagogical practice is

exciting, it leaves a good impression on the part of learners. Such teachers are demanding in the classes. Even the stakeholders get benefit from such teachers. The leading capability of teachers grows. Ultimately, teaching learning process enhances.

So far as English is concerned, both teachers and students do not use their mother tongue very much in the class while dealing with context. To develop communicative skills and to understand English text through English, they express their ideas in English. The facilities are given to the teachers pertaining to the requirements needed for using teaching materials and supplementary materials. The lessons of this study can be very useful to all English teachers in particular and teachers in general to understand the theory and practice of reflective practice in the classroom situation. The ideas the teachers have learnt from reflective practice are used to enhance teaching and learning transaction in the classroom.

Psychological Implication

Motivation is a key factor of student psychology related to learning English. Motivation has its inspiring and encouraging root in psychology. Therefore, a teacher teaches the students understanding the need, wish, level and desire of the students. Motivation melts the attention of the students. When students are curious to learn, they achieve more in their study. Students take the name of their teacher even at home and in the society. They are respected and recognized there. Incentives have a powerful effect in the student's mind. They help to reflect more in the class.

So, incentives include privileges and receiving praise from the teacher. The teacher determines an incentive that is likely to motivate an individual at a particular time. In a general learning situation, self-motivation without rewards does not succeed. Students find satisfaction in learning based on the understanding that the goals are useful to them or less commonly based on the pure enjoyment of exploring new things.

The more the motivation the more is the learning. For this, both the students and teachers show willingness to achieve more. They invest their time, effort, money, materials, machines and knowledge in their teaching and learning process. Their engagement and devotion grow. This certainly brings better result in their life.

Training Implication

The conclusions and revelations of this study are equally useful for teacher trainers or educators. The teacher trainers and educators have to discuss on how to reflect and motivate students in the classroom. Trainers share the sessions on different items of language following the track of reflection.

Teachers can take benefit from this and they can also apply reflective practice in the classroom situation. Teaching, training and professional development come side by side when we try to deploy reflective practice in the classroom. It is generally agreed that a trained teacher can use better reflective practice in the classroom. The curriculum transaction is possible with trained teachers. It leaves a good impact and impression on the part of learners and community people. The trainers deal with new techniques, methods and technologies to handle and to solve the problems. They become a role model to engage and encourage others. Importantly, training provides life skills to the people.

Sociological Implication

Language learning is a social process. A teacher has a special position, power, prestige, value and ethic in the society. Intensive interactions among the interlocutors decide one's place in the society. Even a classroom is the example of a small society where students and teachers make an interaction to derive particular meaning. Therefore, reflective and professional teachers are able and capable enough to manage

and create the social situations. In this way, teachers' identities are identified among other learners

This study has enabled a teacher not only to believe the old saying 'listen more and speak less' but also to 'speak more' principle. The job of a teacher is to present the materials giving emphasis on speaking skill. If a teacher does not speak in the class, he or she is rejected then and there. In such a situation a teacher cannot collect bread and butter to him or her and to his or her family. The sense of togetherness and sustainability grow in the community. Cohesiveness occurs when all members make an effort to achieve the same objectives. Unity and harmony enhance while reflecting the pain and pleasure in the society. Importantly, a teacher wants to be loved and praised in the society. This is possible through sharing experience and interaction. Socialization skill develops among the people.

Organizational Implication

School is a system of system. An organization is made up of various components. There are teachers, students, administrative people, management committee, parents' teachers association, non-teaching staff, related stakeholders, building, land, playground and garden in a school. The organizational culture is crucial to reflect and perform better. The structural organization has a significant place to motivate, manage and promote people. With this organizational energy is created. Capacity building and sharing experiences are possible from organizational leaders. The leader works as a role model. Other members gradually start changing in their attitude and education. The subordinates get inspired with this. As a result, working efficiency enhances. Then, the result seems better.

Although definitions and concepts of teacher professional development may be somewhat different as scholars might approach it from different perspectives, they

all share a common view that teacher professional development can be brought to teachers as opportunities to upgrade or apply their knowledge or it can be what teachers need and try to obtain or explore by their experience.

In other words, the term teacher's professional development goes beyond the meaning of staff development or in-service training; it includes both formal and informal means of helping teachers master new skills, widen their knowledge, develop an innovative insight into their pedagogy, their practice and their understanding of their own needs since a teacher's professional development is an aspect of his or her personal development as a whole.

Personal Implication

I love to be different from other researchers. I enjoy finding the truth undergoing the pain. I feel that I see gain even in pain. It has taught me to learn something good from experiences, qualification, commitment, devotion and reflective practice of the teachers.

As a teacher, I love simplicity with quality. I want to be studious and punctual in teaching and learning. I have done this research differently. I love difference in handling, managing and solving the problems with new and novel techniques. The selection of methodology has endowed me with immense knowledge, skills and attitudes.

This study has enhanced my intellectual as well as emotional growth. I find myself emerging as a more interactive human being who can delve deeper during interactions and listen more emphatically and analytically. It has taught me to accept criticism, develop patience and empathic listening skills. I have sharpened my writing skills. I have become both critical and creative. My personal benefit of this study is

the attainment of a sense of peace, prosperity and progress in the process of becoming both a professional and a reflective teacher.

Research Implication

This study was conducted based on the interviews taken with twenty teachers and classroom observation from the twelve English language teachers. This study is the transformation from student to researcher. My interpretation has offered me insight into an important human, social and educational issue. It has made me a professional, reflective, critical, creative and conscious human being.

I find that understanding the true focus of a study occurs nearer the end than the beginning of a research study. The selection of methodology has endowed me with immense knowledge, skills and attitudes. Hence, this study can be useful to the future researchers to fill the void I have left. Though the study is more focused on exploring the reflective practice of English teachers for their professional development, teachers of other subjects as well can get benefit from it.

English language teachers get benefit from this study. It will contribute to other teachers from different disciplines. They can bring change in their attitude towards professional development through reflective practice. I am aware of the fact that it is training, orientation, motivation, collaboration, observation and exposure to good reflective practice that lay the foundation for the development of teachers. In that sense, reflective practice is not all in all for the professional development of teachers.

Although this study is directly related to the teachers of English from professional point of view, it bears significance to teachers of other disciplines as well. Moreover, this study will be fruitful and useful to planning and policy making bodies, curriculum designers and developers and recommendations for further research.

Recommendation for Further Research

This study can be verified by carrying out research, taking larger sample, selecting the rural setting and choosing the quantitative methodology. Reflective practice is not only the panacea to make teachers professional. Other aspects like training, motivation, collaboration, autonomy etcetera need to be taken into consideration to carry out the further research. The professional qualities I have derived in this study do not suffice to claim that teachers are professional. In that sense, similar further research study may be useful covering broader perspectives of professional qualities and reflective practice of a teacher.

Revelations from the Study

Here, I would like to present the following revelations from this interpretive research activity. All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry, and inquiry leads to invention is a famous Hudson maxim in the context of significance of research.

Professional Teacher

A professional teacher is the amalgamation of so many qualities. Only having one quality such as punctuality, one cannot become a professional teacher. What I learnt from the study is that I obtained divergent perspectives to become a professional teacher; for instance commitment, subject matter knowledge, knowledge of methodology, qualifications, experiences, training, reflection, collaboration, honesty and regularity are some of the pertinent qualities to become a prominent professional English language teacher.

Generally, the term development refers to general growth or change. The concept of teacher development is thus a process of becoming better as it seeks to facilitate the growth of teachers, understanding of teaching and of themselves as

teachers or individual persons. Development means a continuous process i.e. dynamic that involves the making sense and interpretation of one's selves and experiences.

Thus, education or learning is an ingredient for the teacher development. It is an ongoing learning about how to teach and to help the learners' learning. The teacher needs to have an extensive repertoire of classroom skills and the judgmental skills to implement in the real classroom situation as required.

Reflective Teacher

The language teacher has to think, plan, meditate, act, assess and evaluate himself or herself. Reflective teacher becomes critical and creative too. Therefore, being reflective means having all these qualities. The most significant thing I learnt from the research study is that I learnt how to be a reflective teacher. Truly speaking, we do not have the habit of reflecting the language materials before others and even at the time of meeting. As an English language teacher, in my case, I could not dare to share and reflect my feeling at the time of meeting.

Teachers in English, to my observation, do not reflect much regarding their strengths and weaknesses. In the journey of accomplishing this research study what I find is that reflective teaching is a new concept to them. Later, in my professional life the reflective habit brought a significant change in the level of thinking and in the horizon of knowledge. It has helped me to reflect in the language while interacting with friends and colleagues. It is truly a great matter of joy to reflect one's own opinions and experiences. This is possible through reflective practice. For language teacher, it is an indispensable vehicle to make successful and meaningful teaching. These days, I am very much thrilled by making a reflective practice a habit of learning and teaching.

Successful Teacher

It is truly difficult to become a successful teacher. Nevertheless, we should try for that. As we know that everything is difficult before it is easy. To become a successful English language teacher, reflective practice is very crucial. The joy of learning and teaching that come out of reflectivity is incomparable with any other thing. Particularly, it enables me and other language teachers to ponder on teaching and learning situation.

A good thinking on lesson plan certainly brings effectiveness in the teaching and learning process since it produces creativity. Creation of a new perspective is really vital to the professional teachers. Success in life depends on both reflectivity and creativity. In the initial stage of my teaching career in the higher secondary school, I think myself as a successful teacher simply because I can speak English fluently. My perception is that students do not produce any noise; they do not ask any questions and they even do the homework properly.

Then, I think my class is well. One day, a colleague of mine says that some of the students do not understand my class. I receive this comment as a compliment. In order to teach I start reading a lot at home, in the library and sometimes in the garden as well. Later, I do not get any complaints in teaching. I now feel that success is not a matter of chance but a matter of choice. I now encourage my friends and colleagues to take risks to gain success in a teaching career. One has to undergo pain to get pleasure and gain in learning.

Truthful Teacher

The main purpose of teaching is to reflect the reality. In the case of a language teacher, it is a must. The crux of reflection is to reveal such hidden weaknesses before others. This is the reason why I say that the joy that comes from reflectivity is crucial in teaching and learning activity. In this way, others can learn the lessons of truthfulness. Even in my case, this has given me enough space to pinpoint not only my weaknesses but also of others.

As a language teacher, our duty and responsibility is to prepare our students to become honest and truthful. This is possible through reflective practice. What I see and feel these days is that English language teachers have been living in suffocation. They hide their problems. They do not release them. As a result, they suffer a lot. If they really reveal their pain, they can certainly gain a lot of information. A teacher has to be clear and crystal in the matter of expressing the reality.

Critical and Creative Teacher

I feel that being critical is being creative. The creative English teacher is truly effective and efficient to teach the language items. I have developed the habit of questioning in the process of reflective practice. This has helped me to observe the phenomenon closely and critically. I feel that a good writing comes only after good reading. In that sense, a good reader can become a good writer. Therefore, reflective practice helps language teachers to become reflective and creative.

Problem Poser and a Problem Solver

As a language teacher, I have to pose a problem so as to solve it very carefully. For instance, if students can not solve the problems the teacher has to facilitate them to solve the problem. Reflection is about the past, the present and the future; it is about problem posing as well as problem solving and it is essential to building and

maintaining the capacity and passionate commitment of all professionals whose work focuses upon the care and development of children, young people and adults. To engage in reflection is to create opportunities for choices that relate to values as well as purposes, practices, contexts and change. (Mezirow, 1991, p.105)

Communicator and Presenter

When I was a small student in the school level I was very shy. I could not speak   before seniors as well as with my teachers in the class. Once, at my own home there was a row between my mother and elder brother. He drank heavily, came at home and started throwing angry words to my dear mother. Instead of reflecting my inner feeling, I started sobbing and took the side of a mother. I could not express my feeling. Perhaps, it was fear that ruled my mind heavily. I was not able to speak even a word to my elder brother. These days, I can talk with him in the matter of need. The habit of reflection inculcates such suppressed feeling.

Once, power point presentation was difficult to me in my master of philosophy class. It was at Kathmandu University of School of Education, I was given an assignment on motivational strategies to present in power point presentation. I was poor in playing with computer. However, I prepared it with the help of friends. Then I was called in front of the class. I went there. I felt uncomfortable for sometime seeing a giant technology before me. It terrified and horrified my head, heart and hand. Anyway, I tried to comfort myself. I made my gesture and posture. I invited one of my friends to insert my pen-drive in the computer of power point presentation. He made it ready. I had to face old, experienced and qualified colleagues and teachers. My appearance turned out to be red. My hands were shaking. Despite this, I did my presentation. At last, I was able to collect good comments. All encouraged me to go

ahead with no hesitation. Then, I learnt 'do what you are afraid to do'. It became my philosophical idea to drive my academic and professional life.

The power of reflection lies here. What I understand from this case is that every incident has an insight to learn. Reflection reveals our human weaknesses. This case can be linked with the teaching and learning situation. In my case, I could not express much in the presence of seniors. Once the department head of English told me that I could not teach English well before his presence. I received his comments positively. I very happily and heartily welcomed his comment and received it as compliment. The comment was commendable to me. I started struggling a lot after that. What I realized is that the result of struggle and realization is always sweet. These days, I am in a position to communicate and present my desire, documents and materials tenaciously and powerfully.

Positive Teacher

Context has command and where there is a good command there is a good demand. In the beginning of my teaching career, when someone commented my classroom teaching, I got angry and I took that event negatively. For instance; I was named a 'Sano Sir' by the students which made me feel angry. I was small physically. However, I am healthy and more powerful mentally. I have now a capacity to visualize 'Thulo' even in 'Sano'. Calling me 'Sano sir' doesn't matter much. These days, I have developed power and strength to see the positive aspects even in negative things. As it is generally accepted that positive attitude decides our altitude. Teaching learning activity is always challenging and difficult too. When a language teacher realizes this, he or she has time to prepare further to make classroom teaching effective and efficient.

Cooperative and Collaborative

I now believe in the principle of helping is better than winning. It is through co-operation and collaboration; a language teacher can make his or her teaching successful. It is well known that being with winner makes the winner. For this purpose, we need the helping hands. For instance; if I get colleagues before me, I can share my ideas, feelings, sentiments, methodologies, and techniques. If I reflect alone, I may be considered as a lunatic fellow. In a culture of co-operation and collaboration, the dynamism develops. I follow this modality in language learning process. Our identity, position, power and prestige are identified in the collaborative culture.

Respect the Value and the History

Every language teacher has created certain norms and values. He or she wants to feel secured, valued and empowered in the teaching profession. Everybody wants to be valued. Value is determined through work. When the work becomes praiseworthy, teachers are valued by others. Some English language teachers think themselves as superior people. This sort of attitude is not apt while assessing and evaluating our own performance. I believe that history is always important to do something in the present and proceed and envision for the bright future. In my case, sometimes I remember my teachers who cultivated the seeds of knowledge in my mind. This becomes a driving, encouraging, inspiring, engaging and motivating force to reflect further in the language. Teaching is the matter of transferring the knowledge. When we reflect the matter of history, the students become much more motivated to learn more.

Democratic

I think that respecting one's idea is very important. The shared values, beliefs, and cultures are corroborated to give new structure of learning. The unheard voices

should be heard. The voice of students is powerful in a democratic environment. We have to give freedom and autonomy to the students to make them participatory in learning. Even the poor and shy students should be given chances to reflect their perceptions and aspirations. Reflective practices offer language teachers to be more democratic in the process of teaching and learning. They might adopt participatory based teaching such as pair work, group work, project work, communicative approach and student centered teaching methodology.

Thoughtful and Meditative

Reflective practice helps us to become thoughtful and meditative in the language. Before we reflect something, we need to think in the language. After thinking and better planning one can reflect the ideas well. One should be meditative so as to become creative in the language. In the process of meditation there is deep concentration. When there is deep concentration there is better learning. Experiences can be collected and remembered to inspire others in teaching and learning process. After all, experiences enlighten the energy of a teacher. It is always good if a teacher thinks before she or he reflects the knowledge.

Visionary and Committed

As a language teacher, I have a desire to become a professional reflective English language teacher. This is successful through decision, dedication, devotion, direction, determination and destination. When vision and action are mingled we become successful in teaching and learning process. In that sense, vision without action is merely a dream. As a committed language teacher, we have to be visionary in delivery, discussion, dialogue and dealing part.

Competent

A good language teacher must be competent. This requires a lot of study on the part of the teacher. If we are a foreign language teacher, we must have mastered the language we are teaching and the skills it takes to teach that language. As an English language teacher, we need to have a handle on the elements of English as well as having a background in education. If she or he is competent on the subject matter, she or he can teach and reflect confidently. A competent teacher is always confident and commendable.

Interpretive and Explorative

The good language teacher realizes there are several different learning methods. Some learn by hearing, some by seeing and some by speaking. Therefore, a good teacher creates a course that weaves together all of the various learning techniques. I am also willing to explore the different ways of teaching language, even the experimental ones, to provide students with the best chance to learn. I have deployed sharing the thoughts, perceptions and practices and narratives of the experiences of teachers to colour and embellish this canvas with authentic living educational research.

Teaching as a Passion

People do not teach for money or fame. People teach because they have a passion for their chosen subject and for passing on their knowledge to students. A passion for teaching is an important part of the teaching process. I consider passion, patience, perseverance and purity as my philosophical standpoints to make my teaching career successful.

In this connection, I agree with the idea of Day (2004) who says that wholehearted teaching is a work of passion where hearts and minds harmonize. A

passion for teaching is a contribution to understanding and improving the teaching profession and brings new insights to the work and lives of teachers. It is for all teachers, teacher educators, and intending teachers who have a passion for their teaching, who love learners, learning and the teaching life.

Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually and emotionally energetic in their work with children, young people and adults alike. Passionate teachers are aware of the challenge of the broader social contexts in which they teach, have a clear sense of identity and believe they can make a difference to the learning and achievement of all their pupils.

Assessor

The good language teacher is not only skilled at creating assessments for her or his class, but she or he can also use those assessments to figure out how successful her or his teaching methods are. The teacher who understands some things work better than others and some things do not work at all will be able to make changes in her or his own teaching methods. As a language teacher I try to assess and evaluate the students on time. I am fully aware of the fact that delay in justice is injustice. While assessing the performance, we have to be fair minded, tenable and justifiable. These days, it is very difficult to become a good assessor since students put unnecessary pressure to get marks upto their expectation. However, a good assessor shouldn't be biased in such cases.

Source and Force of Benefit

The good language teacher is going to be a benefit to her or his students because she or he provides them with a path to knowledge. A teacher who is good at her or his job will guide a student toward the most comprehensive understanding of which he or she is capable.

The teacher must learn new ideas and strategies throughout his or her career. There is no place for stagnation. Professional development is always a never-ending process. What is modern today may be outdated within a few years. So, a teacher is always expected to equip with new concepts in tune with the changing times. She or he should understand that there are many options to learn more about English language teaching. He or she should realize that success is a matter of choice but not chance.

I think professional development can take place only if it is pursued with determination. One should not rest only on past laurels. There is always scope for further developments. One method may be suitable for one teacher but it may not work for others. I achieve professional development by making reflections and cooperating with others. This, in turn, leads me to self-empowerment.

Moreover, this study has revealed some underlined facts related to teachers' professional qualities and reflective practices for their professional development. Both of these aspects provided me the opportunities to learn both theoretical and practical implication of reflective practice for classroom teaching. At the same time, I came to know about abstract idea of philosophical foundation for educational research. I would also like to discuss the revelations of this study in the following heads:

Theoretical Foundation of Reflective Practice

I came to know some of the theories of reflective practice which have given me abundant and enriched ideas. Firstly, I would like to acknowledge Schon (1978) who introduced the concept of Reflection-in-action and Reflection-on-action. Reflection-in-action can be described as the ability of a practitioner to 'think on their feet', otherwise known as 'felt-knowing'. It revolves around the idea that within any given moment, when faced with a professional issue, a practitioner usually connects

with their feelings, emotions and prior experiences to attend to the situation directly. Reflection-on-action, on the other hand, is the idea that after the experience a practitioner analyses their reaction to the situation and explores the reasons around, and the consequences of their actions. This is usually conducted through a documented reflection of the situation.

I am fascinated with the idea of Kolb (1984) who himself was highly influenced by the research conducted by Dewey and Piaget in the 1970s. Kolb's reflective model highlights the concept of experimental learning and is centered on the transformation of information into knowledge. This takes place after the situation has occurred and entails a practitioner reflecting on the experience, gaining a general understanding of the concepts encountered during the experience and then testing these general understandings on a new situation. In this way, the knowledge that is gained from a situation is continuously applied and reapplied building on a practitioner's prior experiences and knowledge.

In the same vein, Johns (1995) highlights the importance of experienced knowledge and the ability of a practitioner to access, understand and put into practice information that has been acquired through empirical means.

The appeal of the use of reflective practice for teachers is that as teaching and learning are complex, and there is not one right approach, reflecting on different versions of teaching, and reshaping past and current experiences lead to improvement in teaching practices. Schon's reflection-in-action assists teachers in making the professional knowledge that they gain from their experience in the classroom an explicit part of their decision-making.

I think reflective practice is a mode that integrates or links thought and action with reflection. It involves thinking about and critically analyzing one's actions with

the goal of improving one's professional practice. Engaging in reflective practice requires individuals to assume the perspective of an external observer in order to identify the assumptions and feelings underlying their practice and then to speculate about how these assumptions and feelings affect practice.

Methodological Assumptions

Before this study, interpretive paradigm of research was not vibrant enough in my faculty of mind. How to interpret qualitative data generated from interview and observation narratives was beyond the scope of my perception and practice. Nevertheless, this study led some foundation of philosophical assumptions that drives the spirit of qualitative research.

Later, I came to know that there is no such thing as a tree, pure and simple; it is always a tree-as-perceived, a tree-as-remembered, a tree-as-dreamed, a tree-as-conceptualized, and there are identifiable differences among all of these 'trees' (Bentz & Shapiro, 1998). This is actually a giant leap in my conceptual understanding of the nature of reality (ontology), how to perceive it (epistemology) and what value does it carry in our life (axiology) that ultimately determines what methodology we apply in a research.

At the end of my research journey, I feel a deep amazement at the complexity of human experiences in general. I believe that it takes all kinds to make this world as John Milton once wrote we can never appreciate good unless we have experienced evil.

I have stated a problem statement quite well. So as to address the problem, I have made my research questions which seem to be inductive. I have reviewed the literature from different perspectives. My research design is qualitative. While analyzing the data, I seem to have followed thematizing, presentation of the data,

interpretation and meaning making process. I have interpreted the data from different perspectives and have reached to the conclusion.

Moreover, I consider writing as an exciting adventure all the time hoping to enhance the readers' involvement in the process as well. My writing makes the readers realistic, sentimental, teaches them how to bear pain, how to solve, how to manage time and how to transform from learners to researchers. One can learn much from the hardships which I have undergone while writing this research report.

Meaningful Interpretations

Until I started this study, I was not much clear about different ways of interpretation of a text. I had no more idea of critical perspective of interpreting any text in context and interpretation of text in one's own consciousness. I came to know paradigms of interpretation of text in context, consciousness and social implications. Such layered interpretation of text creates different meaning at different situations and that guides us to perform in a different way.

In the view of constructivist, learning is a constructive process in which the learner is building an internal illustration of knowledge, a personal interpretation of experience. This representation is continually open to modification, its structure and linkages forming the ground to which other knowledge structures are attached.

Learning is an active process in which meaning is accomplished on the basis of experience. This view of knowledge does not necessarily reject the existence of the real world, and agrees that reality places constrains on the concepts that are, but contends that all we know of the world are human interpretations of our experience of the world.

Practical Ground of Reflective Practice

The study provided me an opportunity of understanding the practical ground of reflective practice for classroom teaching and learning. During the course of this study, I interviewed twenty teachers teaching English in grade eleven and twelve in twenty different higher secondary schools in Kathmandu, Bhaktapur and Lalitpur districts. I also observed classroom practices of twelve English teachers to investigate how much their theories and practices match.

The comparison between perceptual understanding of reflective practice and its application in the classroom teaching led me to realize that the praxis is heavily guided by one's perception or inner understanding of the nature of learning on the reflective practice. Their theoretical understanding is marvelous in comparison with their classroom practices. Then, I realize that classroom practices need to be improved in order to be a professional and reflective teacher.

Reflectivity and Reflexivity

I was a mere describer of events during the course of my teaching, learning and research before I conducted this study. I used to think myself a very competent English teacher but during the course of this study, I came to reflect upon the practices of others and self in relation to classroom situation. I now learnt how to explore ideas out of one's own experiences being a reflective practitioner. This study also taught me how to be reflexive on the ground of classroom teaching and learning and applying various techniques of reflective practices.

Reflective writing is evidence of reflective thinking. In an academic context, reflective thinking usually involves: looking back at something; we look back often an event, i.e. something that happened, but it could also be an idea or object; analysing the event or idea; we think in depth from different perspectives, and try to

explain, often with reference to a model or theory from our subject; thinking carefully about what the event or idea means for us and our ongoing progress as a learner or practising professional.

Reflective writing is thus more personal than other kinds of academic writing. We all think reflectively in everyday life, of course, but perhaps not to the same depth as that expected in good reflective writing.

I think that reflexivity requires an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining outside of one's subject matter while conducting research. Reflexivity then, urges us to explore the ways in which a researcher's involvement with a particular study influences, acts upon and informs such research.

 Personal reflexivity, to my understanding, involves reflecting upon the ways in which our own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research. It also involves thinking about how the research may have affected and possibly changed us, as people and as researchers.

Epistemological reflexivity requires us to engage with questions such as: How has the research question defined and limited? What can be found? How has the design of the study and the method of analysis constructed the data and the findings? How could the research question have been investigated differently? To what extent would this have given rise to a different understanding of the phenomenon under investigation? Thus, epistemological reflexivity encourages us to reflect upon the assumptions about the world, about knowledge that we have made in the course of the

research, and it helps us to think about the implications of such assumptions for the research and its findings.

Difference of Telling and Doing

I believe that it is easy to tell and difficult to do. For instance, theoretically, I say that I am a punctual teacher. I believe in punctuality since it is the sign of success and progress. But in practice, I am late to enter the class by five minutes. In this way, my telling and doing are different. In such a case, I loose my professional quality before my students, administrations and other colleagues.

The teachers from public higher secondary school have to teach to a large number of students. They are aware of different reflective practices but they were not applying the same in their classrooms. The cause they mentioned was that it was difficult to reflect, manage and to teach large classes (more than fifty students in a class at a time). On the another hand, the teachers of private school were better in reflecting the teaching items in the classroom to learn English since they were in a habit of teaching and reflecting in English environment but they were not much aware of various techniques of reflective practice. It was what I learnt about deviations in telling and doing. This revealed to me that telling and doing are difficult to maintain and manage balance between them.

 Envisioning Future Goal

This study became helpful for me to foresee the future of one's own career and set the goals accordingly based on present scenario and context. The study revealed in my mind that rigorous and vigorous practice of self determination and indefatigable efforts to reach the goal becomes a kind of motivational tool to survive and transcend the knowledge from generation to generation not only in form but also in substance. So, now I am confident that I can critically analyze any text in context and in my

consciousness that ultimately determines my career and further goals to go ahead. I have envisioned my goal to be a professor after completing my PhD in Education.

When we walk through a storm, we have to hold our head up high. And we don't have to be afraid of the darkness because at the end of the storm, there is a golden sky and the sweet silver song of the lark. We have to walk on through the wind, and through the rain. Though our dreams be tossed and blown, we have to walk on with hope in our heart and we never walk alone. I think that human beings live on hope. We have to face a number of challenges in the journey of becoming a professional and reflective teacher. We have to be positive to our dealings, discussions, dilemmas, dialogues and demands. If we work together, we can succeed in life.

Finally, I believe in both vision and action. I came to know that vision without action is merely a dream, action without vision just passes the time; vision and action together can change the world. Let's work together to be a visionary and action-oriented professional and reflective teacher.

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APPENDIX 1

MAIN RESEARCH QUESTIONS

How do the teachers perceive their professional qualities?

How do teachers perceive reflective practice in English language teaching?

How do the teachers of English do the reflective practices for their professional development?

Why are the reflective practices significant for the professional development of English teachers?

What defers the English teachers from doing the reflective practice for their professional development and how do they solve the problems?

APPENDIX 2

OPEN-ENDED INTERVIEW QUESTIONS

Please elaborate your perception or attitude on professional development.

Explain your perception on reflective practice.

Elaborate how you do the reflective practices for professional development.

Elaborate why you do the reflective practices.

Explain the problems you have faced in reflective practices.

APPENDIX 3

SUBSIDIARY OPEN-ENDED INTERVIEW QUESTIONS

What are your beliefs about good language teaching? What does a good language

teacher do or have?

In your opinion, what are your main roles in the language classroom? Please describe and explain as much as possible.

How can you say that you are a professional teacher?

Give me at least one example to prove yourself as a professional teacher.

What have you heard of reflective practices in language teaching? If yes, how?

Can you give one example of reflective practice which you have done yourself for your professional development? Could you explain it?

Why do you think reflective practices are important for your professional development?

Why do you do for reflective practice? Is it really significant to you? If yes, in what ways?

How does reflective practice help in decision making process?

What role does reflective practice play in the case of teacher autonomy?

How are reflective practices related with professional development of teachers?

How much collaboration is there among teachers in your institution? What forms does it take?

Why do you take part in meeting, training, workshop, seminar and conference?

Why do you think writing about a teaching problem might help you find a solution to the problem?

Do you think a video recording of a lesson can be used to assess a teacher's teaching? Why or why not?

What benefits do you think teachers can obtain from researching their own classroom practices?

Please describe as much as possible how you go along when planning a typical lesson. Talk about what helps you decide about the topic, activities, materials, types of interactions, and so on. What are the reasons for your choices?

How do you evaluate your teaching before and after reflection?

Are there any problems you have faced while doing reflective practice? If yes, mention some.

How do you address the problems to improve the reflective practices?

What role does feedback play in reflective practice for professional development of teachers?

How often do you take feedback from the students and colleagues?

How do you improve your teaching? Think about a time when you were in a situation that led you to learn something new about teaching or to change some of your ideas about teaching. What did you learn? How did you learn it?

How do you assess your strengths and weaknesses in teaching?

What other reflective tools do you use in your class? How do you use them?

What is your perception on maintaining the diary? How do you maintain it?

Please elaborate your practices on observing your colleagues in the EFL classroom.

Please explain your perceptions on being observed by others.

Please explain your attitude on audio and video recording the lesson.

Please explain your attitude on obtaining feedback from your students.

Elaborate your perception on sharing the stories or experiences.

Explain your attitude on the collaboration with other language teachers in course of your practice as a language teacher.

What are the merits of reflective practice in the English as second language (ESL) class?

What are your classroom practices on reflective practices?

What are the problems of reflective practice and how do you solve them?

APPENDIX 4

CLASSROOM OBSERVATION CHECK-LIST

Appearance………………………………..

Planning ………………………………..

Objectives…………………………………

Teaching materials………………………….

Methods and techniques………………………

Media and medium…………………………

Presentation…………………………………

Gesture and posture………………………………..

Practice………………………………….

Production…………………………………

Reflection…………………………………..

Content…………………………………..

Competence and confidence………………….

Care and control………………………………….

Pronunciation………………………………

Accuracy…………………………………..

Fluency……………………………………

Command…………………………………

Comments and feedbacks…………………

Strengths and weaknesses…………………

Assessment and evaluation……………….

APPENDIX 5

TEACHERS' PROFILE OF INTERVIEW

Sex	*Individual Code*	*Qualification*
Male	*Teacher A*	*M.A.*
Male	*Teacher B*	*M.A.*
Female	*Teacher C*	*M.Ed.*
Male	*Teacher D*	*M.Ed.*
Male	*Teacher E*	*M.Ed.*
Male	*Teacher F*	*M.Ed.*
Male	*Teacher G*	*M.Ed.*
Male	*Teacher H*	*M.A.*
Male	*Teacher I*	*M.Ed.*
Male	*Teacher J*	*M.Ed.*
Male	*Teacher K*	*M.A.*
Male	*Teacher L*	*M.Ed.*
Male	*Teacher M*	*M.A.*
Male	*Teacher N*	*M.A.*
Male	*Teacher O*	*M.A.*
Male	*Teacher P*	*M.A.*
Male	*Teacher Q*	*M.A.*
Male	*Teacher R*	*M.A.*
Male	*Teacher S*	*M.Ed.*
Female	*Teacher T*	*M.A.*

APPENDIX 6

Teachers' Profile of Classroom Observation

Sex	*Individual Code*	*Qualification*
Male	*Teacher A*	*M.A.*
Male	*Teacher B*	*M.A.*
Female	*Teacher C*	*M.Ed.*
Male	*Teacher D*	*M.Ed.*
Male	*Teacher E*	*M.Ed.*
Male	*Teacher F*	*M.Ed.*
Male	*Teacher G*	*M.Ed.*
Male	*Teacher H*	*M.A.*
Male	*Teacher I*	*M.Ed.*
Male	*Teacher J*	*M.Ed.*
Male	*Teacher K*	*M.A.*
Male	*Teacher L*	*M.Ed.*

APPENDIX 7

NATURE OF PROFESSION

Regarding profession, Hoyle (1969) has offered the following complex set of characteristics.

A Profession Performs an Essential Social Service

There can be little doubt that education fully meets this criterion. The service which education performs is essential to the individual child who couldn't be fully socialized in an industrial society if he did not spend a lengthy period in full time formal education, and to society which depends upon people not only having been socialized but also prepared for occupational roles requiring high degrees of skill.

A Profession is Founded upon a Systematic Body of Knowledge

The implication here is that a profession is not merely concerned with the exercise of some skill, but a skill which has an intellectual foundation. The intellectual foundations of teaching include both subject matter knowledge and knowledge of educational theory. Education differs from other professions in having the subject matter component, but in many ways the theoretical knowledge needed by the teacher performs the same functions as that needed by the doctor. Both education and medicine are secondary disciplines which are informed by a number of primary disciplines.

A Profession Requires a Lengthy Period of Academic and Practical Training

Teaching certainly fulfills this criterion but the teachers' period of training is not as long as that is required for doctors, lawyers, architects and some other professionals. Moreover, there remains some uncertainty about the appropriate balance between subject-matter studies, the study of educational theory than the student who has attended college of education, especially if the latter has taken a B.Ed.

degree. On the other hand, subject studies in colleges of education are often still regarded as 'teaching' studies rather than as a contribution to personal education.

A Profession Has a High Degree of Autonomy

The notion of professional autonomy covers two different but related factors: The autonomy of the individual practitioner to make decisions in the interest of the clients and the autonomy of the profession as a whole to make decisions about its modes of operation. The individual teacher has some degree of autonomy over the work which he does with his pupils, but it is monitored by head teachers.

A Profession Has a Code of Ethics

Codes are concerned with prescribing appropriate relationships between practitioner and client which protect themselves for their mutual protection.

A Profession Generates In-service Growth

Because a profession is founded upon a body of knowledge and skill which is constantly changing, an important criterion is that it should foster the in- service growth of its practitioners. Comparisons between professions as to the degree of in-service development which its members accomplish are different to make but certainly each profession has its research element.

In literature about teaching as a profession, different features of professionalism are mentioned. Two characteristics of a profession are mentioned by different authors (Etzioni, 1964; CECD 1974; Freidson, 1986; Doyle 1990; Van Delden, 1990). One characteristic is knowledge. A profession has profound body of knowledge, based on academic knowledge. The other characteristic is autonomy. A profession distinguishes itself from an occupation by professionals having a great amount of freedom to decide which work will be committed in which way.

Hargreave's and Fullan (2000) both at the University of Toronto, outline, 'four broad historical phases' of changing nature of teacher's professionalism:

The Pre-professional Age

During this first phase, mass public education was taking hold and teaching was viewed as being managerially demanding but technically simple. Professional development for teachers amounted on a little more than trial and error learning. Good teachers knew their staff' and were able to get it across to their students.

The Age of the Autonomous Professional

In this age, the ideas of "professional", "autonomy" and "individualism" became inseparable among teachers, beginning in the 1960 s, the status of teachers improved in many countries as the preparation for teaching increased, reflected in more stringent licensing requirements and salaries rose.

The Age of the Collegial Professional

Collegial professionalism means working with learning from teaching colleagues. By the mid 1980's the problem of too much teacher individualism and isolation became alarmingly obvious. Without collegial support teachers were finding it very difficult to respond to the increasing complexity of schools and the growing challenges they faced. Efforts to build cultures of collaboration among teachers in schools were increasing.

The Fourth Professional Age

It began in the late 1990's and continues until today, as the world is undergoing so many social, economic, political and cultural transformations.

Quality English teaching, to my understanding, requires the provision of continuing opportunities for professional development. Teachers need access to new research and knowledge in the teaching of literacy, language development and an

integrated curriculum. They need appropriate, up to date qualifications in both the content area of the subject and in teaching methodology. They need opportunities to share expertise with other experienced teachers and educators leading to reflection on practice. They need opportunities for discipline renewal for teachers whose teacher education took place some years ago. They need a commitment at all levels to time release to attend professional development activities and they need recognition at all levels of the value of professional development.