

Integrating the CARER//TAQDL Framework into Reflective ELT Practice in Nepal

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Abstract

Reflective practice is central to teacher growth in English Language Teaching (ELT), yet many well-known models offered by Schön (1983), Kolb (1984), Gibbs (1988), Wallace (1991), and Moon (1999, 2004) struggle to capture the complex and multilingual realities of classrooms in Nepal. Farrell (2016) and Richards and Farrell (2005) have argued that reflection is especially vital in teacher professional development, but context-sensitive frameworks remain limited. This article introduces the CARER-TAQDL framework as a dialogic alternative. CARER (Concept, Application, Relevance, Evaluation, Reflection) supports teachers in structuring classroom decision-making, while TAQDL (Topic, Application/Action, Question, Decision, Learning) guides early career researchers in inquiry and project-based learning. Developed during doctoral study and later tested in the author's own teaching, faculty workshops and research supervision, the framework has shown promise in making reflection more flexible, cyclical, and collaborative. Although grounded in Nepal, CARER-TAQDL also offers insights for other multilingual or resource-challenged contexts. Practical examples are included to show how the framework can be used for reflective journals, practicum debriefs, and small-scale research design. By bridging pedagogy and inquiry, CARER-TAQDL aims to support teachers and researchers in navigating both classroom challenges and academic demands.

Keywords: Reflexivity, multilingual, under-resourced context, Nepal

Introduction

Reflection has been a cornerstone of education for nearly a century. Dewey (1933) described it as the “active, persistent, and careful consideration” of teaching, while Schön (1983) highlighted the importance of reflection both during and after practice. Later models by Kolb (1984), Wallace (1991), and Moon (1999, 2004) placed reflection at the heart of teacher education worldwide. In English Language Teaching (ELT), reflection has been especially important for the practitioners in countries like Nepal to respond to the volatile classroom complexities, which are shaped by rapid social change, ethnic and linguistic diversities, and limited resources (Phyak, 2016). Farrell

(2018) further notes that reflective practice in ELT is inherently situated, requiring alternatives to sociocultural dynamics. Yet many existing frameworks fall short of addressing these locally prevalent conditions. They often present reflection as a linear sequence, emphasise the individual teacher over collective and institutional realities, and assume levels of stability that do not always exist in multilingual, multicultural, or under-resourced contexts, although a vast wealth of indigenous knowledge reside there.

This article introduces the CARER-TAQDL framework as a response to the gaps in the existing reflective models or frameworks. The framework grew out of doctoral research and was refined through classroom practice, teacher development workshops, and academic writing programmes. CARER provides a structured yet flexible way for teachers to make sense of classroom practice while TAQDL complements it by scaffolding inquiry. Together, they offer the practitioners a non-linear, dialogic approach that bridges theory, pedagogy, and research in different contexts including multicultural, multilingual, resourced, or under-resourced environments. By combining practical examples with theoretical grounding, this article positions CARER-TAQDL as a dynamic complement to established reflective models, but not an alternative of them.

Overview of Reflective Practice

This section focuses on a brief overview of existing reflective models in education in general and ELT in particular followed by their contributions and gaps to gauge where and how CARER-TAQDL can position.

Theoretical Foundations and Contributions

Dewey (1933) is the first and foremost scholar to champion reflective practice models. Thus, the foundations of reflective practice in education can be traced since then. He viewed reflection as “active, persistent, and careful consideration” of belief and practice of the teaching practitioners. Therefore, his work established reflection as central to teacher learning.

‘Thinking’ is the basis for reflection. However, this process involves in different stages of practice. Schön (1983) distinguished ‘thinking’ and introduced the terms ‘thinking during practice’ (reflection-in-action’, and ‘thinking after practice’ (reflection-on-action’. His key contribution was that teachers can learn both in the moment of teaching, and after.

Kolb introduced experiential learning cycle in 1984. He elaborated the cycle in a structured and step-by-step role and logic within broader learning theory: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Its practical logic made it highly applicable in teacher training in general.

Scholars including Schön (1983) and Kolb (1984) remain silent about the role of reflection in ELT, which Wallace (1991) complemented by developing a Reflective Model. He linked theory

and practice through a professional competence cycle, embedding reflection into pre-service teacher education programmes.

Moon (1999, 2004) expanded reflection into a developmental process moving from description to deeper analysis and critical evaluation. Her contribution was to show how reflection can deepen learning, helping teachers engage critically with both practice and theory.

Indeed, all these models established reflection as a cornerstone of teacher education. They are in the same vein that reflection supports professional growth, connects theory with practice, and enables teachers to learn from their own practice and experience. However, they are silent to reflect on possible enablers or barriers in professional growth.

Gaps in the Models

The models have their role and influence in education, and more particularly in teachers' professional development, despite limitations. They are more general and did not explain specific cases that practitioners encounter at the local level. To give some examples of perceived gaps are presented below:

- **Mechanical and rigid:** Both Kolb's (1984) experiential learning cycle and Gibbs' (1988) reflective cycle are more prescriptive and recursive in nature. Practitioners must follow rigid sequential stages which may not support unpredictable nature of classroom reflection.
- **Focus:** Reflection should not be limited to an individual teacher only. Instead, it must be institutionalised reflective culture holistically. For example, Schön's (1983) practitioner-centred model privileges individual cognition. Brookfield (1995) argued that Schön's model pays less attention to social, dialogic, and institutional dimensions of reflection. Lantolf and Thorne (2006) emphasised that reflection is mediated through social interaction and cultural tools, suggesting it cannot be understood solely as an individual cognitive act.
- **Cultures and contexts unrepresented:** The models did not represent the diverse cultures and sub-cultures, indigeneity, and different contexts. For example, Wallace (1991) and Moon (1999, 2004) developed their models in Western higher education settings with assumptions of institutional stability, while the same situations are not found elsewhere. There are local cultures, subcultures, and constraints. Their models do not represent multicultural, multilingual, or under-resourced classrooms like those in Nepal (Phyak, 2016; Manan, 2018; Kumaravadivelu, 2003). Smith (2012) also challenged Western-centric reflection models, and advocated for frameworks that value local knowledge, community participation, and non-linear ways of knowing.
- **Weak research linkages:** Few frameworks explicitly connect classroom reflection with broader research inquiry, leaving early career researchers (ECRs) without clear tools to link teaching and scholarly work (Borg, 2010).

While the existing models remain useful, they do not fully capture the volatile nature of classrooms, dialogic approach, and culturally situated realities of teaching in Nepal in general and ELT in particular. There is a dire need for complementary frameworks that are recursive, context-sensitive, dialogic, and capable of bridging pedagogy and research. The CARER-TAQDL framework responds directly to this need.

Emergence and Structure of the CARER Framework

The CARER framework emerged during the author's doctoral journey as a response to challenges in navigating literature review, methodology, conceptual framing, findings, analysis, discussions, and conclusion. Reflection became both a practical survival strategy and a method for intellectual clarity, eventually crystallising into five interlinked elements or blocks: Concept, Application, Relevance, Evaluation, and Reflection. Unlike linear models, CARER emphasises cyclicity and adaptability, supporting teachers in iterative decision-making.

Elements of CARER

Concept, Application, Relevance, Evaluation, and Reflection are five blocks or elements that construct a pillar.

- **Concept:** In teaching, this is the foundation and starting point in which the whole process and activities anchor. A good grasp of the topic and relevant theoretical underpinnings of a teaching approach or activity are instrumental for meaningful end of the desired lesson. Teachers identify the principles or ideas that inform practice in this block. For example, in English teaching, a teacher revisits communicative language teaching (CLT) principles before planning a speaking activity.
- **Application:** Having clarity in the concept is not the end. How the concept is operationalised or implemented in the classroom is equally important in transmitting the concept from the teacher's head to the students of diverse nature. For this, practical choices about delivery style, methods, materials, and timing that makes a real difference in classroom life. For example, design a role-play activity to apply CLT principles in a class where students are of diverse backgrounds, and have mixed abilities. Also, the environment is multilingual, multicultural, and under resourced.
- **Relevance:** Both the concept and the approach must respond to learners' needs, backgrounds, and classroom realities at the individual level. They must be appealing to the students so that they are engaged and take interest in the learning process. For example, adapting the role-play must reflect students' individual needs, local contexts, and availability of the resources.
- **Evaluation:** This element critically assesses the clarity of the concept, effectiveness of the application, and relevancy of both by considering the level of participation and engagement

of students and achievement of the desired learning outcomes. For example, teachers can observe whether some students struggle with vocabulary while other with pronunciation. This indicates a need for correction and the teacher can immediately support the needs of respective students.

- **Reflection:** This is the most crucial block of the CARER pillar. This engages the teacher in recursive thinking about the entire elements of the cycle and gives insights on what worked and what did not, and what went well and what did not. The insights gained can be integrated into future planning - adjustments for the next lesson, integrate feedback and self-observation.

Empirical Illustration

As stated earlier, CARER framework was developed during the author's doctoral study and has realised positive experience in teaching. Its principles have since been applied in diverse classroom settings in ELT and beyond. First, the author's more than two decades of English teaching experience in Nepal inform the contextual sensitivity of the framework. Second and more recent applications are in the UK classrooms which are characterised by diverse linguistic and cultural backgrounds across different subjects. The application in the UK demonstrates its adaptability beyond ELT.

For example, in a lesson outside ELT, the author used CARER to structure the session in Business Management and Leadership programme modules:

- **Concept:** Identified key and intended learning outcomes, core, and peripheral contents of the module.
- **Application:** Designed and delivered the sessions customising and incorporating different activities that are dialogic and interactive to engage students in pairs and groups together with individual engagement activities.
- **Relevance:** Considered adapting tasks and activities to reflect students' diverse educational, linguistic, and cultural backgrounds against the programme objectives.
- **Evaluation:** Observed student engagement, participation, and their responses during the activities for formative purpose, and final assessment for summative purpose. Noted areas requiring adjustment as and when required for future purpose.
- **Reflection:** Planned refinements for subsequent lessons based on outcomes for immediate purpose and for the future module design and delivery.

These applications are not part of any formal study either in Nepal or in the UK. Instead, it was for the purpose of sensing the applicability of the CARER framework in practice. Indeed, it

provided credible, practice-informed evidence of the framework's relevance and adaptability, which aligns with Farrell's (2018) reflection model that emerge from situated teacher practice rather than decontextualised theory in some way.

TAQDL as a Complementary Inquiry Model

This framework was also developed alongside with the CARER framework during the author's doctoral study. TAQDL provides a scaffold for inquiry while several questions must be answered in the investigation. Based on the personal experience of the author and some empirical illustrations, it is particularly useful for early career researchers (ECRs) and undergraduate students completing research projects. Like CARER, it is cyclical and flexible, allowing users to iterate and refine their inquiry.

Elements of TAQDL

- **Topic:** The starting point to undertake any research is the topic that the researcher is interested in. She/He needs to clearly identify what area or aspect is being explored or researched in the topic, because there can be many aspects under the same topic. An example can be: 'Investigating collaborative learning strategies in a mixed-language classroom in the under resourced environment in Nepal.'
- **Application/Action:** After determining the topic, the researcher can situate it in a real-world context and plan for concrete and doable actions. For example, the researcher can design number of classroom observations or survey or interview activities to collect data.
- **Question:** In this block, the researcher can formulate guiding questions or prompts that focus the investigation. These questions can be related to the concept of key terms, scope, and limitations. For example, what does students' engagement and understanding mean? How do peer discussions influence students' engagement and understanding? Series of such questions help in taking decisions in the next block.
- **Decision:** In research, there are important decisions to make from the beginning to the completion of the project. They are methodological and ethical choices to ensure valid and responsible inquiry. For example, choosing small-group discussions and determining anonymisation procedures for ethical compliance can be one of the decisions here.
- **Learning:** This is very crucial as it synthesises insights gained from the research. It is also an opportunity to reflect on the research journey and activities and the outcomes for future cycles of practice and research. For example, by reviewing the findings to identify which collaborative strategies were most effective can give insights while planning for subsequent projects in future.

Practical Illustration

TAQDL was applied in undergraduate research project module in the UK. The author guided students through their research projects using this framework, helping them structure each stage of the process. The composition of student groups was diverse who had limited research experience. This framework contributed to complete the project at a satisfactory level. For example, students were guided as below:

- **Topic:** Asked students to select one for investigation that they have interest on.
- **Application/Action:** Asked them to develop Gantt chart that indicated plan, steps, activities e.g., observations or surveys.
- **Questions:** Develop questions to guide their inquiry including methodology.
- **Decisions:** Make informed decisions e.g., methodology, sampling, and ethics.
- **Learning:** Feedback and engage in synthesising, gaining insights and reflecting on the outcomes.

The CARER-TAQDL Integrated Framework

Based on the explanation, TAQDL mirrors CARER's reflective logic but spotlight research, inquiry, and knowledge generation. CARER structures reflection on teaching practice, while TAQDL on research and project-based learning. In other words, they form the CARER-TAQDL integrated framework, bridging pedagogy and research. Teachers and students can use CARER to refine classroom decisions and TAQDL to guide investigative cycles, creating a recursive, dialogic, and context-sensitive approach to professional and scholarly learning. By interlinking CARER's pillars with TAQDL's inquiry sequence, the framework provides teachers and researchers with a dynamic tool for bridging theory and practice in context-sensitive ways (see Figure 1).

Figure 1 Integrated framework

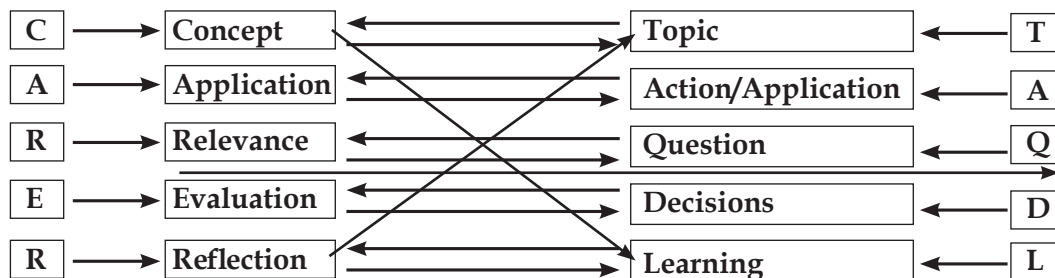


Fig 1 CARER-TAQDL integrated framework Bhatta (2022)

Multidimensional Engagement

What makes this framework distinctive is its multidimensional integration and operates along three-dimensional engagement- horizontal, vertical and diagonal:

- **Horizontal engagement:** Each CARER pillar aligns with its TAQDL counterpart, allowing reflection and inquiry to progress in tandem. For example, Concept ↔ Topic, Application ↔ Application/Action, Relevance ↔ Questioning, Evaluation ↔ Decision and Reflection ↔ Learning. This ensures that decisions in teaching practice are mirrored by structured steps and process of inquiry.
- **Vertical engagement:** The integrated framework of CARER and TAQDL both are internally connected and are in developmental arcs and bidirectional. For example, while using CARER pillar, teachers may move downward from Concept → Application → Relevance → Evaluation → Reflection to consolidate understanding or move upward by following each step from Reflection → Concept. This process helps to get new insights and reshape theoretical framing. On the other side in TAQDL pillar, students can move downward from Topic → Application/Action → Question → Decision → Learning or may also move upward from Learning → Topic when findings generate new questions. This bidirectionality of the framework encourages teacher and student engagement that contribute to sustained cycles for deeper understanding over time.
- **Diagonal engagement:** This is the process of connecting any component of CARER pillar with TAQDL or vice versa in either downward or upward directions. Therefore, it is non-sequential crossovers and can create recursive pathways for insight. For example, moving from Concept ↔ Question (e.g. does understanding answer questions or vice versa) or Relevance ↔ Learning or Evaluation ↔ Decision moving downward (e.g., evaluation leading to a revised decision) or upward (e.g., a new decision prompting re-evaluation). Hence, such multidirectional crossover is not rigid and mechanical, but reflects fluidity, non-linear messiness of real practice. This very fluid nature of the framework allows teachers and researchers to constantly move back and forth.

In this way, it is argued that CARER-TAQDL rise beyond the linearity of traditional reflective models by offering a flexible, multidirectional way of engagement portrays the complexity of educational and research practice.

Illustrative Example

Below is an illustrative example of the integrated framework showing how it can guide a teacher or ECR through both classroom reflection and research inquiry based on student engagement in ELT classrooms in a remote village.

- **Concept (C) ↔ Topic (T):** Good understanding of key terms of the topic to be introduced. Identify the pedagogical principle(s) contributing to student engagement leading to research focus.
- **Application (A) ↔ Action (A):** Design a teaching activity and implement it. Observe how students are doing or acting the tasks/activity to collect related classroom data.
- **Relevance (R) ↔ Question (Q):** Ensure that the chosen topic is relevant to the curriculum, need and level of the students. Formulate inquiry questions about the activity is the requirement of the curriculum and that appeals to students' needs.
- **Evaluation (E) ↔ Decision (D):** Assess teaching effectiveness based on the observation record and decide on further methodology including research.
- **Reflection (R) ↔ Learning (L):** Reflect on all aspects of both teaching and inquiry such as the concept, the topic, activities, and components of both pillars to integrate lessons for future cycles.

This illustrative example ensures the stepwise approach to reflection and inquiry which are intertwined and provide a structured yet flexible process for professional development.

Positioning CARER-TAQDL in the Debate

There are ongoing debates on reflective practice models. The CARER-TAQDL framework contributes to ongoing debates on reflective practice and teacher research by addressing limitations of established models while building on their enduring strengths. Since CARER-TAQDL offers dialogic reciprocity, non-linear flexibility, and contextual sensitivity, it is particularly relevant for teachers and researchers in navigating complex, multilingual, and indigenous classrooms.

The framework encourages practitioners to adopt multiple lenses on practice calling for critically reflective teaching (Brookfield, 1995), and aligning with dialogic reflection in language teacher education (Mann and Walsh, 2017). As explained about the multidimensionality of this framework, it also resonates with argument for *critical participatory action research* as a collective, context-embedded form of reflection (Kemmis, McTaggart, and Nixon, 2014), and thereby extends beyond individualised model of Schön (1983) or linear cycle of Gibbs, (1988).

Besides reliance on the technical aspects or the components of CARER-TAQDL discussed earlier, it is beyond them. To make further clear, the framework explicitly incorporates sociocultural and institutional realities, informed by the author's two decades of ELT experience in Nepal as well as its application in diverse UK classrooms. This situated grounding reflects sociocultural theory of Lantolf and Thorne (2006), which views that learning and reflection emerge through mediated

activity in real contexts. Farrell (2015) also echoed that teacher reflection must account for both classroom complexity and wider contextual conditions.

Finally, CARER-TAQDL addresses key gaps in existing frameworks by linking pedagogical reflection with research-oriented inquiry. Hence, it parallels Smith's (2012) advocacy for teachers as self-directed learners who integrate reflection with professional inquiry. CARER-TAQDL is not to replace existing reflective models. Instead, it attempts to complement and expand them by offering a flexible and context-sensitive alternative that integrates pedagogy, dialogic inquiry, and professional growth.

Dialogic Reciprocity

Unlike Schön's (1983) individualist model, CARER-TAQDL emphasizes dialogue between teaching and research, reflection and inquiry, teacher and learner perspectives which are close to Brookfield's (1995) critical reflective teaching, and Mann and Walsh's (2017) dialogic reflection. An illustrative example can be of a teacher while planning for a group activity can simultaneously consider how to observe interactions of students in their groups, what observation tools to use, how to record their contributions, and generate research questions that allow teaching practice moving smoothly to inform research and vice versa.

Non-linear Flexibility

As stated elsewhere, traditional frameworks of Gibbs (1988) or Wallace (1991) are more mechanical, and often present stepwise, linear cycles, which may oversimplify the realities of teaching. In contrast CARER-TAQDL, supports recursive, web-like reflection that enable teachers, students, and researchers to revisit earlier stage components in the same pillar or across. By doing this, they can adapt to new information, and adjust decisions iteratively. For example, during a lesson, a teacher may encounter an unexpected student difficulty during an activity in the lesson (Evaluation/Decision) and revise the activity in the mid-cycle and refine research questions then and there.

Contextual Sensitivity

Many models offered by Moon (1999, 2004) and Wallace (1991) are Western-centric where educational institutions are more stable, well-resource and learner population is homogenous, unlike Nepal's multicultural, multilingual, or under-resourced classrooms. Hence, the blanket model may not fit in diverse contexts, which require alternative or complementary models 'fit for the purpose'. Since CARER-TAQDL explicitly incorporates sociocultural and institutional realities, informed by the author's two decades of ELT experience in Nepal and subsequent applications in diverse UK classrooms. For example, teachers can adapt lesson activities to reflect students' linguistic diversity (Relevance), ensuring the framework responds to local classroom realities rather than applying a one-size-fits-all approach (Application).

Generalisation to Other Contexts

Although grounded in Nepalese ELT experience, the principles of CARER-TAQDL are transferable to other contexts whether multilingual or under-resourced environments or vice versa due to its richness in cyclic reflection, inquiry scaffolding, and context sensitivity. The framework provides flexible scaffolds for reflective journals, lesson planning, practicum debriefs, and small-scale research projects across different disciplines and contexts.

Practical Utility

Accompanied by tools and scaffolds, the framework can guide teachers, pre-service educators, and students in lesson planning, reflective journaling, project-based research, and professional development.

Implications for ELT Practitioners and Researchers

This section gives some actionable guidance of CARER-TAQDL framework for teachers, early career researchers (ECRs), and teacher educators into practical classroom and research strategies for their professional growth and research competence. The strategies are based on the core principles of recursive, dialogic, and context-sensitive reflection and inquiry.

Teacher Education

CARER-TAQDL can be integrated into pre-service teacher education programme to enhance reflective depth and decision-making. Teachers can use CARER to structure lesson planning, delivery the plan, write reflective journals, and practicum debriefs. Similarly, they can apply TAQDL to frame small-scale classroom inquiries or teaching experiments or unanticipated issues arising. In both cases, they can structure under each component either sequentially or choosing the related component(s) of the pillar(s). For example, pre-service teachers can design a vocabulary teaching lesson for an English language classroom using CARER framework. Then, they can formulate inquiry questions about student engagement, participation, learning achievement, and difficulties they experienced using TAQDL. In both cases, they could be completing a full reflective learning (CARER) and research (TAQDL) cycles.

The same procedures and strategies can be applied for in-service teacher education programmes leading to their professional development. The framework can help teachers to scaffold for professional learning communities, action research, and peer observation as they can iteratively reflect on practice (CARER) while systematically exploring strategies for improvement (TAQDL). Facilitators can employ the framework in trainings or workshops to initiate and guide discussion asking to tell participants' stories, reflect on them, and solve problems if any. For example, a group of teachers are set to plan and implement a collaborative learning activity, evaluate its effectiveness, and document insights that they gained to inform their future lessons.

Research Training

TAQDL is particularly useful for ECRs and undergraduate students navigating research project modules. It scaffolds project planning, question formulation, ethical decision-making, and outcome synthesis. However, CARER is equally important to equip in their knowledge and understanding of the research topic, its dimensions, relevance, and research methodology. Hence, by linking reflection (CARER) with inquiry (TAQDL), students gain a holistic view of teaching-informed research or vice versa. For example, students are conducting classroom-based research on a topic like ‘student engagement and achievement’. They can integrate TAQDL cycles with CARER reflection. By completing this project, they can improve both the quality of their projects and their understanding of pedagogy.

Supporting Tools for CARER-TAQDL

To facilitate implementation, practical tools and scaffolds can support teachers, pre-service educators, and ECRs. In practical life of professionals/practitioners, these tools serve as scaffolds, helping teachers and students visualize, document, and guide reflective and research activities, enhancing practical utility without constraining flexibility. Zeichner and Liston (1996) emphasised structured tools make reflection accessible and sustainable for teachers.

Sample of CARER Tools (Worksheets to guide reflection):

CARER Element	Guiding Questions / Prompts	Example Notes
Concept	What does XX mean? What theory or principle supports this activity?	CLT principles for speaking activity e.g. pair work
Application	What strategies did I use? How did I implement this in practice?	Role-play in mixed-level class
Relevance	How does this approach suit my learners’ needs and context?	Adapted role-play for local examples
Evaluation	What worked well? What obstructed? What needs improvement?	Students engaged but some struggled with some aspects e.g. vocabulary or pronunciation
Reflection	What insights have I gained for future planning or what did I learn?	Plan scaffolding for next session

Sample of TAQDL Tools (Templates to guide research projects):

TAQDL Element	Guiding Questions / Prompts	Example Notes
Topic	What is my research focus? Why is it important?	Peer feedback on writing
Application/ Action	How will I investigate this? What steps will I take?	Design survey and observation schedule
Question	What guiding question(s) will focus my inquiry?	How does peer feedback affect revision strategies?
Decision	What methodological, ethical, or practical choices must I make?	Use small groups, anonymize data
Learning	What have I learned? What would I do differently next time?	Some feedback types were more effective; adjust instructions

Sample of Integrated CARER-TAQDL Tool (Matrix for combined reflection and inquiry):

CARER ↔ TAQDL	Prompts / Questions	Notes / Observations
Concept ↔ Topic	What principle informs the teaching or research focus?	CLT applied in peer feedback project
Application ↔ Application/Action	How is the concept/topic enacted in practice?	Role-play + survey design
Relevance ↔ Question	How does this meet learner/student needs? What inquiry questions arise?	Adapt activity for diversity; “Does peer feedback improve engagement?”
Evaluation ↔ Decision	What worked, and what choices need adjusting?	Note engagement; adjust group size/ethics
Reflection ↔ Learning	What have I learned and how will I act next?	Plan for next cycle, integrate lessons learned

Conclusion

Reflective practice remains central to effective teaching, yet established models often fall short in addressing the recursive, dialogic, and context-sensitive needs of teachers and early career researchers (ECRs). The CARER-TAQDL framework responds to these gaps by integrating pedagogical reflection (CARER) with inquiry-based research cycles (TAQDL). Thus, the framework depicts a dynamic, multidimensional, and adaptable tool for professional and scholarly growth. CARER-TAQDL does not seek to replace existing reflective models but

complements them, offering an adaptable framework that bridges theory, practice, and research. Its flexibility and transferability make it relevant beyond Nepalese ELT, providing a structured yet responsive approach to enhance teacher reflection, scaffold research inquiry, and promote contextually grounded pedagogy. Finally, foregrounding on reflection, inquiry, and contextual responsiveness; CARER-TAQDL contributes a practical, evidence-informed resource to both teacher education and scholarly research, supports professional development in complex, multilingual, and dynamic learning environments.

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