

Exploring Reflective Practice for Professional Growth: Insights from Nepali English Teachers

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Article History

Keywords: Reflective practice, professional growth, inclusive teaching, teacher reflection, educational leadership

Received: 21 June 2025

Reviewed: 25 November 2025

Accepted: 28 November 2025

DOI:

<https://doi.org/10.3126/snprcj.v6i1.91809>

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Abstract

Reflective practice fuels English teachers for a meaningful learning and brighten students' learning experiences. Reflective practice enables researchers to develop into critical, creative, and analytical thinkers. The practice of reflection also aligns with the ideas of human activity, where individuals record their learning, reflect, measure, assess, and evaluate the learning process. This study aimed to explore how English teachers in Nepal engage in reflective practice. A narrative inquiry design also embraced within an interpretive paradigm. I used the Zoom app to conduct semi-structured interviews using purposive sampling. Five participants were chosen to produce genuine data. I coded and thematized the interview transcription to reach conclusions. The study explored respondents' experiences under an interpretive paradigm to reveal nuances in reflective practices. Findings show reflective practice for self-improvement, role of ICT (Information and Communication Technology) in transforming reflective instruction, and reflective practice as salient feedback. Reflective practice thrives in inclusiveness and invaluable learning while embracing ICT to identify learning gaps. Participants highlighted transformative learning through storytelling, feedback, journals, motivation, and context-specific teaching. The implications highlight enhancement of teachers' leadership skills, ICT integration and leadership skills and a commitment to continuous learning.

Introduction

Reflective practice plays a vital role in shaping the profile of teachers' professional growth. A personal view reflects reevaluating in-person instruction and the new model. In contemporary, reflection works as a guiding compass in teachers' growth, adjust dual forces of remote teaching and strategic tools for

teacher to support in digital learning space. People who are not prepared for the difficulties of distance learning have surfaced, emphasizing the need for accepting and effectively using digital tools to empower reflective practice. Therefore, reflective practice needs collaboration to recognize synergy as vital for maintaining long-term quality assurance in higher education. Reflective practice is paramount and crucial, as will close collaboration across colleges and universities (Aryal, 2024; Bhandari, 2025). Reflective practice represents the capacity to contemplate the person's viewpoints as necessitating responsibility, behavior, and attitudes (Dahal, 2023; Pandey, 2023).

Meanwhile, reflective practice highlights the steps of rumination and deeply rooted nurture practice to the professional underpinnings of experiences, suggestions, approaches, feedback, and responsibility for one's learning. The concept of reflective practice has been embedded in teacher education (Nagamine et al., 2018; Wallace, 1991). The importance of examining reflective practice diverse educational context remains an imperative and urgency. However, existing scholarship emphasize on Western contexts and fewer studies concerning on how reflective practice is experienced by English teachers in Nepali context. This gap renders distinctiveness in reflective practice to unfold context-specific and capture reflective practice of teachers. This makes study novel and it asserts context specific in the setting of Nepali education system. Reflective practice is not only about cultivating insight but is more about emotional nuances. It elicits the reaction, sentiment, and passion for the teaching paradigm. Similarly, reflection portrays the comprehension of experience, thought, and the senses of visual representation. The teacher will adapt classroom issues and deal with diverse students in educational demarcation boundaries.

Teachers accumulate knowledge from different sources from time to time. Wallace (1991) outlines two categories of teacher knowledge about professional education (pp. 14-15). The information given is received knowledge, which is that knowledge acquired through reading professional publications like textbooks, teacher reference books, newspapers, articles, etc., and experiential knowledge. This knowledge is formed or discovered by teachers themselves, using their prior knowledge, which enables them to adapt it to the particular situation. The latest developments in teaching and learning are introduced to teachers through official programs, which include workshops, seminars, or training for teachers. In the same spirit, instructors are encouraged to promote the knowledge and skills of their profession.

To improve learning, UNICEF Nepal (2018–2022) has led in implementing child-centered education for all children, particularly those who do not speak Nepali as their first language. The Nepalese government created the School Sector Development Plan (SSDP) in July 2016 to improve the learning environment, curriculum, teaching and learning materials, teaching methods, assessment, and exams to help students' learning (Ministry of Education, 2016). This policy reveals many educational systems, including methods, resources, and curricula, to

enhance students' learning preferences. Although policy exist, evidence remains limited on teachers' reflection largely unheard and limited attention in shaping classroom practices in lived experiences to influence personal narratives. There is limited evidence on how teachers themselves reflect on policies and reforms of their lived experiences and narratives in order to capture teachers' voices and reflective practice in Nepal. In Nepal, existing studies (Gautam, 2023; Aryal, 2024; Dahal, 2023; Basnet & Bhattarai, 2022) focused on self-reflection, reflective practice, collaboration, ICT integration and professional teacher development. There is limited understanding of reflective practice in Nepali classrooms. This highlights research gap regarding teachers' reflective practices. Reflective practice, collaborative learning and mentorship in developing teachers' professional growth have underexplored. RT (Reflective Teaching) in the Vietnamese EFL (English as a foreign language) environment does come with advantages and high challenges (Phan & Nguyen, n.d.). It reveals systems of support are required, and constructive criticism is lack in reflective teaching in Vietnam. Conversely, in Nepal, Gautam (2023) underscores information and communication technology with teacher professional development for permanent teachers who received TPD (Teacher Professional Development) training at district government training centers, but ICT was not neglected in the training program.

More job satisfaction and improved teaching strategies are the outcomes of collaborative learning. It is initially believed that contradictory ideas suggest that mentorship programs are too formal and based on personal opinions. Teacher growth is successfully promoted in the mentorship program's final stage (Bhandari, 2022; Dahal, 2023). This social constructivist mentoring also helps teachers reflect on themselves and improve their teaching abilities. There is potential for future educational reforms with an innovative approach to teaching. Through introspection, social constructivist mentoring can contribute significantly to the professional growth of teachers (Basnet & Bhattarai, 2022; Gautam & Sharma, 2025). Additional values enhance our learning through self-reflection, transferability, sustainability, lifelong learning, and collaborative learning. Moreover, reflective practice is the ultimate outcome of critical thinking and problem-solving (Sapkota, 2024; Subedi, 2012). Hence, emotional and cognitive go hand in hand to balance and cater to educators' professional and personal growth (Pandey & Sharma, 2022). The ability to reflect, put insights into practice, and promote a culture of continual learning are all components of reflective practices in education (Aryal, 2024). However, little reflective practices highlighted in daily teaching in Nepali education of Nepali English teachers. This gap underscores to explore the teachers' reflective practices in their teaching. Therefore, this study aims to explore reflective practices in everyday classroom to contribute in student achievement and critically reflect on instructional approaches to enrich their professional development in Nepal.

Reflective practices highlight the multifaceted and multidisciplinary lens in contributing paramount professional growth in teaching due to its self-improvement cultivation and nexus reflection writing to practical insights of

management, leadership, and pedagogical implications. During the procedure of reflection, the PSTs (Pre-Service Teachers) are given instructions on reflecting on critical incidents (CIs) during the Webex meeting (Karim et al., 2024). Therefore, reading, writing, and sharing are the main topics of the second session. Crucial circumstances prompt reflection on professional awareness and teacher development.

Reflection can also result in particular teaching practices such as lesson planning, putting planning into practice, and assessment (Kalantari & Kolahi, 2017). Reflection is directly connected to lesson planning, implementation, and assessment. It realizes what the teachers are teaching and how they are teaching. This technique is more valuable for interactive classroom discussion, involvement, and fruitful outcomes in students' coursework. Enhancing teachers' professional development through practical reflection on teaching. After that, reflection on action promotes important events such as students being late for class, misbehaving, technological issues, and a disorderly atmosphere (Karim et al., 2024). Teachers are more alert and aware of content, reflection, assessment, and classroom dynamics, which helps them identify the gaps. In conclusion, the study fills a gap in understanding English teachers' reflective practices revealing deeper insights into teacher motivation, classroom outcomes shaped through reflection practices. The limited understanding of reflective practices must be explored and examined to distinguish teaching practices in 21st century and how such practices contribute to professional growth of Nepali English teachers. Likewise, the study seeks to address following research questions: (1) How do reflective techniques impact student learning outcomes? and (2) What strategies do teachers use to reflect on their teaching practices? By adding lived experience and narratives, this study is crucial for giving voice to Nepali English teachers in terms of context-specific, professional development, instructional approaches, and enhancing quality education in Nepal.

Literature Review

In this section, reflective practice is central and reciprocal aspect in actively learning process. I have adjusted themes based on the contents and literature. This literature review enables continuous improvement, active learning and instructional quality of teachers in educational domain. Reflective practice paves the way for the critical thinking, student engagement and educators to examine pedagogical expertise.

Significant of Reflective Practice in Teaching

Reflective is the art of teaching and comprises a reciprocal relationship between teacher and student where both are active participants. Reflective practice is a systematic problem-solving process through teachers' deliberation, thoughtful dwelling on a specific event, incident, or situation (Dewey, 1933). Reflective practice is the gateway to gaining insights and fosters the enrichment of teachers' professional practices. Recent studies reinforce the centrality in professional

development in reflective practice settings. Maharjan et al. (2025) articulated that reflective practices contribute to empowerment and critically assess the teaching methods of teachers. Reflective practice allows teachers to become aware of their strengths and fundamental beliefs, better understand their teaching, evaluate their professional development, and make well-informed decisions. Similarly, Rauteda (2024) highlighted that reflective practice reflects the diary writing, student feedback and it plays a vital role promoting continuous improvement of teachers.

Student Engagement and Motivation

It is important to discuss meaningful contributions in the 1970s for the learners in the classroom to discuss communicative language teaching because it plays a significant role in active learning strategies (Richards & Rodgers, 2001). Similarly, reflective practice entails identifying, analyzing, and considering a teacher's methods. Terms used to describe the level of reflective thinking include descriptive/technical, practical/dialogic, and critical/transformational (Hagevik et al., 2012). Reflective thinking is associated with reflective practices where it has intertwined distinct terminologies such as descriptive, dialogic, and transformational. Descriptive displays the pictorial view of reflection and action. Similarly, dialog is in the form of dialog, reinforcing the advancing learning pattern of students and teachers.

Transformational views manifest as critical eyes of justice, inquiry, and social justice in teaching methods. In contrast to students in conventional lecture-based settings, research by Freeman et al. (2014) shows that students in active learning contexts exhibit higher levels of motivation and engagement. Regular evaluations and the incorporation of real-world applications allow instructors to create environments that encourage critical thinking and active engagement. This study explores these findings by examining how Nepali English teachers perceive fused elements of reflective teaching in their classrooms.

Implementation Gaps in Reflective Practices

Crucially, culturally responsive pedagogy (CRP) is an educational approach that clarifies the important aspects of teaching practice, including histories, realities, and viewpoints. Thus, teacher training programs need to be culturally responsive to address ethnic diversity (Gay, 2022) effectively. Students can also not learn new things from the dominant ones because reflective practice in the classroom is frequently ignored. Reflective practice domains should be the foundation for instruction rather than just textbooks. The current research offered convincing empirical proof that EFL instructors can improve their psychological well-being with ER (Emotional Regulation), RT (Reflective Teaching), S-E (Self-Efficacy), and TPI (Teacher Professional Identity) (Ismail et al., 2023). Recent analysis indicates that reflective teaching, self-efficacy, teacher professional identity, and emotional management are the four main elements. Despite the recognized importance of these skills, there is a lack of in-depth understanding of how teachers perceive and implement these humanized skills in their classrooms

(Fullan, 2001). This information gap impedes the creation of practical tactics and regulations to help educators create a more compassionate and morally sound learning environment.

Teacher Cognitive and Professional Growth

Educators foster their own cognitive well-being through their feelings, pedagogy, motivation, and assertiveness in the classroom. Additionally, student-driven teaching techniques and professional growth are linked to reflective teaching. Observation, evaluation, and analysis are more methods of acquiring reflective pedagogy. An educator can become a reflective teacher by being honest, critical, enthusiastic and encouraging colleagues to observe their class. Teacher is at the heart of the process because their attitude views how they are taught and ranked in their classrooms (Ertmer & Ottenbreit-Leftwich, 2010). Feedback from students made reflective practice more fruitful and reflective practice is aware in a self-regulated manner in the classroom instruction. Journaling, student feedback, peer observation, and lesson recording are all crucial elements of the reflective teaching approach.

Reflective Teaching for Teaching Expertise

Reflective teaching, often called RT, is a critical concept for EFL teachers to learn the requisite subject and pedagogical expertise (Shirazizadeh et al., 2019). Emotional control, self-efficacy, reflective instruction, and professional identity are all components of a teacher's psychological well-being. Barkhuizen (2011, p. 3) states that reflective teaching practices reflect extensive moral values and inherently connected to emotional responsibility. Reflective teaching has two main advantages: it helps teachers develop their pedagogical skills and broadens their teaching knowledge beyond conventional ways. This is furthered by Prince (2004), who adds worthwhile exercises that encourage critical analysis of educational experiences. Meyers and Jones (1993) highlight the need for active engagement with the subject matter through case studies, problem-solving, role-playing, and group discussions. Michael (2006) emphasizes the value of students taking an active role in their education, deviating from conventional teaching techniques. The fact that active participation in knowledge construction enhances learning outcomes is further emphasized by Freeman et al. (2014). It shows that learning gets better when students actively engage in knowledge creation and maximize learning benefits.

In a nutshell, the reviewed literature underscores that reflective practice is utmost pivotal elements in terms of student learning, effective teaching and collaborative learning. Studies demonstrate that reflective activities highlight the student feedback, journaling and self-analysis have found international and Nepal studies. Reflective practice enhances psychological well-being and ability to adapt to diverse classroom contexts. In addition, reflective practice directly connected with critical thinking, active learning and it promotes culturally responsive teaching.

Methods and Materials

I endeavored to examine the reflective teaching practices of secondary-level English teachers. This study employed a qualitative research design and narrative inquiry as its research method. The data was gathered as narratives, and the field notes and diary enhanced my understanding of these reflective issues. It includes philosophical viewpoints to comprehend the phenomena and complicated nature to enable philosophical perspectives (Creswell, 2007). I chose research participants from Kathmandu and selected five English teachers with more than 7 to 15 years of teaching experience. To address ethical considerations, five participants' names were anonymized with pseudonyms, such as P1, P2, P3, P4, and P5. I interviewed four male teachers and one female teacher. Each participant embodies different characteristics of innovative teaching and leadership qualities of reflective practices. I chose one female due to her experience regarding reflective practice and add inclusiveness in research. I explored the experiences of respondents by using an interpretive paradigm to bring out the difficulties of reflective practice. Research is essential for accounting for ethical considerations because it impacts and influences others (Tracy, 2020). Ethical practices carry potential aspect in research to uphold ethics to safeguard people privacies. Flick et al. (2004) also proposed that semi-structured interviews are good ways to get the participants' subjective opinions. The semi-structured interviews were transcribed, and the field notes, my reflection notebook, and participants' thoughts were organized chronologically for each participant. Then, interpretive lens permits me to analyze social phenomena in a very intricate and detached approach, changing the context (Mackenzie & Knipe, 2006). It prioritizes my research participants' meanings and experiences, providing a profound understanding of social interactions and human behavior. Similarly, teachers' reflections are the ability to reflect their actions of analyzing experiences of teaching practices in order to lead to new understanding (Barkhuizen, 2013).

To establish trustworthiness in this study, I adhered to the quality standards of qualitative research, which include credibility, transferability, dependability, and conformability (Ul Haq et al., 2023). I recorded coding process, analysis, and thematic development. Verbatim transcription build familiarity and to capture the voices of English teachers (Braun & Clarke, 2006). I triangulated data from participants and reflect my positionality to minimize biasness of data. I grouped these connected concepts into other categories. This helped me to develop both overarching and subordinate notions based on the teachers' experiences in reflective teaching in their teaching ventures. Thus, the volunteers in this study were well-received. Therefore, I included my interpretation in the data analysis to derive the most significant findings.

Results and Discussion

The results and discussion section are created using information gathered from participant interviews. The thematic discussion and interpretation of teachers' narratives have been summarized below:

Reflective Practice for Self-Improvement

Teachers and students draw strength from the practice of performing reflection. Reflective practice aids teachers to nurture self-awareness and accommodate learner diversity into a pedagogical approach. P1 shared that,

Reflective practice refined our teaching skills: Reflection is the process of looking back on, evaluating, and assessing past events, pursuits, and practices that we engage in throughout our lives, especially in the teaching profession. When we reflect, we remember and recollect past occurrences, which allow us to enhance our teaching strategies and content. This is what I did in the activities that I completed right before the activities that we conducted.

This depicts that reflective practice is improving and advancing the teaching environment. Practical method in teaching will reflect through reflection. Educators should have such an understanding of what happens with various policies, teaching techniques, and processes. Maintaining culture, encouraging reflections, dialogues and collaborations among students, and adopting pedagogical methods would be the creation of teachers (Ramos-Vallecillo et al., 2024). In fact, teachers who introduce learning to pupils exhibit their critical thinking. It indicates teachers go through various struggles in the classroom, and it teaches flexibility, inclusivity, as well as lifelong learning. As a result, reflection practice paves the way for self-improvement. Reflective practice is perceived by senior teachers as less minors and insignificant of reflective practice (Joshi et al., 2018). In Nepali education, educator is seen as a less impactful strategy observer for professional competencies and advancing professional skills.

Teachers can understand weak aspects of lessons and collaborative reflective provides a framework for teachers to gain insight into the teaching actions and elements of lessons (Pokhrel, 2022). Building on prior findings, this study seeks to understand how reflective practices influence teachers' pedagogical choices, classroom decisions, and professional growth of Nepali English teachers. Teachers' professional development policy concerns the legal strategies to enhance teachers' competency level to fulfill the academic objectives determined by the government agency. The government has a policy to maintain quality education through teacher professional development training. This type of policy help teachers to develop various kinds of professional skills, knowledge, new techniques of teaching (Panthee, 2023). Thus, Teachers' professional development experiences, resource availability, and the larger sociocultural context all impact how they perceive and feel about educational changes (Fullan, 2001). Reflective practice is an iterative process to think about lessons, students' respond and evaluation of teaching performance, P2 shared his perception regarding reflective practice thus, *in teaching languages, reflective practice is a method where teachers assess their instruction via experience, make decisions, and enhance their effectiveness in their professional development.* The reflective practice analysis in language instruction is the same for P1 and P2. The most important technique for ensuring that teachers

get feedback, handle complexity, integrate input, and create opportunities for peers to do the same is reflective practice.

Reflective practice in language is also essential since it highlights the errors made by teachers and students when they share, interact, and use ICT tools like PPTs, videos, audio, journals, and visual aids. Conversely, P3 shared distinct experiences related to reflective practice. *Reflective practices are straightforward exercises that are helpful, particularly in language courses, to help students. By documenting their reflective practices in class, students become subjects of their expertise.* When students demonstrate reflective practices in the classroom, they become authorities in the subject and accountable learners. Reflective practice here resonates as a useful exercise to strengthen the language courses. P4 viewed reflective practice as a reflection of the teacher and, at the same time, it is the student's reflection. She shared that her reflection is one kind of learning, and it is very important to foster the teachers' professional growth; everybody has their own reflection in their life span. P4 identified that,

Reflective practice is a vague term. Both the results of students' learning and the reflection of teachers' learning are reflected in reflective practice. Reflective practice is linked to both teacher feedback and student achievement. In my situation, I have been a teacher in a government school for over ten years, and the majority of my classes had more than seventy pupils. If I employ the lecture method in this situation, some intelligent students will grasp the material, while other backbenchers might not. Thus, as far as I know, classroom pedagogy is also regarded as a reflection exercise.

She expressed how learning is not similar among students. The process of demonstrating insights in the classroom is considered reflective practice. While some students find the lesson easy to understand, others find it difficult to focus. To promote students' learning, teaching should apply pedagogical methods in different ways. The students will learn chapters through the lecture method to passive listening. The conventional approach of lecture-based instruction is still widely used in many universities. It is now imperative that all educators abandon the conventional approach to teaching and learning. Learning becomes active when students connect new knowledge with their prior understanding (Mims, 2003). Learning becomes more fruitful and productive when students can connect their learning to previous understanding and reflection. This is the ideal moment to think globally and act locally to succeed as a teacher, so instruction should focus more on real-world learning from the local context.

Instructors employ different methods as per the diverse needs of students. Using a single method is not enough for the teacher. For improved learning, teachers should also employ a variety of techniques in the classroom, including discussion, peer work, and cooperation. Some students easily decipher the lesson, and some don't concentrate. In this case, the teacher needs to use different pedagogical approaches to foster students' learning and performance shortly. On the other hand, P5 explains reflective practice as thinking critically about our

teaching experiences to grow and develop our teaching methods. Reflective practice, as defined by P5 as,

Reflective practice from a philosophical perspective, entails critically analyzing our teaching experiences to grow and learn. We know John Dewey's assertion that we learn more from reflecting on our experiences than from direct experience.

The ideas of reflective practice in language instruction are similar in P5 and P4. Similarly, reflective practice enhances the value of our teaching experiences and self-improvement. It examines how we teach in the classroom, whether we reflect on our own learning, and whether or not students comprehend the material we teach. Reflective practices foster cognitive development and foster positive relationships with pupils. In addition to seeking out areas of practical strategies for language instruction, it explains the outcomes of flexibility, inclusivity, inquiry-based learning, and interpretative skills. Overall, all participants say reflective practice is beneficial and provides further insights into language learning.

Role of ICT in Transforming Reflective Instruction

ICT is essential for increasing classroom diversity, inspiring students, and empowering educators to manage learning with merit. Under the supervision of a teacher, students can improve their critical thinking, creativity, self-control, and problem-solving abilities. With more control over their education, students exercise their right to choose an interesting topic during the presentation process. Importantly, the Nepalese educational content that had to be taught to the students was reflected in the culture. The use of computer technology in teaching and learning can be traced back to the early 1970s (Levy, 1997). Technology shows that Nepal is in line with the communication needs of its growing international economy. Authentic communication activities, practical relevance, ICT resources, digital integration, multilingual approaches, and inclusivity are all crucial in the classroom. The two primary concerns for curricular alignment were determining which cultural components would support people's cognitive abilities and how to teach the content to students effectively.

The other side of the coin to decentering ELT is that the focus can no longer be on the discipline of English as the single emphasis or standard. It invites ways of teaching, cultural diversity, and multilingualism. P2 shared lots of challenges while teaching English in his class. He highlighted the problem of not understanding the language. He explained that English lessons seem unclear because children feel frustrated and English-speaking skills lead to comprehension gaps among students,

The fact that children have low speaking skills presents several difficulties in the classroom. In the classroom, they will not comprehend if we speak in English. When we attempt to use Nepali as the primary language of education, they will comprehend but struggle to write in English.

It shows that low speaking skills reveal problems in teaching students in the classroom. Students face inferiority complex, disengagement, and hesitancy in the context of learning (Shah, 2023). Students' low proficiency in speaking would be a great challenge for the teachers. Furthermore, the hegemonic tendency to conceal ideas, opinions, and values harm Nepal's educational system. Hegemonic practices tend to consider critical pedagogy. Numerous obstacles exist in Nepali English language instruction, including low competency, a culture that accentuates exams, a large and diverse class, and a reliance on textbooks. These kinds of methods won't support the teaching qualities.

Teacher-fronted autonomy posits obligations and functions for teachers in the classroom. The learning process, lesson planning, and organizational techniques are all modeled by educators to help pupils become better learners. Unlike the mostly cultureless learning style common in schools, ELT's main goals are to allow children to experience many ways of communicating and forming meaning and establish a community where a range of learning styles are used. Beyond simply avoiding stress, there are many proactive and beneficial ways to pursue happiness in teaching ELT in the classroom and well-being at work, such as boosting motivation and considering organizational factors. The ICT framework, on the other hand, was used by P4 to promote her reflective learning and foster professional development. *Since it expands the learning horizons of both teachers and kids, I use ICT most of the time. Classroom walls are covered with pictures and text that tell stories. Also, students focus on grammar and vocabulary to improve their levels of learning levels.* P4 is taking advantage of audiovisual materials to enhance their learning and performance. Preferably, children's cross-cultural participation and global learning should be supported by ICT integration in the classroom, which is essential in this day and age to assist teachers and students in learning more quickly. Thus, technology integration can enable collaboration and communication between teachers and staff inside and outside the classroom (Ojha, 2023). Technology contributes to the creation of knowledge and creates opportunities for the future. Putting digital literacy into practice brings about aspirations and makes groups accountable. Additionally, this situation demonstrates technology's critical role in communication, cultural exchange, delivery, and breaking down geographical barriers in the educational sector.

ICTs are useful for improving access to learning resources and delivering the content more effectively (Poudel, 2022). ICT supports improved methods of delivering content in educational paradigms. Importantly, we will have access to internet-based news, articles, videos, and legitimate social media posts. Thus, we saw some divergent viewpoints from P2 and P4. P2 focused on students' language barriers due to disengagement and the traditional teaching approach. At the same time, P4 used ICT tools like videos, audio, and PowerPoint to improve their communication skills while encouraging students to learn reflectively and co-create knowledge. Plus, by letting them work together on projects with subtlety, PBL (Project-Based Learning) also aids in the development of students' critical thinking skills. Classroom dynamics in educational situations relate to the interactions and

close relationships between teachers and students. A strong relationship between the teacher and the student must be established for learning to be effective and pleasurable.

Reflective Practice as Salient Feedback

The teacher's job is to create a safe learning environment. Teachers should spend more time with their students and show empathy for them. The teacher should have given weaker students greater attention to support their learning over time. Additionally, teachers and students must provide constructive criticism, foster a pleasant environment, and treat others with care. P1 expressed issues about both individual and group work in the feedback. P1 stated,

I know that work can be done individually or in groups, and I usually provide and receive feedback verbally. I use the red pen to mark their answers when I check them, and I also tell them in class that "you have to improve like this." While I continue to provide feedback to everyone, there are instances when I use return feedback, oral feedback, and other methods.

Using constructive criticism and appropriate feedback is a noteworthy technique in reflective fields. P1 explicitly suggests future improvements and gives vocal comments using a red pen. This articulates the notion that feedback is a source of consistency and wholeness. P1 provides both in-class and post-class spoken feedback. He gives both oral and written comments. Red Pen highlights crucial observations in students to improve their assimilation of material. As an illustration of collaborative learning, group projects allow students to collaborate on tasks, divide duties, and take advantage of one another's abilities. Discussions and debates are crucial elements of collaborative learning that motivate students to participate in discussions and debates on various topics. Consequently, constructive criticism enhances the respect for learning types and provides direction, advice, ideas, and options. In Nepal, studies have shown that teachers fully engage in reflective practices to improve their professional skills, development and learning mechanisms. Mandal (2017) also highlights that teachers in Nepal engage in reflective practice for their professional upliftment and professional growth. Many teachers actively engage in reflective practice to foster their career enrichment. As noted by Smith and Craft (2011), continuous engagement leads professional growth and it enhances teachers' performance in reflective practice context. Regular participation in reflective practice has brought the good performance in teacher education. Gautam (2019) stated the reflective experiences served as catalysts influencing his pedagogical decisions, critical self-examination and key turning points in his role as an English language educator. Incorporating reflective practices in a structured and collective manner within education system, collaborative reflective exercises in training programs improves classroom practices (Joshi et al., 2018). Collective and shared reflection in learning programs build the capacity and instructional quality of teachers. According to Gnawali (2008), self-reflection poses personal reflection and it is a significant tool for reflective self-analysis which enhances the quality of teaching. It emphasizes on process of

reflecting and plays a paramount role for the learning and power facilitator. P3 made outstanding remarks about the feedback:

We give feedback based on how they present. If they are giving an oral presentation, we give them oral feedback. We give them written feedback if they are reflecting on the written form. In addition, there are other ways to give feedback. In some cases, we give successful stories, which are stories of people who have completed a certain level and are currently occupying or obtaining a good position, possibly in the Teacher Service Commission (TSC) in Nepal.

There are various types of feedback, both written and spoken. Depending on what the kids need, P3 uses both types of feedback. The context-sensitive method is in line with this kind of input. Simultaneous teaching and learning are based on positive feedback. Stories are essential to shaping pupils' fervor, zest, and excitement. P3 occasionally publishes the success stories of individuals who have achieved notable positions within the Teacher Service Commission. Pronunciation, intonation, enunciation, gestures, speech delivery, and content should all be evaluated while giving students feedback. Students' professional trajectory is motivated by successful stories. Narrative inquiry combines storytelling and research by using stories as research data or storytelling as a tool for data analysis or presentation of findings (Barkhuizen et al., 2013). An approach to qualitative research called narrative inquiry examines experiences as people recount them. Analogy, perspective, opinion, skill, observation, etc., are all investigated via narrative inquiry. Subsequently, storytelling, field notes of shared experiences, participant diaries, letters, and biographical and autobiographical writing are all included in narrative inquiry. Moreover, narrative inquiry proposes barriers, typical interactions, connections, schedules, traits, and individual development.

Additionally, modern learning systems emphasize student-centered learning, critical reflection of learners, and meaningful exploration. Students are confused and in a dilemma about their career trajectory. P3 and P1 adapted the same chain of interactions in administering oral and written feedback. Both strategies have been included in their teaching methods to address context-specific feedback. Additionally, P1 offers support, while P3 uses personal success stories to motivate pupils in the educational paradigm.

Conclusion and Implications

Reflective practice is widely recognizing practice of self-improvement and adaptive new teaching strategies. It fosters critical thinking and elevates the professional learning growth of teachers and students. There is limited research capturing lived experiences of teachers' narratives within local educational contexts despite policies. This study aimed to explore reflective practices of Nepali English teachers in their professional career trajectories. Teachers use reflection to improve lesson planning and strategies to diverse learners. Integration of ICT tools to enhance student participation and feedback helps to evaluate practices of support students learning. Teachers viewed reflection an essential mechanism for

classroom flexibility and pedagogical skills. On the other hand, ICT was used to expand learning horizons and PowerPoint, videos, audios were instrumental tools in reflective lessons for the students. Feedback was a central component of reflection because it guided student to improve further. Teachers and students are actively participant showed active learning journey and fostering diversity in educational space. Implications would be implementing structured reflective practices, integrating ICT tools in reflective teaching, promote lifelong learning guide policymakers in framing supportive teacher development programs can enhance teachers' professional development.

The paper emphasizes developing practical-oriented skills rather than the traditional way of acquiring knowledge. Reflective learning helps students to move out of their comfort zones and take charge of their learning. Teachers are seen more as facilitators in the classroom than as instructors. Workshops, seminars, instructional methodologies, reflective practices, educational training development programs are the implications, and collaborative learning are all employed within the educational framework to mold and enhance the distinctiveness of English teachers in Nepal.

Acknowledgements

I extend my sincere gratitude to all the research participants for contributing their valuable time. I am also deeply indebted to the living legend Prof. Jai Raj Awasthi for his insightful guidance, expert advice, and untiring support.

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