

A STUDY TO ANALYSE VARIOUS REFLECTIVE TECHNIQUES IN THE TEACHING OF ENGLISH
LANGUAGE BY TEACHERS: A SURVEY ON GRADUATE STUDENTS

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ABSTRACT

Language educators have been looking for techniques to ensure improved results in the classroom since the turn of the 20th century. A variety of approaches were utilized, but they were most prevalent in the first half of the century. A small but dedicated group of linguists eventually looked beyond traditional instructional approaches in pursuit of more substantial outcomes. Some language instructors, for example, adopted a strategy now known as reflective teaching (RT). To guarantee that instructors understand their own activities in the classroom and can make improvements when appropriate, RT calls for continuous self-observation and self-evaluation on the part of educators. Teachers engage in RT when they take stock of their own practices in the classroom and use that reflection to amass and examine descriptive data that might reveal areas for improvement. Professionalism among educators and more adaptability in the classroom as a consequence of RT. The purpose of this study is to describe the use of RT in language classes.

KEYWORDS: Reflective Techniques, Teaching, English Language, Graduate Students, Reflective Teaching.

INTRODUCTION

There have been numerous shifts in the field of teaching a second or foreign language during the last couple of centuries, but they have always been motivated by a desire to do good. Teachers, educators, and all parties concerned have gone beyond the era of conventional techniques in favor of more effective and reflective approaches in their pursuit of improved results. The period of post-method thought eventually followed. There is a common thread running across the seemingly disjointed "method era,"

"beyond method," and "post method" periods: the pursuit of realistic paths toward professionalism. There are several reasons why the area of (second/foreign language teaching) has not yet reached its full potential in terms of professionalism.

Various regulations and standards for professional credentialing or certification; a mostly part-time workforce; limited financial resources for training.

Hence, it is difficult to discover and execute strategies that take these considerations into account and provide language instructors chances for professional growth. Scholars generally believe that reflective teaching (RT), in which instructors undergo a cycle of self-reflection and improvement, is one such method. In other words, reflective educators first evaluate their own methods of instruction (via self-observation) before making any necessary adjustments (by self-evaluation). This study provides a thorough explanation of reflective practice and discusses its relevance to educators of second and foreign languages.

Teaching is a difficult and challenging profession. A teacher's work is often considered a career (Farrel, 2005). A profession is defined as "a form of activity that can only be practiced after extensive and intensive academic study". Decisions and problems abound in the profession of teaching. It is important that instructors, as professionals, constantly expand their understanding of how students learn. Subject knowledge, learner knowledge, curriculum knowledge, pedagogical knowledge, teaching performance knowledge, context awareness, and teacher self-awareness all contribute to what is known about teaching and learning (Meijer et al. 2001).

Knowledge relevant to teaching and learning is imparted to teachers as part of their formal training. Even after they've entered the professional teaching environment, instructors need to continue learning and growing in their field. It's necessary because of the complexities, ambiguities, and dilemmas that might arise in the classroom (Cimer & Palic, 2012). They should also have excellent people skills, including patience and the capacity to remain level-headed under pressure. Lesson preparation that is both creative and engaging for kids should be a priority for teachers. Teachers may also learn which strategies their kids respond well to and which ones are the most effective overall.

Teachers' perspectives on what constitutes effective instruction and learning provided a new lens through which to view the concept of reflective practice (Wu & Wu, 2014). Teachers were expected to grasp the plight of their pupils, empathize with them, and act in their best interests. The previous explanation of the term "reflective teaching" indicated the importance of this practice for the growth of linguists who work in the field of teaching foreign languages. Also, educators incorporated its utilization into efforts to improve their own methods of instruction.

BACKGROUND OF THE STUDY

The manner in which students were taught in English was subject to a number of fundamental shifts during the course of the 20th century. Since the 1970s, this method has been used in a variety of settings across the world where students are being instructed in the language acquisition process. As compared to the teaching of other courses, such as mathematics or physics, where the method to teaching these subjects has remained largely unchanged, substantial shifts have taken place in the manner in which English and other languages are taught. This brief article was touch briefly on a few key moments in the evolution of this tradition in an effort to demonstrate the significance of research in selecting and implementing the ideal methods and approaches for language teaching and learning. The goal of this effort is to show how important research is in making these decisions.

Learning Latin and Greek became associated with learning a foreign language in the West throughout the 17th, 18th, and 19th centuries because of the widespread belief that speaking these languages was the best way to improve one's cognitive abilities. The ability to grasp grammatical principles and syntactic structures, as well as the ability to learn vocabulary by rote repetition and interpret literary texts, were all absolutely necessary at the time. Since Latin and Greek were not being taught for the purpose of oral communication but rather for the purpose of making their speakers seem "scholarly?" or producing the appearance of "erudition," no provisions were made for the oral use of the languages that were being studied. This is because Latin and Greek were not being taught for the purpose of making their speakers seem "scholarly?" or producing the appearance of "erudition." The Classical Method, which later became known as the Grammar Translation Method and was popular toward the end of the nineteenth century, did not offer much assistance in translation other than the knowledge of the grammatical rules that must be followed when translating from a foreign language into one's native language (Brown, 2000).

It is widely known that the Grammar Translation Method is one of the most well-liked methods of language training, and it has proved itself to be surprisingly resistant to educational advances over the course of the years. Because of this, attention has been diverted away from the target language and onto a "dissected body" of nouns, adjectives, and prepositions, which does not improve the learner's ability to communicate in the target language. As a result, the impact that it has had on language learning has been disappointingly small.

LITERATURE REVIEW

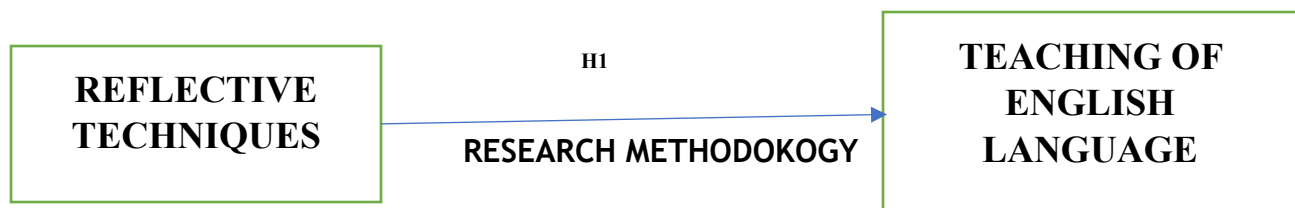
EFL/ESL instructors, in particular, are beginning to place a greater emphasis on teaching reflection and reflective teaching as part of their ongoing professional development. Teaching reflection provides opportunities for English as a foreign language (EFL) and English as a second language (ESL) instructors to reflect on and analyze their own English teaching techniques with an eye on bettering their students' educational

experiences and outcomes. Teachers of English as a foreign language or English as a second language (EFL/ESL) may benefit from reflective teaching in the same way. They use what they've learned from their teaching experiences and apply it to improving their own practices (Cimer & Velki, 2013). English language teachers and students may gain insight into the crucial influences of social situations via the use of reflective practice (Orvola, 2009).

When it comes to really putting teaching reflection into practice, the attention isn't limited to the educators in the classroom. Preservice educators may also benefit from this technique (Pacheco, 2005). Consequently, it can be deduced that the chronicle of reflective thinking culture should begin from the time one enrolls in the university's English education program. They, the future English teachers, its be equipped with the critical thinking skills necessary to assess and enhance their training for the benefit of their students. Furthermore, a sizable research recommends seven strategies for incorporating instructional reflection into EFL settings. Methods such as these may be found in reflective inquiry groups, collaborative action research, teacher diaries, class recordings, peer observation, and self-reports (Qing, 2009).

The educators who took part in this study recognize the value of self-reflection in their profession. Teachers improved their expertise, creativity, and awareness of the learning environment in the classroom by reflecting on it, whether it was interesting or not. Then, via reflective practice, educators acquired new knowledge as they taught, gaining insight into what worked and what didn't as the teaching and learning process unfolded. Additionally, individuals might get insight into both teaching and learning from their own personal experiences. After seeing these educators in action, the researcher drew the third and final conclusion that they had shown a knowledge of reflective teaching. A definition of reflective teaching was observed by educators. Educators have shared their thoughts on the topic of reflective instruction. There were three different vantage points used: contextual, experiential, and technological. At the end of the day, the researcher came to the conclusion that the participants in this research encountered a number of obstacles. Time constraints, a lack of preparation and an unwillingness to engage in reflective activities due to the lack of training received from lectures on reflective teaching.

CONCEPTUAL FRAMEWORK



The goal of quantitative research is to find statistically significant relationships between variables by collecting numerical data on those variables and feeding it into statistical models. Quantitative studies aim to get a more in-depth understanding of society. Researchers often use quantitative methods when examining phenomena with a personal effect. Quantitative studies provide hard data in the form of tables and graphs. Quantitative study relies heavily on numerical data, which necessitates a methodical strategy to collecting and analysing the data.

- **Sampling:** A pilot study was conducted with the questionnaire using a group of 20 student and final study was conducted with the questionnaire on sample of 850 above students. A total of questionnaires was distributed among students selected in a systematic random sampling. All the completed questionnaires were considered for the study and any incomplete questionnaire was be rejected by the researcher.
- **Data and Measurement:** Primary data for the research study was collected through questionnaire survey. The questionnaire was divided into two parts - (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data was collected from multiple sources, primarily internet resources.
- **Statistical Software:** MS-Excel and SPSS 24 was used for Statistical analysis.
- **Statistical Tools:** A descriptive analysis was applied to understand the basic nature of the data. Validity and reliability of the data were tested through Cronbach's alpha; the researcher shall apply a logistic regression model and an ANOVA.

RESULTS

A total of 1050 questionnaires were distributed to the respondents. Out of this number, 895 sets of the questionnaire were returned, and 872 questionnaires were analysed using the Statistical Package for Social Science (SPSS) version 25.0 software.

- **Factor Analysis**

Confirming the latent component structure of a collection of measurement items is a common utilisation Factor Analysis (FA). The scores on the observable (or measured) variables are thought to be caused by latent (or unobserved) factors. Accuracy analysis (FA) is a model-based method. Its focus is on the modelling of causal pathways between observed phenomena, unobserved causes, and measurement error.

The data's suitability for factor analysis may be tested using the Kaiser-Meyer-Olkin (KMO) Method. Each model variable and the whole model are evaluated to see whether they were adequately sampled. The statistics measure the potential shared variation

among many variables. In general, the smaller the percentage, the better the data was suitable for factor analysis..

KMO gives back numbers between 0 & 1. If the KMO value is between 0.8 and 1, then the sampling is considered to be sufficient.

If the KMO is less than 0.6, then the sampling is insufficient and corrective action is required. Some writers use a number of 0.5 for this, thus between 0.5 and 0.6, you'll have to apply your best judgement.

- KMO Near 0 indicates that the total of correlations is small relative to the size of the partial correlations. To rephrase, extensive correlations pose a serious challenge to component analysis.

Kaiser's cutoffs for acceptability are as follows: Kaiser's cutoff for acceptability are as follows:

A dismal 0.050 to 0.059. • 0.60 - 0.69 below-average Typical range for a middle grade: 0.70-0.79.

Having a quality point value between 0.80 and 0.89. The range from 0.90 to 1.00 is really stunning.

Table 1: KMO and Bartlett's Test^a

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.880
Bartlett's Test of Sphericity	Approx. Chi-Square	325.968
	df	190
	Sig.	.000

The first step of EFA is to check the suitability of the data for performing factor analysis. In this regard, Kaiser recommended that the KMO (Kaiser-Meyer-Olkin) measure of sampling adequacy coefficient value should be greater than 0.5 as a bare minimum for performing factor analysis. The data used in this study has a KMO value of .880. Furthermore, the significance level was determined by Bartlett's test of sphericity as 0.00.

Test of Hypothesis

The term "reflective teaching" refers to a style of education in which educators evaluate their own practices in the classroom. To better themselves and their students' learning results, teachers who engage in reflective teaching often reflect on and analyze their own teaching methods and strategies.

When engaged in reflective teaching, educators may think about several factors. Among them are:

- What is being taught at the moment.
- Methods of instruction.
- The rationale behind this method of instruction.
- Students' progress in learning.
- How involved in their studies students are.
- How much knowledge is retained by students.
- The Goals of Reflective Instruction.

Teachers who employ reflective strategies often report that they get valuable insights into their own teaching practices and techniques. There are others who utilize this method to develop into more interesting and successful educators with their students. Some others employ reflective teaching as a means of addressing student issues and boosting learning results.

To improve as educators, reflective educators regularly evaluate their own pedagogical stance, pedagogical practices, and classroom management strategies. Finding out what works best for students, whether it's whole-class lectures, pair-and-share activities, or one-on-one tutoring, may be an important part of mastering new methods and honing old ones. Reflective instruction may also improve cooperative learning, in which students work together to complete a shared assignment. Part of being a reflective educator involves considering new approaches to the classroom and analyzing their efficacy.

Teachers that use the reflective educational approach constantly analyze and evaluate their methods. The idea is that educators was gain insight into their methods and implement sustainable changes moving ahead. There is no end result to reflective education. Instructors evaluate their own teaching methods to determine what works, what doesn't, and what may be done differently.

During the course of the twentieth century, there were significant changes in the way that English was taught in schools. This approach, in its different forms, has been used in schools teaching languages throughout the globe for decades. As compared to the teaching of other disciplines, such as mathematics or physics, where the approach to teaching these subjects has stayed relatively constant, teaching English or other

languages has undergone significant change. In an effort to demonstrate the significance of research in selecting and implementing the ideal methods and approaches for language teaching and learning, this brief article was touch briefly on a few key moments in the evolution of this tradition.

In this study, the result is significant which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the “H1: There is a significant relationship between reflective techniques” is accepted and the null hypothesis is rejected.

H1: “There is a significant relationship between reflective techniques and the English language by teachers.”

H01: “There is no significant relationship between reflective techniques and the English language by teachers.”

Table 2: ANOVA test (H1)

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	850.320	165	4382.725	170.935	.000
Within Groups	138.590	406	16.861		
Total	988.910	871			

In this study, the result is significant. The value of F is 170.935, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the H1: “There is a significant relationship between reflective techniques and the English language by teachers”. is accepted and the null hypothesis is rejected.

CONCLUSTION

This research suggested that RT's many benefits made it a viable alternative to traditional approaches of teaching foreign languages, particularly to adults. In order to

ensure that its employees continue to grow in their careers, RT provides both hands-on experience and theoretical knowledge.

Moreover, as RT is both cyclical and additive, the class outcome tends to increase with time. Hence, it can be deduced that RT is the best option for adult foreign/second language learners and instructors who are prepared to commit both time and effort to the process.

The researcher drew the following conclusions from the aforementioned interviews and focus groups: first, instructors engaged in several reflective teaching activities; second, the vast majority of teachers conducted action research and solicited student input. Videotaped peer observations were followed by a workshop or training session focused on reflective pedagogy. Yet, there were other educators who made it their business to stay abreast of the latest developments in education by reading scholarly works and doing online research. What the observer saw was that each instructor reflected on their own. Teachers often spoke to one another about classroom strategies and other pedagogical topics. They train to reflect "on" their actions, "in" their actions, and "for" action.

LIMITATION

Quantitative methods rely on mathematical models, equations, and other mathematical expressions; these methods are based on a set of assumptions. It's possible that the following assumptions only apply to the situations described. If this warning was heeded, the wrong use of quantitative methods might have disastrous results. Quantitative methods may be expensive since they often need the assistance of specialists and only use quantitative methods to a limited extent. The precision of the answer obtained using quantitative methods may be diminished by pitfalls such as a lack of data, inconsistent definitions, the selection of an inappropriate sample, the selection of an inappropriate procedure, inappropriate comparisons, or inappropriate presentations. As a consequence, they have reason to be concerned about the potential bias introduced by methodology. To further understand the capacity development model, more research was needed that incorporates secondary data. Researchers are asked to do more study to verify the findings and investigate the linkages in greater depth.

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