A STUDY TO LOOK AT DIFFERENT REFLECTIVE TEACHING METHODS USED BY TEACHERS OF ENGLISH: A SURVEY OF GRADUATE STUDENTS

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ABSTRACT

In the classroom, a language teacher is always faced with new obstacles, and as a consequence, he seeks to adopt the most appropriate theory of learning, strategy, technology, tools, and aids in order to encourage contextualized understanding in his students. By doing so, he is able to address challenges and issues via the process of reflection, drawing from both his own experience and the experience of his peers. This enables him to draw on his own experience as well as the experience of his peers. He does this not just once, but numerous times in order to establish the competence required to cope with classroom settings and eliminate social or psychological obstacles, especially in the case of teaching a second or foreign language. Specifically, he does this in order to teach a foreign language. In order to do this, he makes use of the findings of the study as a guide, in addition to performing his own research, discovering specialized literature, or completing training that is centered on the requirements of the job. When a teacher participates in reflective practice, they bring the whole of their knowledge, skills, and experiences as well as any applicable theoretical frameworks into the classroom with them. The replies of the students in a language teacher's class will be monitored, and then the teacher will reflect on the results after offering feedback in response to the students' actions as they learn the language. Following the introspection, the teacher arrives to the realization that the theory that was chosen before will need some kind of alteration or modification and reaches to this decision. Because a classroom is where teaching theory is put into practice, it may be compared to a laboratory in this sense. At the same time that a teacher is monitoring the responses of their students, they are also gathering data. This study is an attempt to raise attention to the value of reflective teaching in general, with special reference to Language Teacher Education Programmes in Yemen and the Kingdom of Saudi Arabia. The research was carried out in Yemen and the Kingdom of Saudi Arabia. In addition to this, it examines whether or not teachers are familiar with the idea of reflective teaching. In order to realize this objective, a questionnaire and a series of interviews were carried out with fifty English teachers from both countries.

INTRODUCTION

The activity of explaining the subject will strengthen our acquaintance with and comprehension of reflection, as well as the numerous facets of reflection and the many methods in which reflective teaching may be facilitated. Everyone in the education field, from classroom instructors to educator trainers to researchers, now recognise reflective teaching as an essential component of effective classroom practise. It is very possible that the idea of reflection was there right from the beginning of educational discourse in its broadest sense. Because it supports them in recognising and addressing challenges that occur in their own classrooms or in their own professional development, educators would be unable to accomplish their jobs to the best of their abilities if they did not have access to it. This would prevent them from doing their jobs to the best of their abilities. If they did not have this support, teachers would not be able to do their duties to the best of their ability. If they did not have access to it, they would be unable of performing their responsibilities to the best of their abilities. Even while the act of self-reflection on the part of instructors has been there for a very long time, its development into a well-established theoretical theory in the area of TESOL has only occurred over the course of the past few decades. This is despite the fact that the practise of self-reflection has been around for a very long time. In spite of the fact that the practise of self-reflection on the part of educators has been around for a very long time, this is still the case today. (Farrell, 2018) The topic has been the focus of recent empirical study, which has resulted in a greater understanding of reflective practise among ESL teachers. These studies haven't been conducted since a very recent time. As a direct consequence of this, an effort that is focused on actively encouraging instructors to participate in reflective practises on a regular basis has been made. The standard of education in the United States is going to be significantly advanced with the implementation of these reforms. According to Nguyen (2017), reflective practise is gaining more popularity as a critical component in the quest for high-quality continuous professional development activities as well as courses for the education of teachers. This trend may be attributed to the fact that reflective practise allows instructors to examine their own practises and identify areas in which they can improve. This pattern may be explained by the fact that reflective practise enables teachers to investigate not only their own practises but also the practises of their pupils. This tendency may also be seen in the sphere of education, but in a broader sense. For example, in Asia, reflective practise is often integrated into the pedagogical content of university-based courses that prepare teachers for the profession. In addition to that, it is reinforced in courses such as "Micro-teaching" and "Teaching Practicum" (Widodo,

2018). This is only one example of how reflective practise may be included into the teaching process in a variety of educational contexts, such as the one described above. This is done with the goal of facilitating the process of creating routines of reflective practise for those who have the potential to one day work in the area of education. Recent examples include critical friendship networks, peer observation, and action research in the classroom (Cirocki & Farrell, 2017). Peer observation and critical friendship networks are further examples. Other examples include crucial connection networks and peer monitoring among peers in the same group. individuals who are now employed in the area of teaching English to speakers of other languages and are searching for opportunities to further their careers. According to the findings of the study (Cirocki & Farrell, 2017), the primary purposes of reflective practise are to assist educators in putting theory into practise, to enhance the performance of teachers while they are teaching, and to assist practitioners in advancing their careers by incorporating lessons learned while teaching. (Cirocki & Farrell, 2017).

BACKGROUND OF THE STUDY

The profession of teaching a foreign language went through a period of significant growth throughout the course of the twentieth century. Throughout this time period, there was an increase in the number of students who were taught in classroom settings. In the early part of the twentieth century, applied linguists and others worked intensively to develop ideas and procedures for the creation of teaching approaches and material (Richards & Rodgers, 2002). Richards and Rodgers (2002) made reference to this body of work. The end effect of this was the development of the whole foundation upon which the structure of modern language instruction is created.At the current time, the number of people who speak English as their first language is more than the number of people who speak any other language in the globe. It is widely accepted as a language that is spoken on a worldwide or international scale. It gives the impression that English is not just the language of those who speak it as their native tongue, but also the language of the whole globe. Every person on the face of the earth is expected to have a fundamental understanding of the English language since it is used in the overwhelming majority of contexts and for a wide range of reasons. These days, it is being taught in a variety of contexts, including as a second language or a foreign language, in a significant number of nations all over the globe. The English Language Teaching (ELT) profession in Nepal has a long and illustrious history that can be traced back to around one and a half centuries ago. Classes in it are now commonly offered as a second or foreign language at a broad range of educational institutions, including schools, universities, and a wide number of other sorts of educational institutions. In many other nations, the situation is much the same as it is here. In the contemporary world, the English language is used in almost all academic and professional domains and settings. Applications may be found for it in many other fields,

such as politics and business, as well as education and information technology, and scientific research.

According to Pennington , who was writing in the field of teacher education at the time, "The term reflective teaching has come to signify a movement in teacher education, in which student teachers or working teachers analyse their own practise and its underlying basis and then considered alternative means for achieving their ends" (Bailey, 1997). This was stated by Pennington in an article that was published in the field of teacher education at the time. Pennington made these remarks in an essay that was distributed at the time in the academic journal dealing with issues pertaining to educator training. Within the scope of this discussion, reflective practise has the potential to be used within the pre-service as well as the in-service stages of education and training. The theory is put into action in the classroom, the instructor watches the outcomes and discusses them, and then the instructor modifies the theory to account for the findings. This is a perfect illustration of the method of mindful thinking. If a teacher is interested in putting educational theory into practise, the classroom may often serve as a stand-in for a laboratory in which they might do so. Richards and Lockhart (1996) highlighted the following five assumptions on pages 3 and 4 of their book to emphasise how important it is for the development of teachers. Richards and Lockhart (1996) emphasised how important it is for the growth of teachers.

- An educator is considered to be well-informed if they have a significant knowledge base in connection to the field of education.
- By taking part in activities like self-reflection and analysis, an individual has the potential to gain a considerable quantity of information about the teaching profession.
- The instructor is not informed about a significant portion of the activities that take place in the classroom on a regular basis.
- When it comes to making decisions that affect one's personal growth, it is not enough to depend just on the experiences that one has had in the past.
- The process of critically reflecting on one's own educational experiences has the potential to initiate a more in-depth grasp of the topic being studied by the individual.

The academic subject that is known as English Language Teaching (ELT) has made the activity of examining and monitoring one's own work an integral component of its overall curriculum. Because of this, it is necessary for instructors of languages to use reflective teaching technique. If the teachers want to advance in their professional careers, it is very essential for them to seek out new learning opportunities and maintain a high level of education for themselves. As a consequence of this, reflective teaching is a strategy for obtaining feedback and, as a direct result of this, it is an essential component for the ongoing professional growth of teachers. In addition to this, it gives educators with aid in learning their own teaching strategies and partaking in critical reflective thinking practises pertaining to their profession.

PROBLEM STATEMENTS

"In recent years there has been a growing recognition of analyse various reflective techniques in the teaching of english language by teachers but little is known about the frequency of analyse various reflective techniques in the teaching of english language by teachers for graduate students."

According to Worrell, the evaluation of programs that train instructors often necessitates the collecting of data on the learning outcomes of students, the conduct of standardized observations, and the administration of questionnaires. It is possible that teacher trainers will not obtain adequate qualitative information about the merits of their specific practices from the aforementioned forms of evaluation, despite the fact that these forms of evaluation provide genuine and trustworthy sources of evidence and a basis for measuring the quality of teacher education. However, these forms of evaluation do provide a basis for measuring the quality of teacher education. Despite the notion that these methods of assessment provide a foundation upon which the quality of teacher education can be measured, this is not the case. Continuous formative evaluation and reflection are two approaches that may be used to gather this knowledge; in the process of acquiring this information, models such as RTM may be used. To this day, Reflective Teaching and Learning (RTM) has been the method that has been applied the majority of the time to assist instructors and teacher trainees in reflecting on their own teaching practice. This has been the primary basis for its use up to this point. In spite of this, the primary objective of teacher educators is to be of assistance, not only to those who are currently working in the teaching profession but also to those who are in the training to enter the teaching profession. In order for them to accomplish this goal, it is their obligation to keep expanding their horizons of knowledge and to conduct in-depth analyses of the ways in which they now educate. It is feasible for teacher educators to participate in the RTM model in order to inspire reflection and learning not only for themselves but also for the pre-service and in-service teachers who are enrolled in the courses that the teacher educators are teaching. This is done in order to benefit the teaching profession as a whole. This is because modeling is a frequent educational component that is implemented in a variety of different programs that are aimed to train teachers. The reason for this can be seen in the previous sentence. It is widely held that conventional, teacher-centered instructional strategies based on positivism are inferior to the more recent, student-centered constructivist instructional strategies. Learning takes place as a result of an active construction and reconstruction of reality, and it is dependent on variables such as prior knowledge (schemata) and beliefs about the world. Constructivist teaching methods are based on the belief that learning takes place as a result of an active construction and reconstruction of reality.

LITERATURE REVIEW

On the other hand, despite the fact that quite a number of studies have been carried out on the topic of English Language Teaching (ELT), only a very limited number of studies have been carried out on the issue of professional development for educators. This is something that needs to be improved. This is something that definitely has to be focused on in order for there to be any kind of forward movement. This observation is accurate, which stands in sharp contrast to the large quantity of research that has been conducted in the subject of ELT over the course of the previous several years. Because of my good fortune, I was able to locate a few research papers that were produced by the professors themselves as a kind of reflective teaching practice. These articles were published in academic journals. These articles were originally written for publication in scholarly publications. The work of Richards was shown to the public for the very first time in 1991, when it was published for the very first time under the title "Towards Reflective Teaching," and it was made accessible to readers for the very first time at that time. Richards's work was shown to the public for the very first time in 1991. Towards Reflective Teaching was the very first title that it was given. The topic of discussion in Richards' paper, which was first released in 1991 under the title "Towards Reflective Teaching" and has since been republished many times, is the myriad of distinct routes that one may take in order to develop a reflective perspective on the practice of teaching. The article written by Richards was first published under the title "Towards Reflective Teaching" in the year 1991. He has recognized a number of key methods that a teacher may employ in his education. These strategies include monitoring oneself in addition to monitoring others, engaging in team teaching, expressing one's opinion on teaching, and other strategies that are very similar to these tactics. He has also identified a number of additional strategies that are very similar to these strategies. In addition to these tactics, he has uncovered a variety of other strategies that are quite similar to these strategies. He has also identified a number of additional techniques that are highly similar to these strategies, and he has found a number of those strategies. He has unearthed a number of these approaches. He has also uncovered further processes and techniques that are fairly similar to these procedures and approaches that are quite close to these procedures. He has also uncovered additional processes and methods that are extremely similar to these procedures. He has accomplished this by doing an analysis of the parallels that exist between the different processes and approaches. In addition to these, which are his discoveries, he has uncovered a number of additional strategies that are, to a certain degree, equivalent to these. Additionally, he has provided a wide variety of other methods for instructing, all of which are generally comparable to the ones that have been mentioned in this article and may be used by instructors in the classroom. These many instructional strategies are now being used in his classrooms. During the course of his investigation, he came across a number of different strategies, one of which was this specific set of strategies. He focuses a great deal of emphasis and significance on

the role that reflection plays in the whole process of professional development for educators and underlines how critically essential it is to participate in such activity. He also places a great deal of value and significance on the fact that educators should reflect on their own practice. In addition to this, he places a substantial amount of importance on the concept that teachers and professors should regularly participate in self-reflection. In addition to that, he places a great deal of significance on the part that introspection plays in each and every scenario that one may find themselves in. He is of the opinion that it is necessary to examine everything from every conceivable perspective. When it comes to the ongoing education and training of classroom instructors, he lays a significant amount of emphasis on the role that is played by reflection as one of the components of this process. This is due to the fact that he is of the opinion that reflection allows educators to enhance their methods. This is because he is of the idea that reflection enables educators to improve their approaches, which is the reason why this is the case. His viewpoint is that reflective teaching is an effective approach that may simultaneously meet the goals of self-evaluation and the objective of increasing one's professional talents. He believes that this is possible because reflective teaching is an iterative process. According to him, this is evidence that the strategy has a chance of being successful. His views lead him to this conclusion, which he reaches because he is of the opinion that this tactic is the most successful technique for increasing one's professional abilities. Because of the possibility for metacognition offered by the method, he believes that this is something that can be accomplished. Metacognition is the ability to see patterns in one's own behavior. This notion is supported by the fact that the plan has been devised, according to him. According to his point of view, this mode of thinking is the most effective approach to comprehend the activities that are occurring in the here and now.

RESEARCH OBJECTIVE

1. To find out the ways the Lower secondary level English language teachers employ to develop reflective practice.
2. To suggest some pedagogical implication on the basis of the finding of the study.

CONSEPTUAL FRAMEWORK
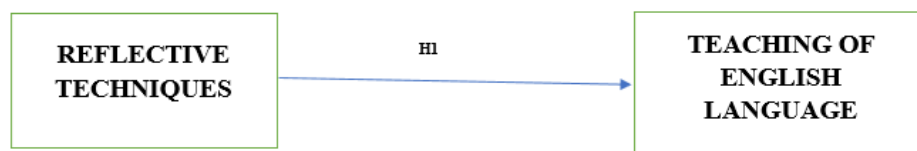
RESEARCH METHODOLOGY

For the fulfillment of above-mentioned objectives, the following methodological strategies will be adopted:

- **Sources Of Data**

The following methodological procedures will be used in order to achieve the goals that were outlined earlier:

- **Primary Sources of Data**

The primary sources of data were the Lower secondary level English language teachers teaching in schools in Sunsari District.

- **Secondary Sources of Data**

The researcher gathered the information needed for the study from a broad range of sources, including books, journals, papers, articles, research works, and other internet sites that were pertinent to the topic under investigation. This was done in order to make the research endeavor easier to handle on a day-to-day basis. In order to do this, the researcher examined a substantial amount of previous work, some of which was done by Phuyal, while other examples included work done by Wallace Richards and Lockhart Ur.

- **Population Of The Study**

English language teachers from a range of schools in the Sunsari region volunteered their time to participate in this research. These individuals came from the Sunsari area and volunteered their services. The students who were enrolled in the lower levels of secondary education were under these teachers' tutelage so that they may gain from their expertise in the English language. .

- **Sampling Procedure**

During the whole of this experiment, a technique of selection was used that in no way included the application of randomization in any manner, shape, or form. Following deliberation, the panel of judges reached the opinion that twelve schools would be the most effective way to showcase the myriad of communities that are found within the Sunsari region. Twenty different teachers from various educational backgrounds were taken into consideration for the vacant teaching job that was available. Those who were present were given the opportunity to see at least one class presented by each of the teachers. Monitoring an overall number of twenty distinct classes was an essential part of the process that was used to collect the data, which itself was one of the steps in the approach.

- **Tools For Data Collection**

The major research tools for collecting data from selected schools were the classroom observation, checklist and questionnaire.

- **Process Of Data Collection**

In order to start things rolling, the researcher created an observation checklist that covered the several possible aspects of the curriculum on which the instructors may choose to concentrate their attention initially. This allowed the researcher to get things moving in the right direction. He traveled to each of the selected educational institutions in order to make his request in person to the different administrators of those educational institutions for permission to carry out the research study on their respective campuses. In addition to this, he called a meeting with the selected teachers and used the time to inform them of the most current results from his study while also making an attempt to establish a working relationship with them. Following the receipt of permission to do so, he attended their classes under the guise of an observer with the intention of gathering information. The classroom observation was primarily guided by the checklist, which functioned as the primary source of direction and guidance throughout the process. In spite of this, the primary emphasis of the research was placed on the ways in which teachers make use of reflective teaching techniques within the setting of their own specific classrooms. The information that was gathered all during the course of the observation was then included into the report as a direct result of this. In order for him to gather information on the instructors' participation in reflective teaching, he distributed questionnaires to the instructors and strongly suggested that they complete all of the questions and send them back to him on time. This was done so that he could get the information he needed. Because of this, he was able to achieve his objective of accumulating knowledge.

RESULTS

ANALYSIS AND INTERPRETATION

The majority of the focus and labor that went into producing this chapter was directed toward the analysis and interpretation of the data that was gleaned from the primary sources. In order to obtain the necessary information, we reached out to a total of twelve different educational institutions located in the Sunsari region. A total of sixteen teachers were drawn from a total of eight different schools to participate in the pool of possible informants, and an additional four instructors were drawn from a total of four more schools. The purpose of this research was to assess the reflective practices of English language teachers working at the lower secondary level, as well as the

techniques that these teachers were employing in order to reflect on the teaching that they were delivering to their students. This study was carried out in order to evaluate the reflective practices of English language teachers working at the lower secondary level. In order for the researcher to accomplish this goal, he or she first gathered all of the necessary materials and then conducted an analysis of the data based on the two primary categories, which may be summarized as follows:

an inquiry of, as well as an interpretation of, the viewpoints held by the instructors. First, the relevance of the information that was gained from witnessing the class will be recognized, and then the information that was gleaned from observing the class will be evaluated. First, the information was tallied, then, after that, it was evaluated, and last, it was interpreted, by utilizing simple statistical tools such as percentages, tables, diagrams, and pie charts. The counting came first, followed by the evaluation, and then, the interpretation.

- **ANALYSIS AND INTERPRETATION OF TEACHER'S VIEWS**

The multiple facets of reflective teaching, as seen through the eyes of English teachers who work in lower secondary schools, are given a lot of attention in this section, with the major focus being put on those facets of reflective teaching. These facets of reflective teaching are observed through the eyes of English instructors. This part was intended for English instructors who work in schools that are classified as lower secondary. The readers of this section of the article are intended to be teachers of English who are working at secondary schools that are classified as lower secondary. This focus is offered because those components make up the majority of reflective teaching. The reason for this concentration is because those aspects make up the majority of it, and the reason for providing this attention is because of this concentration. The questionnaires were by far the most important source of information that was acquired due to the fact that they were the source of the vast majority of the information that was gathered for the study that is being covered in this article. The responses to these surveys that were submitted by the educators are now the subject of an inquiry as well as an analysis which is going place right at this very moment. This questionnaire, which consisted of fifteen unique questions, was developed with the intention of gathering as much information as humanly feasible in the pursuit of soliciting responses from educators on reflective practice exercises. The purpose of the survey was to elicit as much information as possible from participants. The extent to which English language teachers participated in reflective teaching and the general strategies that they used to create reflective practice while working within the framework of the classroom were two of the most significant aspects that were investigated throughout the course of this research study. This research study was carried out in order to answer the question "What are the most significant aspects that are investigated during the course of research?" Both of these facets were regarded as being among the most important features that were looked into throughout this investigation. The study that was carried out primarily focused on these two key issues

as its primary concern. In addition, the purpose of this study was to ascertain whether or not instructors of English to persons for whom English is not their first language (often referred to as ESL teachers) participate in the practice of reflective teaching. In addition, one of the things that was investigated was the level of participation in reflective teaching that was held by teachers of languages other than English. This was one of the things that was looked at. One of the items that was looked at was this one here.

- **Preparing Lesson Plan**

The subject of conversation for this session is going to be the significance, from the point of view of instructors of English as a second language who are employed at the lower secondary level, of organizing daily lessons in advance. In order to acquire an understanding of the situation from the instructors' points of view, I questioned them about whether or not they had established a lesson plan. I was curious as to whether or not they had done so. The findings of the survey suggest that an extraordinarily large majority of instructors now working at the lower secondary level have likely developed lesson plans for the classes that they are responsible for instructing. They responded by asserting that during the whole of the process of developing the lesson plans, they had put the utmost importance on the traditional instructional activities that were really carried out. This was the answer that they gave. They discovered that keeping to a regular lesson plan helped them feel a great lot more competent when it came to teaching language courses. This was because the plan was constant, which was one of the reasons why adhering to the plan made them feel so much more capable. The reason for this was that the approach allowed for a more complex structure, which ultimately led to the desired outcome. The table that can be seen below contains a summary of the remarks that the teachers had to say about the process of developing lesson plans for instructional activities. You may read this summary by looking at the table. Simply clicking on the link that is provided below will take you to the table.

Table No. 1

Preparing Lesson plan for Teaching

Responses	No. of Teachers	Percentage
Yes	20	100
No	0	0

CONCLUSION

An action research project had been carried out as part of an EFL endorsement course with the intention of enhancing the pedagogical techniques that were used in the

course. Additionally, the action research project that had been carried out had the intention of enhancing the pedagogical techniques that were used in the course. The objective of this study was to give a report on that project, and the action research project that had been carried out had the intention of improving the pedagogical strategies that were employed in the course. The report that was to be presented on that project was to be presented as part of this study. The techniques of teaching that were used in the classroom were going to be the main point of the efforts that were going to be discussed in the report that was going to be prepared. These alterations were going to be described in more detail in the report. This was the primary reason for its execution, and it was the reason why it was carried out; the objective of this study was to improve the instructional strategies that were used during the course of the program. The software was intended to be improved, hence study of this kind was carried out. This was the primary factor that drove the decision to carry out the procedure, and it was also the reason why the operation was really carried out. The goal of this study was to find ways in which the teaching strategies that were used during the course may be enhanced in order to create a learning environment that is more suited to the requirements of the students. The research was carried out with the intention of locating different strategies that may be used to enhance the processes. It was the objective of the action research study that was carried out with the goal of finding various ways in which the teaching strategies that were used during the duration of the course may be enhanced to discover these unique approaches. The study was carried out with the goal of finding different ways in which the instructional strategies that were used. The purpose of the research was to find other methods in which these techniques might be improved, and that was the primary reason why it was carried out. In order for college professors to effectively teach students critical thinking skills, it is necessary for them to develop the ability to "organize the class presentations, formulate and ask challenging questions in class, give clear explanations about abstract concepts, and encourage students to apply course concepts," according to a number of different sources. The ability to "organize the class presentations, formulate and ask challenging questions in class, and give clear explanations about abstract concepts" is one of the requirements for college lecturers. One of the prerequisites for college lecturers is the capability to "organize the class presentations, formulate and ask challenging questions in class, and give clear explanations about abstract concepts." The capacity to "organize the class presentations, formulate and ask challenging questions in class, and give clear explanations about abstract concepts" is one of the requirements for professors at colleges and universities. The ability to "organize the class presentations, formulate and ask challenging questions in class, and give clear explanations about abstract concepts" is one of the qualifications for teachers in colleges and universities. Other needs include the ability to "give clear explanations about abstract concepts." One of the requirements for instructors in colleges and universities is the ability to "organize the class presentations, formulate and ask challenging questions in class, and give clear explanations about abstract concepts." The capacity to "give clear explanations about abstract concepts" is another need. The

study that is being presented here has inspired me to reflect on my own technique of teaching in order to identify the parts of course activities that have the potential to promote students' critical thinking and, as a result, support the completion of course goals.

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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