



# AN ANALYSIS OF DIVERSE REFLECTIVE TECHNIQUES EMPLOYED BY EDUCATORS IN ENGLISH LANGUAGE INSTRUCTION: A SURVEY OF GRADUATE STUDENTS

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## ABSTRACT

Since the beginning of the twentieth century, language teachers have sought methods to guarantee better classroom outcomes. Several methods were used, the most of which were used in the first fifty years of the century. In the end, a few of committed linguists sought more substantive results by going beyond conventional methods of training. Reflective teaching (RT) is a method that some language teachers have used. Teachers are expected to constantly observe and evaluate themselves in order to fully grasp their own classroom actions and make necessary modifications. This is a key component of RT. Reflective practice (RT) occurs when educators evaluate their own pedagogical choices in the classroom and use that evaluation to collect and analyse descriptive data that may show where they may make improvements. Educators' increased professionalism and classroom flexibility as a result of RT. The research team behind this project set out to document RT's role in language education.

**Keywords:** *Strategies for Reflective Practice in the Classroom, Particularly with Graduate Students in English as a Second Language, Reflective Instruction.*

## 1. INTRODUCTION

Over the last couple of centuries, there have been a lot of changes in the area of second and foreign language instruction, but the driving force behind these changes has always been a desire to help people. Everyone involved—teachers, educators, and students—has moved beyond the period of traditional methods and is now pursuing better outcomes via more effective and thoughtful ways. Following this came the post-method era of thinking (Selvi, 2020). Looking for practical ways to become a professional is a unifying theme across the



"method era," "beyond method," and "post method" epochs. There are a number of factors that have prevented the field of second/foreign language education from achieving its maximum level of professionalism. Several rules and guidelines for professional certification or credentialing; a workforce that is mostly part-time; and insufficient funding for training. As a result, finding and implementing techniques that address these factors while still giving language teachers opportunities for professional development is challenging. One such strategy, according to scholars, is reflective teaching (RT), in which teachers engage in a continuous cycle of self-reflection and development. Put simply, reflective educators do self-observations to assess their own teaching approaches, and then they make any required improvements based on their evaluations. This research delves further into the concept of reflective practice and how it might benefit language teachers working with students from different cultural backgrounds. The job of a teacher is demanding and fraught with difficulty. Many people see teaching as a profession. It is "a form of activity that can only be practiced after extensive and intense academic study" according to the definition of a profession. The teaching profession is fraught with dilemmas and decisions. As professionals, teachers should never stop learning more about their students' learning styles. According to (Yadav & Bhatia, 2022) there are several aspects of teaching and learning that contribute to our understanding of the subject, the learner, the curriculum, pedagogy, teaching performance, context, and the teacher's own self-awareness. As part of their official education, instructors get information that is pertinent to the teaching and learning process. It is essential for educators to keep studying and developing their craft even after they have started working as paid teachers. Given the potential for classroom-based complications, ambiguities, and paradoxes, this is essential). Additionally, they should be able to keep their cool under fire and have great people



skills, such as patience. Teachers should prioritise lesson preparation that is innovative and entertaining for students. Additionally, educators may find out which tactics work best for their students. A fresh perspective on reflective practice was offered by teachers' views on what makes for good education and learning. Every educator was supposed to understand their students' struggles, feel their pain, and look out for their best interests. As researcher saw in the definition of "reflective teaching" earlier, this method is crucial for the professional development of language instructors. Additionally, teachers used it as a tool to enhance their own teaching practices.

## **2. BACKGROUND OF THE STUDY**

Several major changes occurred in the way English was taught to pupils during the 20th century (Phan et al., 2022). This strategy has been utilised in many different contexts throughout the globe to help students learn a new language since the 1970s. There have been major changes in the way English and other languages are taught, in contrast to other disciplines where the approach has stayed mostly the same, such maths or physics. The purpose of this short essay was to highlight the importance of research in choosing and using the best techniques and approaches for language learning and teaching by touching on a few important points in the development of this tradition. The reason for this endeavour is to demonstrate the significance of research in reaching these conclusions. The widespread assumption that speaking Latin and Greek was the finest method to develop one's cognitive powers during the 17th, 18th, and 19th centuries in the West caused Latin and Greek to become synonymous with studying a foreign language. Back then, it was crucial to



be able to understand literary writings, acquire new words by heart, understand syntactic patterns, and understand grammar. There were no plans for oral practice of Latin and Greek since their primary goal in the classroom was to foster an air of "erudition" and "scholarly?" rather than to facilitate actual communication. This is due to the fact that the goal of teaching Latin and Greek was not to foster an air of "erudition" or "scholarly?" among its students. At the tail end of the nineteenth century, there was a popular approach to translation known as the Classical Method, which evolved into the Grammar Translation Method. However, this method provided little help with translation beyond learning the rules of grammar that one must follow when translating from one language to another. The Grammar Translation Method has shown to be very resilient to educational innovations over the years, and it is well-known to be one of the most popular approaches to language teaching. As a result, the focus has shifted from the target language to a "dissected body" of English words that does nothing to help the student become more fluent in that language. Consequently, its effect on language acquisition has been dissatisfactorily little. (Oo et al., 2021).

### **3. LITERATURE REVIEW**

Teaching reflection and reflective teaching are becoming more important components of continuing professional development for EFL/ESL teachers. If EFL and ESL teachers want to improve their students' learning experiences and results, they should take advantage of teaching reflection chances to reflect on and analyse their own English teaching practices. This line of thinking suggests that reflective teaching can be useful for EFL/ESL instructors as well. They reflect on their own teaching methods and incorporate the lessons they've learnt



(Balta, & Eryılmaz, 2019). Teachers and students of English as a second language may benefit from reflective practice by better understanding the significant impacts of social contexts. The focus isn't only on the teachers in the classroom when it comes to really implementing instructional reflection. This method may also be useful for future teachers. Hence, it follows that the beginning of the journey towards a culture of reflective thinking need to commence when one enrolls in the English education program at the university. The ability to critically evaluate and improve one's own professional development is an essential skill for prospective English teachers, and this course will provide them just that. More than that, a substantial body of research suggests seven ways to bring reflective practice into EFL classrooms. Some examples of such methods are reflective inquiry groups, collaborative action research, student reports, classroom recordings, and teacher diaries (Affouneh et al., 2020). Teachers who took part in this research understand the significance of introspection on the job. Regardless of how engaging the classroom experience was, teachers benefited by reflecting on it in order to increase their knowledge, creativity, and awareness of the learning environment. Then, as they taught, educators learnt new things via reflective practice, which allowed them to see what worked and what didn't. Furthermore, people's life experiences may provide light on the art of teaching and learning. The third and last conclusion drawn by the researcher after seeing these educators in action was that they had shown understanding of reflective teaching. Teachers noticed a description of reflective teaching. The concept of reflective teaching has been discussed by educators. Contextual, experiential, and technical perspectives were all used. Ultimately, the researcher determined that the study participants faced several challenges. The absence of instruction in reflective teaching from lectures, together with time



restrictions and a lack of preparation, makes students reluctant to participate in reflective activities (Arefian, 2022).

#### **4. RESEARCH QUESTIONS**

- What are cognitive techniques in the teaching of the English language?

#### **5. RESEARCH METHODOLOGY:**

##### **5.1 Research design:**

SPSS version 25 was used for the analysis of quantitative data. The direction and magnitude of the statistical link were assessed using the odds ratio and the 95% confidence interval. Researchers indicated a statistically significant threshold at  $p < 0.05$ . A descriptive analysis was used to determine the main characteristics of the data. Data obtained by surveys, polls, and questionnaires, or by altering existing statistical data using computational tools, is often evaluated mathematically, numerically, or statistically via quantitative approaches.

##### **5.2 Sampling:**

After pilot research with 20 Chinese researchers, 1100 Rao-soft pupils were included in the final researcher. Male and female researchers were picked at random and then given a total of 1,455 surveys to fill out. A total of 1253 questionnaires were used for the calculation after 1300 were received and 47 were rejected due to incompleteness.

##### **5.3 Data and Measurement:**

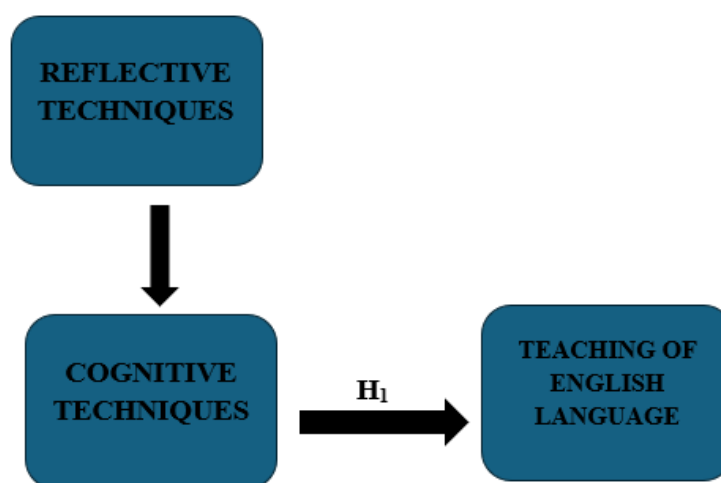


The primary instrument for data collection in the research was a questionnaire survey. Part A of the survey solicited fundamental demographic information, whilst Part B required respondents to evaluate several facets of online and offline channels using a 5-point Likert scale. Secondary data was collected from several sources, mostly focusing on internet databases.

**5.4 Statistical Software:** The statistical analysis was conducted using SPSS 25 and MS-Excel.

**5.5 Statistical Tools:** To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyze the data using ANOVA.

## 6. CONCEPTUAL FRAMEWORK





## 7. RESULT

- **Factor Analysis**

A common use of Factor Analysis (FA) is to ascertain the presence of latent variables within observable data. In the absence of readily discernible visual or diagnostic indicators, it is customary to use regression coefficients to provide ratings. In FA, models are crucial for success. The objectives of modelling are to identify errors, detect intrusions, and establish evident correlations. A method to evaluate datasets generated by multiple regression analyses is by the use of the Kaiser-Meyer-Olkin (KMO) Test. They confirm that the model and sample variables are representative. The data exhibits duplication, as shown by the figures. Reduced proportions facilitate comprehension of the data. The output for KMO is a value ranging from zero to one. If the KMO value ranges from 0.8 to 1, the sample size is deemed sufficient. These are the allowable limits, as per Kaiser: The subsequent approval requirements established by Kaiser are as follows:

A lamentable 0.050 to 0.059, subpar 0.60 to 0.69

Middle grades often range from 0.70 to 0.79.

Exhibiting a quality point score between 0.80 and 0.89.

They are astonished by the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin measure: .90

The outcomes of Bartlett's test of sphericity are as follows: Approximately chi-square degrees of freedom = 190 significance = 0.000





This confirms the legitimacy of claims made just for sampling purposes. Researchers used Bartlett's Test of Sphericity to ascertain the significance of the correlation matrices. A Kaiser-Meyer-Olkin value of 0.880 indicates that the sample is sufficient. The p-value is 0.00 according to Bartlett's sphericity test. A positive outcome from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 10: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.880
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This illustrates that statements made to perform a sampling are valid. Researchers used Bartlett's Test of Sphericity to ascertain the relevance of the correlation matrices. A sample is deemed acceptable by the Kaiser-Meyer-Olkin criterion when the result is 0.880. The p-value from Bartlett's sphericity test is 0.00. The correlation matrix is not equivalent to an identity matrix, as shown by a statistically significant outcome from Bartlett's sphericity test.

❖ INDEPENDENT VARIABLE

❖ Reflective Techniques



It is important for educators to engage in reflective reflection before, during, and after a course to assess how their personal values and classroom practices correspond with their pedagogical stance. Reflective teaching involves teachers analysing their own teaching practices and seeking out examples of when they were successful. To evaluate the efficacy of their pedagogical strategies, instructors engage in reflective teaching, which entails thinking critically about how they really teach. Based on the results of this critical reflection-based analytical approach, it may be necessary to adapt or improve teaching techniques. Both novice and experienced educators may benefit greatly from engaging in the reflective teaching process, which can help them enhance their pedagogical practices and mental well-being (Hung, & Thuy, 2021). So, researcher may be wondering, "How can researcher fit this strategy for self-evaluation and reflective teaching into my already jam-packed schedule?" In the parts that follow, researchers will find some helpful hints and recommendations, as well as instructions on how to keep a reflective teaching notebook to record researcher own self-reflection. Observing one's own actions in the classroom, considering their rationale, and evaluating their efficacy is reflective teaching. This is a method of assessing oneself by looking in the mirror. Teachers engage in ongoing self-reflection and critical analysis of their pedagogical practices, philosophies, and assumptions in order to enhance their lessons and the knowledge and skills their students acquire.

## ❖ FACTOR



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### ❖ Cognitive Techniques

Many evidence-based psychotherapies rely on cognitive techniques (Dowd & Dooly, 2022). These methods are developed to assist individuals in recognising, questioning, and altering negative ideas, beliefs, and mental pictures. researchers may discover Cognitive Techniques-related papers, forms, and more down below. thinking, reasoning, remembering, visualising, acquiring words, and utilising language are all examples of conscious mental activity that are referred to be cognitive. The researcher can modify the way researcher think, feel, and act right now with the aid of the homework assignments that cognitive therapy gives you. These skills are great self-help tools. The goal of cognitive-behavioral therapy is to help patients become more self-reliant and better able to handle everyday challenges by using a reasonable, practical, and action-oriented approach. This kind of treatment places more emphasis on researcher current ways of thinking, acting, and communicating than it does on researcher formative years. By use of cognitive evaluation, the therapist helps the patient zero in on certain thinking biases and distortions, and then offers advice on how to overcome them.

### ❖ DEPENDENT VARIABLE

#### ❖ Teaching of English language

"A language teaching method" refers to a standardised approach to educating students in a certain language. Beliefs on the nature of language and learning often form the basis of methods. One branch of the Indo-European language family, known as the West Germanic languages, includes English. The standard language in many different industries, such as computer programming, global trade, and academic institutions, modern English is often



thought of as the global lingua franca. In an educational setting, teaching is the process by which an expert in the field imparts their knowledge, expertise, and interpersonal skills to someone else. The act of learning, in which the pupil absorbs this information, is intimately tied to teaching (Moradkhani, 2019).

- **Relationship between Cognitive Techniques and Teaching of English language**

Cognitive psychologists place a premium on the textbook's situational function and driving concept role in English language instruction, with the ultimate goal of fostering students' intellectual growth so that they become more proficient language users. Cognition is like a director directing ideas and memories; it controls how our brains work. The script, on the other hand, is provided by language in the form of words and phrases that enable thinking and the exchange of ideas. It becomes difficult to express ideas when language is not available. Cognition is like a director directing ideas and memories; it controls how our brains work. The script, on the other hand, is provided by language in the form of words and phrases that enable thinking and the exchange of ideas. It becomes difficult to express ideas when language is not available. During the early years of a child's life, there is a window of opportunity for language acquisition. Language and cognitive development occur together throughout this period, indicating a close relationship between the two Symbolic Thought: Learning a new



language improves one's symbolic reasoning, abstract reasoning, and problem-solving skills. To better organise their brains, children learn to use words to describe things and concepts (Yalcin Arslan, 2019).

- *H0<sub>1</sub>: There is no significant relationship between Cognitive techniques and Teaching of English language.*
- *H<sub>1</sub>: There is a significant relationship between Cognitive techniques and Teaching of English language.*

Table 2: H<sub>1</sub> ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	356	5665.518	615.212	.000
Within Groups	492.770	896	5.355		
Total	40081.390	1252			

This investigation yields remarkable results. The F value is 615.212 attaining significance with a p-value of .000, which is below the .05 alpha threshold. The hypothesis "*H<sub>1</sub>: There is a significant relationship between Cognitive techniques and Teaching of English language*" is accepted, whereas the null hypothesis is rejected.



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## 8. CONCLUSION:

The results of this study provided strong evidence that RT may successfully replace more conventional methods of teaching foreign languages, especially to adults, due to its numerous advantages (Soodmand Afshar & Farahani, 2018). A combination of classroom instruction and practical experience is what RT offers its workers so they may advance in their professions. Plus, the class result usually becomes better over time since RT is additive and cyclical. Therefore, RT is the way to go for teachers and students of foreign/second languages who are adults and can spare the time and energy to put in the necessary work. The researcher's findings from the focus groups and interviews described earlier are the first was that teachers participated in various forms of reflective practice in the classroom; second, almost all of them did action research and sought out student feedback. A training or workshop centred on reflective pedagogy followed the videotaped peer observations. However, there were some teachers who made it a point to read academic journals and do research online so that they might be current on educational trends. The observer saw that every teacher took time to think about their own teaching. Educators often discussed various pedagogical issues and classroom tactics with one another. Reflection "on," "in," and "for" action is something they work on throughout their training (Sunra et al., 2020).

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