THE ANALYSIS OF DIFFERENT REFLECTIVE PRACTICES IN ENGLISH LANGUAGE TEACHING: A SURVEY OF GRADUATE STUDENTS

WANG RUI 1st , Uranus Saadat 2nd

ABSTRACT

Educators of foreign languages have, since the early 1900s, sought methods to guarantee better classroom outcomes. Although several methods were used, the first fifty years of the century saw their greatest use. The search of more substantive results led a small but devoted group of linguists to finally seek beyond standard educational methodologies. For instance, what is now known as reflective teaching (RT) was used by a number of language professors. Regular teacher self-observation and assessment is essential to RT since it ensures that teachers are aware of their own classroom practices and may make adjustments as needed. When educators reflect on their own teaching methods and gather descriptive data that might show where they can make improvements, they are engaging in reflective practice (RT). Increased flexibility in the classroom and greater professionalism among teachers are two outcomes of RT. This research aims to provide a description of RT's application in language classrooms.

Keywords: *Reflective strategies, Postgraduate Scholars, English Language, and Reflective Instruction.*

1. INTRODUCTION

The discipline of second and foreign language instruction has seen many changes over the last two hundred years, but at its core, each one has been driven by a desire to help others (Adeani et al., 2020). In their quest for better outcomes, educators, teachers, and everyone else involved has moved beyond the age of traditional methods and into the age of more effective and reflective ways. Afterwards came the era of post-method thinking. All three of these apparently separate epochs—the "method era," "beyond method," and "post method"—

share a similar thread: the search for practical ways to become a professional. The field of second/foreign language instruction has not yet achieved its maximum professional potential for a number of reasons. A primarily part-time workforce; restricted financial means for training; and a variety of rules and regulations pertaining to professional certification or credentialing. Therefore, it is challenging to identify and implement solutions that allow language educators opportunities for professional advancement while also taking these factors into mind. Teachers engage in a continuous process of self-reflection and professional development via reflective teaching (RT), according to scholars. To rephrase, reflective educators engage in self-observation to assess their own teaching practices, and then they engage in self-evaluation to determine what changes are required. The authors of this research define reflective practice and talk about how it might help language teachers. Educating the next generation is no easy feat. According to many people see teaching as a profession. That which requires "extensive and intense academic study" to be practiced is called a vocation. Teaching is a challenging and decision-making job. Teachers should always strive to learn more about their students' learning styles since it is crucial for their work. What is known about teaching and learning is a product of a variety of sources, including subject information, learner knowledge, curricular knowledge, pedagogical knowledge, teaching performance knowledge, context awareness, and teacher self-awareness. Educators get training that includes information pertinent to the fields of teaching and learning. Instructors should never stop studying and developing professionally, even after they've started teaching. The complexity, ambiguity, and potential for classroom difficulties make this essential. Along with being able to keep their cool under fire, they should be very patient and have great people skills. It is imperative that educators prioritise the development of interesting and imaginative

lesson plans for their students. Instructors may find out which methods work best for their students and which ones they like the most. A different way of looking at the idea of reflective practice emerged from teachers' views on what makes good teaching and learning. It was believed that educators should understand their students' struggles, have compassion for them, and look out for their interests. The preceding definition of "reflective teaching" highlighted the significance of this method for the professional development of linguists engaged in the instruction of foreign languages. As an added bonus, teachers started using it to enhance their own teaching techniques (Cheng & Chan, 2019).

2. BACKGROUND OF THE STUDY

Throughout the 20th century, there were a number of significant changes to the way English was taught to pupils. This approach has been used in several contexts worldwide since the 1970s to guide students through the process of language learning. The approach to teaching English and other languages has evolved significantly compared to other disciplines like mathematics and physics, where the technique has stayed mostly the same. In an attempt to

show how important research is for choosing and using the best techniques and approaches to language learning and teaching, this short essay touched on a few important events in the development of this tradition. Demonstrating the significance of research in reaching these conclusions is the aim of this endeavour. Because of the popular assumption that speaking Latin and Greek was the greatest method to increase one's cognitive powers, studying these languages became synonymous with learning a foreign language in the West throughout the 17th, 18th, and 19th centuries. It was crucial to have a firm understanding of syntactic structures and grammatical principles, as well as the capacity to memorise new words and understand complex literary works. The spoken usage of Latin and Greek was not a priority in their instruction since the main goal was to make students look "scholarly?" or "erudite," rather than for the sake of actual communication. The reason for this is because the goal of teaching Latin and Greek was not to give students the impression of being "scholarly?" or "erudite." The Classical Method, which gained popularity in the late 19th and early 20th centuries under the name "Grammar Translation Method," provided little help with translation beyond an understanding of the rules of grammar that one must follow when translating from another language into one's own (Guo, 2021). Even though it has shown unexpected resistance to educational advancements over the years, the Grammar Translation Method—which is well-known to be one of the most popular approaches to language training—has maintained its popularity. This causes the focus to shift from the target language to a "dissected body" of English words rather of the target language itself, which hinders the learner's progress in communicating in the target language. The outcome is that it has had a pitiful effect on language acquisition.

3. LITERATURE REVIEW

As part of their continuous professional development, EFL/ESL instructors are starting to prioritise teaching reflection and reflective teaching, especially in the context of their students. In order to improve their students' educational experiences and results, EFL and ESL teachers may benefit from teaching reflection, which allows them to reflect on and analyse their own methods of teaching English (Williams, 2020). A similar line of reasoning suggests that EFL/ESL teachers could gain something from reflective teaching. They take what they've learnt in the classroom and incorporate it into their own methods for teaching. Through reflective practice, both students and instructors of English as a second language may better understand the significant impact of social contexts. Everyone, not just teachers, has to be involved for teaching reflection to be a reality in the classroom. This method may also be useful for future teachers. The beginning of a student's journey into a culture of reflective thinking, it follows, should begin with their enrolment in the university's English education program. As a result, aspiring English teachers will have the tools they need to evaluate and improve their own education for the sake of their pupils. In addition, seven methods for implementing instructional reflection in EFL classrooms have been proposed by a substantial body of research. These kinds of methods may be found in things like self-reports, collaborative action research, classroom recordings, reflective inquiry groups, and teacher diaries (Braun & Clarke, 2021). Participating educators understand the significance of self-reflection in their work. Reflecting on the classroom experience, good or bad, helped teachers grow professionally, creatively, and emotionally. Then, via reflective practice, teachers learnt new things as they taught, figuring out what did and did not work as they went along. In

addition, one's life experiences may provide valuable lessons in both education and training. The researcher's third and last conclusion was that these teachers had shown an understanding of reflective teaching after seeing them in action. In this lesson, teachers looked for a definition of reflective teaching. Reflective teaching is a concept that educators have discussed. The three perspectives that were considered were technical, experiential, and contextual. The researcher ultimately concluded that there were several challenges that the study participants faced. Problems with time management, unpreparedness, and a lack of motivation to participate in reflective activities stem from a lack of training in reflective teaching from classroom lectures.

4. RESEARCH QUESTIONS

- What is the role of communication strategy in English language instruction?

5. RESEARCH METHODOLOGY:

5.1 Research design:

The analysis of quantitative data was conducted using SPSS version 25. The direction and degree of the statistical association were evaluated using the odds ratio and the 95%

confidence interval. Researchers identified a statistically significant threshold at $p < 0.05$. A descriptive analysis was used to identify the primary features of the data. Data collected by surveys, polls, and questionnaires, or by modifying existing statistical data using computing tools, is often assessed mathematically, numerically, or statistically through quantitative methods.

5.2 Sampling:

After pilot research with 50 Chinese researchers, 1400 Rao-soft pupils were included in the final researcher. Male and female researchers were picked at random and then given a total of 1,655 surveys to fill out. A total of 1478 questionnaires were used for the calculation after 1535 were received and 57 were rejected due to incompleteness.

5.3 Data and Measurement:

The main tool for data collection in the study was a questionnaire survey. Part A of the survey requested essential demographic information, while Part B sought participants to assess various aspects of online and offline channels on a 5-point Likert scale. Secondary data was obtained from many sources, mostly 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
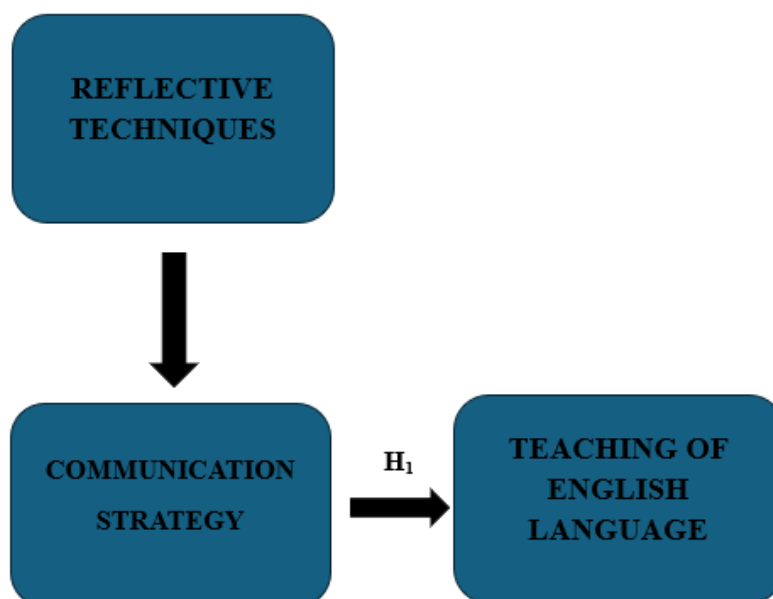
6. RESULT

- **Factor Analysis**

A prevalent use of Factor Analysis (FA) is to determine the existence of latent variables within visible data. In the lack of clear visual or diagnostic signs, it is standard practice to use regression coefficients for evaluations. In FA, models are essential for success. The aims of modelling are to discover flaws, detect intrusions, and create clear relationships. A technique for assessing datasets produced by multiple regression analyses is the Kaiser-Meyer-Olkin (KMO) Test. The model and sample variables are affirmed to be representative. The data demonstrates duplication, as shown by the figures. Decreased proportions enhance data

understanding. The KMO output is a value that ranges from zero to one. A KMO value between 0.8 and 1 indicates an adequate sample size. These are the permissible levels, according to Kaiser: The following approval criteria set out by Kaiser are as follows: A regrettable 0.050 to 0.059, inadequate 0.60 to 0.69 Middle grades often span from 0.70 to 0.79. Demonstrating a quality point score ranging from 0.80 to 0.89.

They are amazed at the range of 0.90 to 1.00. Table 1: KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin statistic: 0.90 The results of Bartlett's test of sphericity are as follows: Chi-square degrees of freedom are around 190, with a significance level of 0.000. This validates the authenticity of assertions made just for sampling reasons. Researchers used Bartlett's Test of Sphericity to determine the significance of the correlation matrices. A Kaiser-Meyer-Olkin rating of 0.970 indicates that the sample is adequate. Bartlett's sphericity test yields a p-value of 0.00. A favourable result 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.		.970
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This demonstrates that comments made for sampling purposes are legitimate. Researchers used Bartlett's Test of Sphericity to determine the significance of the correlation matrices. A sample is considered satisfactory according to the Kaiser-Meyer-Olkin criteria when the result is 0.970. The p-value obtained from Bartlett's sphericity test is 0.00. The correlation matrix is not identical to an identity matrix, as shown by a statistically significant result from Bartlett's sphericity test.

❖ INDEPENDENT VARIABLE

❖ Reflective Techniques

Before, during, and after a course, teachers should reflect on their own beliefs and teaching methods to see whether they align with their pedagogical position. By engaging in self-reflection, educators may better understand their own pedagogical strengths and areas for improvement. Reflective teaching, in which teachers examine their own educational practices critically, allows them to assess the success of their methods. Changes or enhancements to pedagogical approaches may be required in light of the findings of this analytical method based on critical reflection. Educators of all levels, from newcomers to seasoned pros, may improve their pedagogical practices and emotional health by participating in reflective teaching (Kambouri & Pieridou, 2020). Therefore, the researcher may be asking, "How can researcher possibly fit this strategy for self-evaluation and reflective teaching into my already jam-packed schedule?" The following sections will provide researchers with some useful suggestions and advice, as well as directions for maintaining a reflective teaching notebook to document their own self-reflection.

Reflective teaching is watching one's own behaviors in the classroom, thinking about why it was done, and assessing how well it worked. This is a way of self-evaluation that involves staring at one's reflection in a mirror. In order to improve their teaching methods and the skills and knowledge their students gain, teachers constantly reflect on and analyse their own educational practices, ideologies, and assumptions (Olaya Mesa, 2018).

❖ FACTOR

❖ Communication Strategy

A communication strategy, in its most basic definition, is an approach to reaching out to a certain group of people. If researcher's want researcher communication strategy to be successful, researcher's need to make sure that three things are clearly identified. The practice of strategic communications is an organised method of conveying and receiving messages. Getting the appropriate word out to the right people at the right time via the right channels and using feedback to keep focused on corporate objectives is what this approach entails. Experts in public and non-public communication strategy development and execution are known as "communication strategists" in the business world. One way to reach out to people is to develop a communications strategy. Included in this are the following: the people will be communicating with, the purpose of rearcher's communication, the timing and method of researcher's communication, the content's intended format, and the distribution channels. The practice of strategic communications is an organised method of conveying and receiving messages. Getting the appropriate word out to the right people at the right time via the right

channels and using feedback to keep focused on corporate objectives is what this approach entails (Lee, 2018).

❖ DEPENDENT VARIABLE

❖ Teaching of English language

An organised strategy for imparting a language to pupils is what "a language teaching method" is alluding to. Approaches are often based on preconceived notions about how language and learning work. English is one of several languages spoken in the West Germanic region of the Indo-European language family. Many people consider contemporary English to be the lingua franca since it is the de facto language of business, academia, and computer programming, among many others. In a classroom, a teacher is someone who has mastered their subject and can now share that knowledge with others while also helping them develop their interpersonal and communication skills. As the student takes in this knowledge, the process of learning is closely related to the act of instruction (Ramli &Yusoff, 2020).

- **Relationship between Communication Strategy and Teaching of English language**
Students deal with these challenges by developing communication methods that help them express themselves clearly. Possible tactics include returning to the original language, asking for clarification, coming up with new phrases, paraphrasing, and substituting. Language is a method of exchanging ideas and information via the use of signs and symbols, both spoken

and unspoken. The term "communication" refers to any two-way exchange of information or messages that keeps the emphasis on the message. Language serves as a medium of exchange. The act of conveying information is known as communication. Thirdly, among tactics, there were strong connections. With the exception of the cognitive approach, however, the relationships between the various language learning strategies and language competency were generally shown to be inconsequential. In contrast to ESP, which is based on a thorough examination of students' professional and academic demands, EGP is concerned with students' overall English language ability, according to the reviewed literature. For educators working with English as a second language, this difference is crucial. Speakability is a measure of both cognitive and fine motor skill development, making language and communication development crucial. One of the most effective means of fostering verbal and linguistic competence is reading aloud to children (Hashim & Yusoff, 2020).

- *$H0_1$: There is no significant relationship between Communication strategies and Teaching in English language.*
- *H_1: There is a significant relationship between Communication strategies and Teaching in English language.*

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	522	5655.517	618.883	.000
Within Groups	492.770	955	5.356		
Total	40081.390	1477			

This investigation yields remarkable results. The F value is 618.883 attaining significance with a p-value of .000, which is below the .05 alpha threshold. The hypothesis *"H1: There is a significant relationship between Communication strategies and Teaching of English language"* is accepted, whereas the null hypothesis is rejected.

8. CONCLUSION:

Given its many benefits, RT has the potential to supersede more traditional approaches to teaching foreign languages, particularly to adults, according to the findings of this research (Peel, 2020). For career advancement, RT provides its employees with a mix of classroom training and on-the-job experience. Being additive and cyclical, RT often leads to an improved class outcome over time. Consequently, RT is the best option for adult language learners and instructors who are able to dedicate the required time and effort. One thing that came out of the interviews and focus groups that were mentioned earlier was that instructors engaged in different kinds of reflective practice in the classroom. Another thing was that almost all of the teachers undertook action research and asked for student input. Just after the filmed peer observations, there was a seminar or workshop focused on reflective pedagogy. But there were other educators who made it a priority to stay

abreast of developments in the field by regularly perusing scholarly publications and doing internet research. Every single educator the observer met made sure to reflect on their own pedagogical practices. Teachers often conferred on a wide range of educational topics and strategies. As part of their training, students practice reflecting "on," "in," and "for" action (Brown, 2022).

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