

Teachers' Perception about the Use of Reflective Practice in English Language Classrooms

Sofia Azam¹

Abstract

The present study aims to investigate the teachers' perception about the use of reflective practice in English Language classrooms. This study also examines the practicing of reflective teaching by English language teachers at HSSC level and the type they practice most. English language teachers and learners enrolled at intermediate level in colleges of Muzaffarabad city are the population. The sample for this study is randomly selected. It consists of 8 Eight English language teachers and 80 students enrolled at intermediate level from eight different colleges. Mixed method research design is adopted by the researcher. Questionnaire is used as data collection tool. The results show that English language teachers teaching at intermediate level in Muzaffarabad have positive perception and attitudes towards the use of reflective practice in English language classrooms. They practice reflective teaching on regular basis in their classrooms. The most used type of reflective practice by English language teachers is the feedback by students and colleagues. The present study is expected to be beneficial for English language teachers to improve and enhance their performance in the field of education. They will also come across the different ways of conducting reflective practice. The study will be useful also for students and teachers of other subjects. It is recommended that English language teachers should be informed and encouraged towards the use of different ways of conducting reflective practice.

Keywords: Reflective practice, Teachers' perceptions, English Language classrooms

1. Introduction

The most influential, useful and operative agents of educational change and betterment are not the curriculum designers, or policy developers or even the specialists in the field of education rather they are teachers. Teachers are the important components of any education system.

¹Elementary Teacher, Department of Educaiton, Govt. of AJ&K

They perform a significant role in transmitting knowledge, abilities and values. Theobald (2006) claims that a teacher who shows interest and positive feelings about a subject can reflect those positive feelings towards students, consequently increasing their motivation to learn the subject. Teachers' interest and enthusiasm in their teaching process always affect the students' interest in their learning. Teachers are role model for their students. As the role of teachers is central in modifying students' personalities, they must put their efforts to make their teaching habits interesting and effective. Perception also plays a significant role in the teaching-learning process. Perception is a personal manifestation of how one perceives the world. It is actually shaped by our experiences and beliefs. Perception often results in learning information that is directly relevant to the goals at hand, but sometimes it results in learning that is incidental to one's immediate goals. Perception of both teachers and students asserts a greater influence on their teaching and learning habits. Students' perception affects their learning process (Azizah et al, 2018; Trigueros et al, 2020).

Ellis (2008) explains that the learning activities of students are affected by pre-existing beliefs about the nature of courses. Positive student perceptions directly influence learning outcomes such as skill performance, academic achievement and motivation for learning. Accordingly, teachers' perceptions impact every aspect of their work with students. If teachers think themselves responsible for their students' actions, they try to make themselves perfect in their teaching habits, while the teachers who do not perceive themselves responsible for students' activities, pay less attention to their teaching activities. The phenomenon of reflective practice is not uncommon or novice in the field of education because many foreign teachers are practicing it for improvement and enhancement of their professional outcomes. There are two main reasons behind using different kinds of reflection practice in professional scenario, the first one is to bring modification to enhance the teaching skills and the second is to raise their understanding and self-awareness (Schon, 1987; Crichton et al, 2015).

The idea of reflective practice has become significant and valuable in the field of language teaching. Richards (2008) argues that language instructors have shifted their attention from the investigation of an accurate method towards exploring, identifying and evaluating their personal teaching methods through the use of action research and

reflective teaching practice. Different theorists have promoted different grounds for the betterment and uplift of reflective process in language teaching in the last few years. Hashim et al (2021) report that reflective practice assists language teachers to widen their pedagogical knowledge and through reflective activities they can make sense on every part of their teaching journey. Reflective practice assists trainers and teachers to manage any type of circumstances by acting in a cautious manner, make them alert of the grave phases of teaching and contributes in modifying their teaching behaviors and attitudes (Farrell, 2003). The reflective teaching process boosts and modifies the abilities of lecturers and enables them to use innovative approaches which are latest and effective in the field of teaching (Nolan & Huebner, 1989, Cirocki & Widodo, 2019).

Moreover, there are different strategies that can be employed by the teachers for doing reflective practice such as students and colleagues' feedback, teaching journal, questionnaire, observation, action research, lesson reports and micro-teaching. Teachers' inspirations and interests are not only influenced by the practice of reflective teaching but it also enhances their teaching techniques and use of appropriate resources and media. Reflection can play a vital role in leading constructive and advanced approaches in the whole scenario of schools and classrooms and help in suggesting effective learning ways for learners. It facilitates teachers and motivates them to practice more innovative and advanced practices. It familiarized a number of empirical tasks, events, and action research which teachers carried out in their classrooms (Richards & Lockhart, 1996; Benammar, 2004; Cholifah et al, 2020).

1.1 Different Strategies for Conducting Reflective Practice

Reflective teaching can be practiced in several ways such as writing diaries, lesson recording, students' feedback, peer observation, colleagues' feedback and action research. Johnson (2009) explains that teachers need tools for analyzing their practice against the relevant cultural, historical, social and political backdrops of their context.

a) Reflective Diary

The use of reflective diary is a very easy, helpful and interesting way of getting involved in reflection process. Teachers and instructors face many problems in classroom scenario. After each action or event a teacher can write in his/her dairy about the whole incident. Even he/she can write about whole happening of the day in the institute. And in his/her

spare time the teacher can reflect upon that dairy and come across the major issues relating to student's behavior, classroom management and teacher's attitude. And after that he/she can think of some possible changes to make better the whole classroom scenario.

b) Lessons Recording

Audio and video recordings of lectures can offer very helpful and valuable material for reflection. Teachers can use audio or video recorders during their teaching process in the classroom. In this way, the whole happening in the classroom can be recorded. And at their spare time teachers can listen or watch that recording and become conscious of their teaching merits and demerits in the teaching profession. A teacher may be doing different things in the class and at the same time it is possible that he/she may not be conscious of different things that are happening inside the classroom. The whole procedure of teaching and learning can be vibrantly seen in a classroom audio or video. It also can stimulate teachers' reflective thoughts, reflect back at their flaws and assist them in getting some encouragement and motivation for teaching enhancement.

C) Students' Feedback

Students' feedback is also an important strategy to reflect back at classroom practices. Teachers can ask their students about what happened in the class. They can ask students to tell the strength and the weakness of teacher's teaching methods and attitudes. Student's perceptions and opinions can add a different and valuable perceptive. In order to get student's feedback, teachers can use simple questionnaire or may ask students to share their views verbally.

d) Peer/ Colleague Observation

The most essential research method which is employed by teachers in their classrooms is observation technique. Teachers invite a colleague to observe their class while teaching in order to acquire information and required knowledge about their teaching style. Observation can be done by simply observing the class or by note taking. Teachers may ask their colleagues to give attention to those aspects on which learners contribute the most during lecture and what various configurations of interaction take place in the classroom between the teacher and the students. Peer observation is a very helpful and useful technique for the professional enhancement of both students and teachers. Mutual observation of classes always proves very fruitful.

e) Action Research

It is also an effective and helpful way of doing reflective practice. Action research is actually a procedure of continuous problem solving run by teachers for better understanding of their teaching practice and enhancing their manner of addressing different issues and solving them. Finding common issues and hypothesizing potential reasons and resolutions and struggling to apply an action plan make teachers aware of the whole situation of the classroom.

f) Colleagues' Feedback

The feedback of colleagues can also help the teacher to reflect upon his/her lesson or any activity happened in the institution.

1.2 Research Questions

The present research aims to seek the answers of the following research questions:

1. What are teachers' perceptions about the use reflective practice in English language classrooms?
2. To what extent English language teachers are practicing reflective teaching in their classrooms?
3. What types of reflection teachers most commonly practice?

2. Research Methods**2.1 Population**

The population for the current study comprises of all English language teachers and students at HSSC level in Muzaffarabad. One

specific district of the province of AJK was selected for the study. The population included male and female participants both from public and private colleges.

2.2 Samples

Eight English Teachers (4 male & 4 female) and 80 students (40 male & 40 female) at HSSC level from colleges of Muzaffarabad were carefully chosen by the investigator as sample to carry out the current study. The process of sampling was random and participants were easily available for the researcher.

2.3 Data Collection Tool

A questionnaire covering 15 different statements based on research objectives was used to collect the required information for the present study. The questionnaire included 15 items having three different types of reflective process (reflection-on-action, reflection-in-action, reflection-for-action) presented by Schon (1987). The first five statements included in the questionnaire were related to the reflection-on-action, the next five (6-10) were related to reflection-in-action and the last five (11-15) were related to reflection-for-action. The researcher personally distributed the questionnaires among the participants and the participants responded the questionnaires at the moment and returned back to the researcher.

3. Data Analysis

The obtained data have been analyzed using a percentage method for every item and discussions are also given. The data have been analyzed in two sections. The first section deals with the teachers' responses and the second section deals with the students' responses. After analysis, the findings of the present study have been interpreted according to the objectives of the research.

4. Results and Discussion

The analysis is presented in three sections; the first section discusses the results of the questionnaire responded by English teachers of Muzaffarabad, the second section highlights the responses of students about the use of reflective practice by their teachers.

4.1 RESPONSES OF TEACHERS

The questionnaire that was designed for teachers includes 15 statements having three different categories of reflective process i.e. reflection-in-action, reflection-on-action, and reflection-for-action. The teachers' responses have been collected by using the Likert scale as a parameter.

The first category under analysis is reflection-on-action. It deals with the reflective process that is done after teaching and involves the teachers analyzing the achievements and failures of their past practice. Reflection-on-action assists lecturers to explain what they perceived in the classroom, examine different characters supposed during teaching and defend classroom decisions.

Five statements related to reflection-on-action were included in the questionnaire by the researchers which are discussed below. Every statement is presented graphically. And the simple percentage method is used to analyze and describe the obtained responses of teachers about the use of reflective practice. The first statement is following:

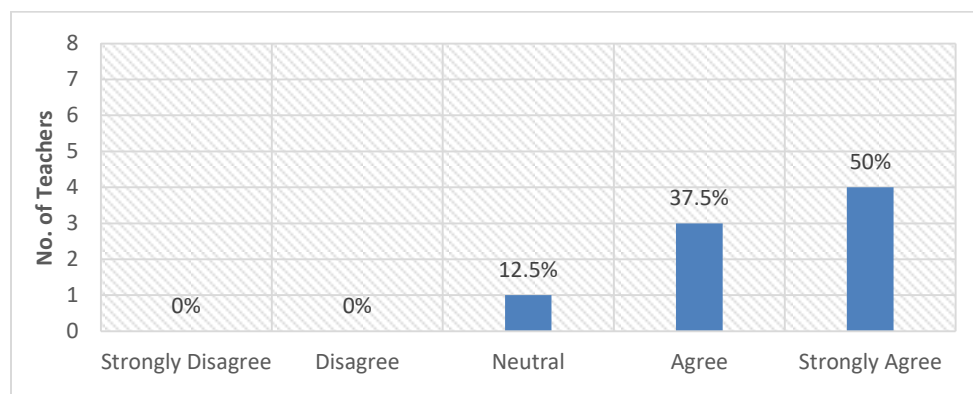


Fig. 4.1: For improvement of my teaching method the feedback of students is important

Eight teachers responded to the statement mentioned in the figure 4.1. The information presented in the figure reveals that four (50%) respondents strongly agreed to the statement that the feedback of students is important to improve the teaching method or style. And, three (37.5%) respondents just agreed to the statement. They all are in favor of students' feedback. While, only one (12.5%) respondent remained neutral about the statement. He is neither agreed nor disagreed to the statement. The general

description of the figure 4.1 exposes that majority of the teachers consider the feedback of students important to bring positive changes in the methods of their teaching. Thus, the figure 4.1 is positive for reflective practice as majority of the teachers responded in the positive way.

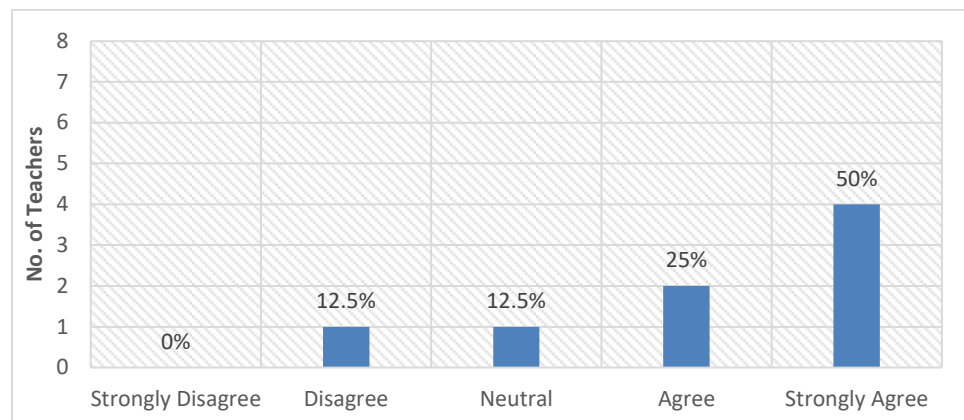


Fig. 4.2: I take feedback of my students at the end of class on classroom practices to reflect on my professional weakness and strength

The figure 4.2 shows that four (50%) respondents strongly agreed to the statement that they used to take feedback of students at the end of lecture to reflect on their professional weaknesses and strengths. Two (25%) respondents agreed to the statement, whereas, one (12.5%) respondent disagreed and one (12.5%) remained neutral. The overall presentation of the figure 4.2 reflects that majority of the English teachers are practicing reflective teaching practice by taking feedback of students regarding their professional weaknesses and strengths. ndents disagreed to the statement and there may be some reasons for not practicing reflective practice by those teachers. May be at the end of their lectures they are left with no time to take opinions from students regarding their professional weaknesses and strengths. They might think that they do not need any improvement for further development. They can be satisfying with their professional actions.

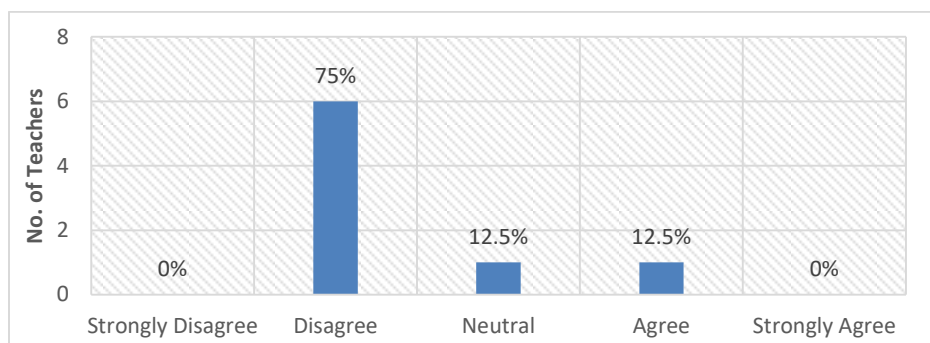


Fig. 4.3: I used to write journals on classroom problems and solutions.

The figure 4.3 reveals that six (75%) respondents disagreed to the statement that they used to write journals on classroom problems and solutions. One (12.5%) respondent remained neutral and only one (12.5%) respondent agreed to the statement. Therefore, the overall description of the figure 4.3 makes it clear that only (12.5%) respondents are practicing reflective teaching by writing journals on problems which they have to face during their teaching process and later on using that record for their professional developments. Majority of the candidates disagreed to the statement and obviously they are not using that technique of reflective practice. This can be seen as one of the weaknesses of our educational system. And the reason for their disagreement can be the less knowledge of teachers about its positive uses for reflective purpose. May be the teachers do not have much awareness about journal writing for reflective practice because it is not in use in the educational institutions of Muzaffarabad. Those educational institutions are very less in numbers that ask their teachers to write journals on classroom problems which they face during teaching.

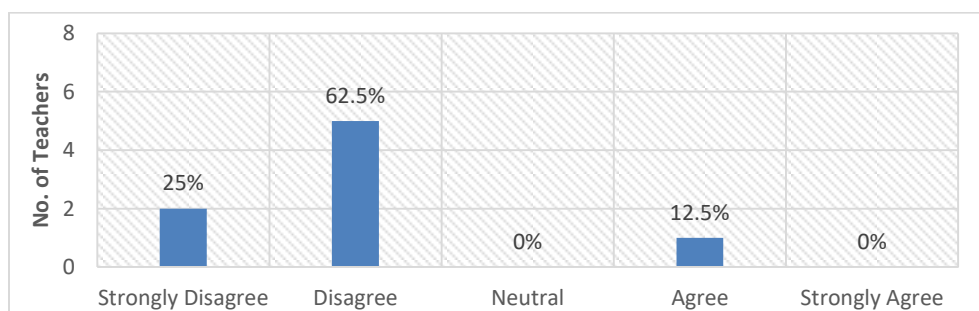


Fig. 4.4: I use dairy for keeping record of my teaching for reviewing purpose

The information given in the figure 4.4 demonstrates that five (62%) respondents disagreed to the statement that they used diary for keeping record of teaching practices for reviewing purpose. And, two (25%) respondents strongly disagreed to the statement, whereas, on the other hand, only one (12.5%) respondent agreed to the statement of using diary for reviewing purpose. Thus, the overall depiction of the figure 4.4 reveals that majority of the English teachers at Muzaffarabad colleges are not using diary. Among various forms of reflective practice keeping diary is an effective and helpful way to reflect upon teaching practice. However, as shown in the figure 4.4, the major part of the English instructors of Muzaffarabad is not practicing that particular type of reflective practice. There can be a number of reasons for not using diary for reflective purpose by English teachers of Muzaffarabad at intermediate level. May be they thought it a troublesome task or they might not be aware of the advantages or positive outcomes of using diary for reflective purpose.

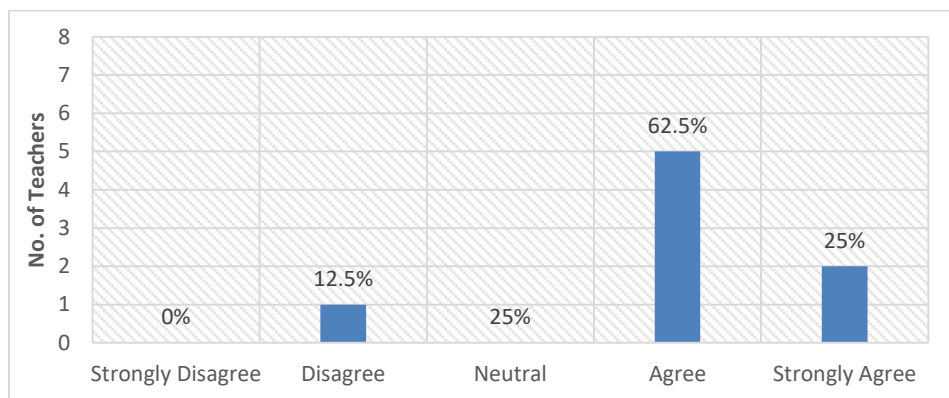


Fig 4.5: I attempt to overcome my professional shortcomings in the light of feedback of my students

The Figure 4.5 illustrates that five (62.5%) respondents agreed to the statement of trying to overcome their professional shortcomings in the light of their students' feedback. While, two (25%) respondents strongly agreed and only one (12.5%) respondent disagreed. Majority of the English teachers are in favor of reflective practice and they are practicing it as the figure 4.5 highlights. It suggests that teachers plan their future lesson according to that reflection and obviously that reflection process helps them a lot in overcoming their professional weaknesses and doing it brings required changes in their teaching style.

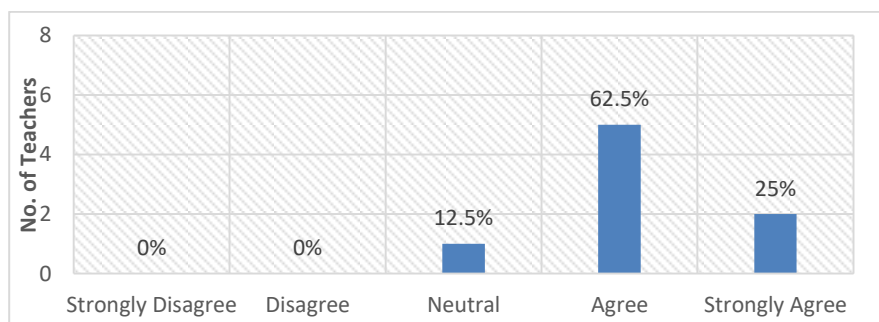


Fig 4.6: During lecture I reflect upon my teaching method and try to improve it.

The facts presented in the figure 4.6 expose that five (62.5%) respondents agreed to the statement that during lecture they reflect upon their teaching method and try to improve it. Two (25%) respondents strongly agreed to the statement while, one (12.5%) respondent is neutral. Thus, the overall representation of the figure 4.6 reveals that majority of the respondents are practicing reflection-on-action as they try to improve their method during teaching or inside the classroom. Teachers understand that it is their responsibility that they should explore their mistakes and try to overcome them otherwise their students may be misguided. The nil responses of disagreement and strongly disagreement show that neither of the respondents responded that they do not try to improve their teaching methods during lectures. Most of the teachers are practicing reflective practice. Subsequently, the figure 4.5 is positive for reflective practice.

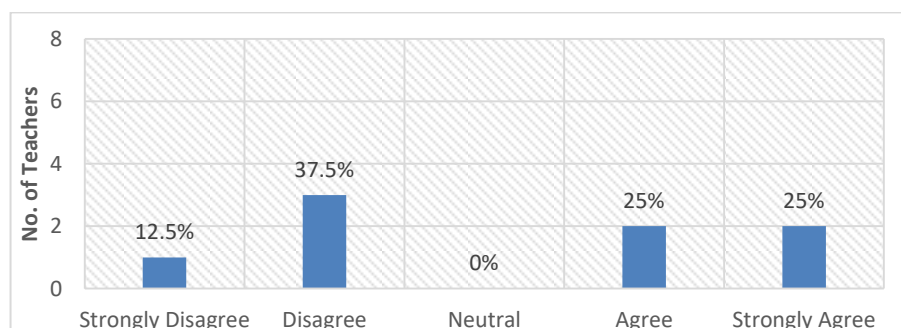


Fig 4.7: I do not pay any attention when I make mistakes during the lesson as they are part of learning.

The figure 4.7 highlights that three (37.5%) respondents disagreed to the statement. And one respondent (12.5%) strongly disagreed. They all disagreed that they do not care about their mistakes during lecture. While, on the other hand two (25%) respondents are agreed and two (25%) are

strongly agreed. Therefore, the figure 4.7 divides the respondents into two groups as 50% respondents are disagreed and strongly disagreed and 50% respondents are agreed and strongly agreed. One group pays attention to their mistakes while the other group does not pay any attention as they think mistakes are a part of learning. Reflective teaching is an endless process in which teachers are always in the procedure of learning. For reflective purposes teachers should not consider only their teaching style but they should also focus on their mistakes & errors which they unknowingly commit during lecture. And the teachers should consider their mistakes during the lecture and try to correct them in time. This will help them a lot in their professional development.

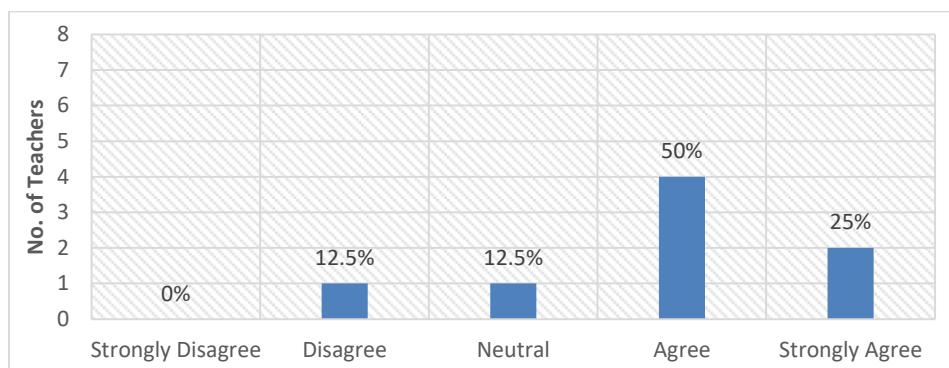


Fig. 4.8: I ask students to critique my teaching method.

The figure 4.8 demonstrates that four (50%) respondents agreed to the statement of asking students to critique their teaching method. Two (25%) respondents strongly agreed. While, one (12.5%) is neutral and one (12.5%) disagreed. The general presentation of the figure 4.8 depicts that majority of the teachers are in favor of asking students to critique their teaching method. They practice reflection-on-action by taking feedback of students regarding their teaching method during lecture. The figure is positive for reflective practice. Teachers who take opinions of their students about their teaching method can bring positive changes in their teaching behavior.

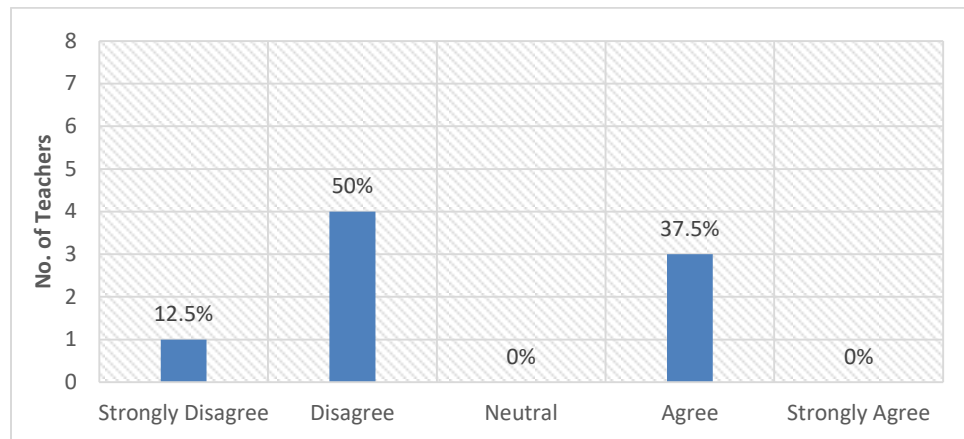


Fig. 4.9: I ask my colleagues to observe my teaching method.

The figure 4.9 reveals the perception of English teachers about using peer observation as a reflective practice tool. The data represented in the figure show that four (50%) respondents disagreed to the statement, one (12.5%) strongly disagreed and three (37.5%) agreed. This data analysis illustrates that majority of the teachers disagreed that they ask their colleagues to observe their teaching method and those teachers are less in number who used to take their colleagues with them in their classrooms and ask them to observe their teaching. In this way, the figure 4.9 becomes negative for reflective practice.

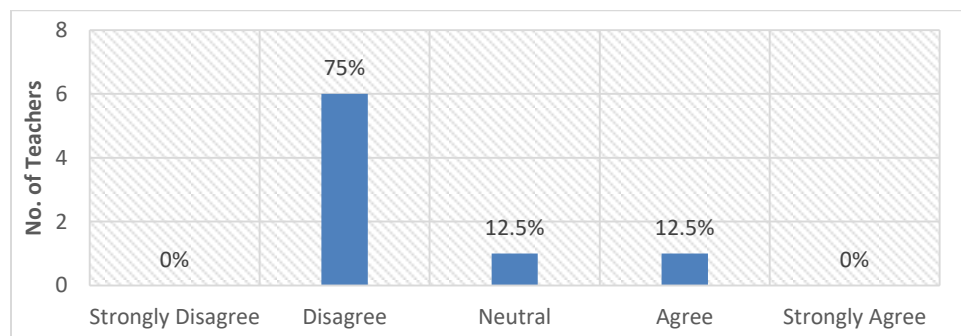


Fig. 4.10: Sometimes, I use audio/video recorder during my lecture to reflect upon my weaknesses

The data in the figure 4.10 shows that six (75%) respondents disagreed to the statement that they use audio recorder during lecture. One (12.5%) respondent is neutral and one (12.5%) agreed to the statement. The majority of the respondents responded that they do not use audio

recorders to reflect upon teaching method. The figure 4.10 is negative for reflective practice as majority of teachers are not practicing this type of reflective practice. There may be many reasons for not using recorders by teachers. May be they are not aware of the use of audio recorder for reflecting purposes. And one major reason is that there is no proper set up of arranging workshops for teachers in order to aware them about fruitful outcomes of using reflective practices. The figure 4.10 highlights that only one (12.5%) respondent agreed to the statement of using audio recorder for reflective purpose. So, very few English teachers in Muzaffarabad are aware of this useful type of reflective practice.

And the last five statements related to reflective practice deal with Reflection-for-action. It is being done by teachers before going to teach in real classroom. In pre-teaching reflection, instructors think critically and judgmentally about the topic they plan. Their focus is on lesson objectives, learning results, teaching methodologies and approaches, classroom management and activities. And the below given statements deal with reflection-for-action and teachers' perceptions and attitudes about its use.

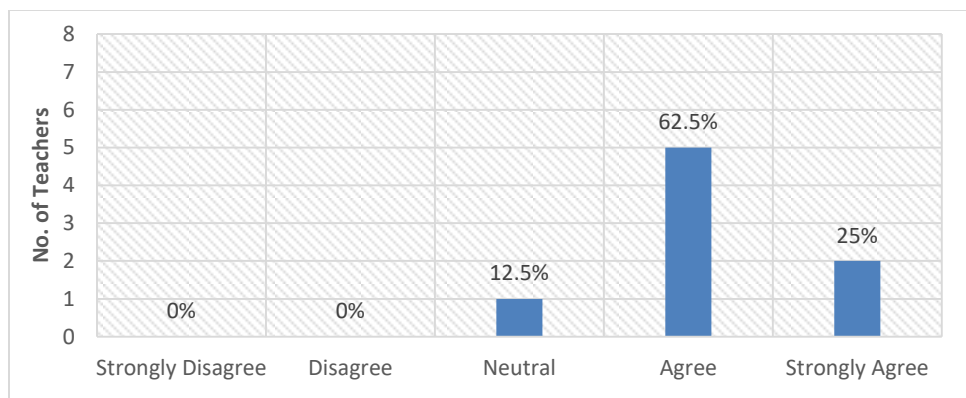


Fig. 4.11: To improve my instruction I always look back what I had done in the lesson

The material presented in the figure 4.11 discloses that five (62.5%) respondents agreed to the statement of looking back at lecture further improvement in instructional method. Two (25%) respondents strongly agreed and one (12.5%) respondent remained neutral. It makes clear that majority of the teachers practice reflection-for-action by looking back at their lecture. Thus, the figure is positive for reflective purpose. It proves very helpful for teachers if they practice reflection-for-action. As

this type of reflection have a tendency to remember, consider and assess the teachers teaching experience as a mean of refining the quality and worth of future teaching.

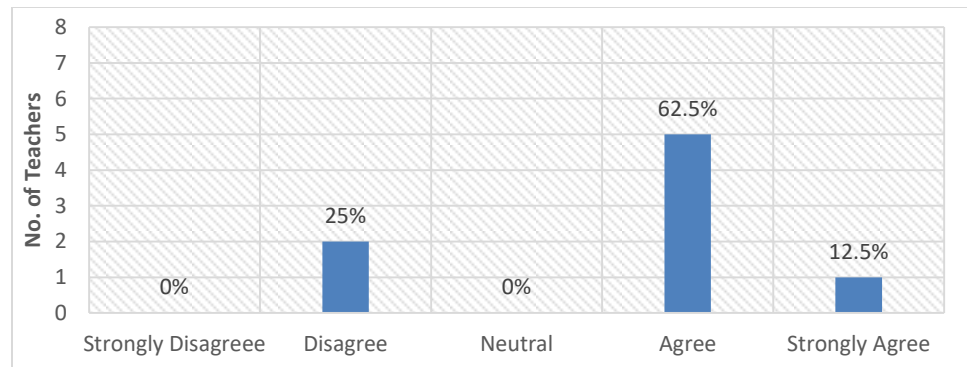


Fig. 4.12: For better performance in the class I read books related to effective teaching

The figure 4.12 exposes that five (62.5%) respondents agreed to the statement that for improved performance in the next lecture or lesson they read books allied to effective and active teaching. One (12.5%) respondent strongly agreed while, two (25%) respondents disagreed to the statement. The overall result of the figure 4.12 uncovers that majority of the teachers are taking assistance from various books for their professional improvement and enhancement. It means that they are practicing reflective teaching because in this process teachers become decision maker of their performances in the teaching profession. They reflect on their weaknesses and overwhelmed them by reading various effective books based on effective teaching. Reading of the books also keep them updated with the latest techniques of reflecting upon their teaching and bringing some fruitful changes in their traditional method of instructing. But, some of the respondents disagreed to the statement of reading effective books and behind that there will be many explanations and reasons. Some teachers are overloaded by the institutions and as a result they do not have sufficient time of reading books and to practice reflective teaching actively and efficiently.

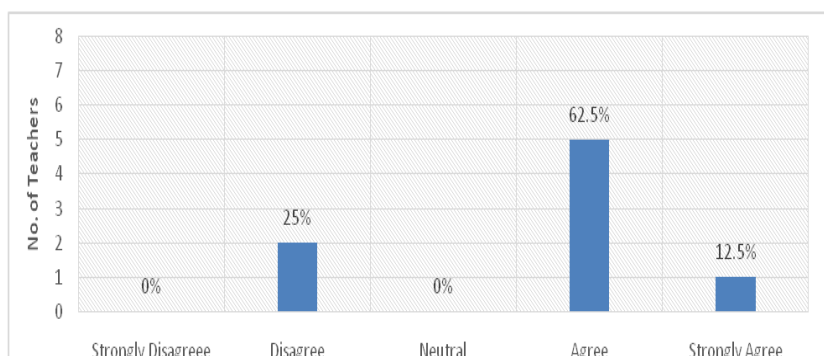


Fig. 4.13: I attend workshops based on effective learning and teaching to improve my teaching skills

The information mentioned in the figure 4.13 shows that five (62.5%) respondents agreed to the statement and one (12.5%) strongly agreed. They all are admitting that they attend workshops based on effective learning and teaching to enhance their teaching abilities, while two (25%) respondents disagreed and one remained neutral. We can see that there also exist some cases who do not attend workshops related to effective teaching strategies. The data shown in the figure reveal that majority of the teachers attend workshops related to effective teaching practices. In workshops they also get the chance of meeting with their seniors in the field of teaching and acquiring suggestions or ways to further polish their skills. They also have the opportunity of discussing problems faced by students regarding learning process and getting reasons and recommendation to help students in overcoming those learning difficulties.

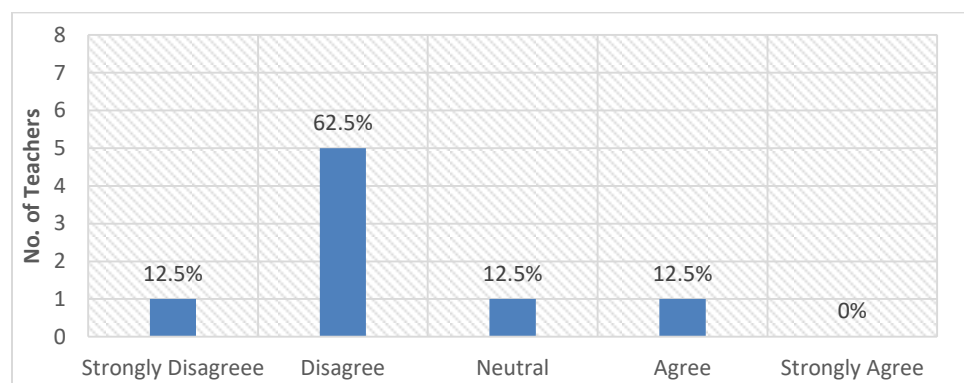


Fig. 4.14: To keep myself updated in my profession I look up for recent journals.

The figure 4.14 displays that five (62.5%) respondents disagreed and one (12.5%) strongly disagreed to the statement that they look up for recent journals to keep them updated in their profession. While on the other hand, one (12.5%) respondent agreed and one (12.5%) remained neutral. It is clear that majority of teachers are not practicing that type of reflective process.

The figure 4.14 is negative for reflective purpose as most of the teachers are not practicing that type of reflection. Teachers may have some reasons for not reading latest journals related to teaching because of shortage of time or having burden of other teaching related activities. Although, they have reasons, they should be made aware of the useful effects of reflection-on-action by reading recent journals related to classroom problems. Looking up for recent journals help instructors a lot in becoming aware of latest techniques and using them in real classrooms. Only one (12.5%) respondent responded positively. All others are disagreed that they read recent journals related to teaching practices in order to keep them updated in their profession. That's why there is a dire need to focus on arranging different seminars and workshops to make teachers of current era aware of the uses of reflective practice.

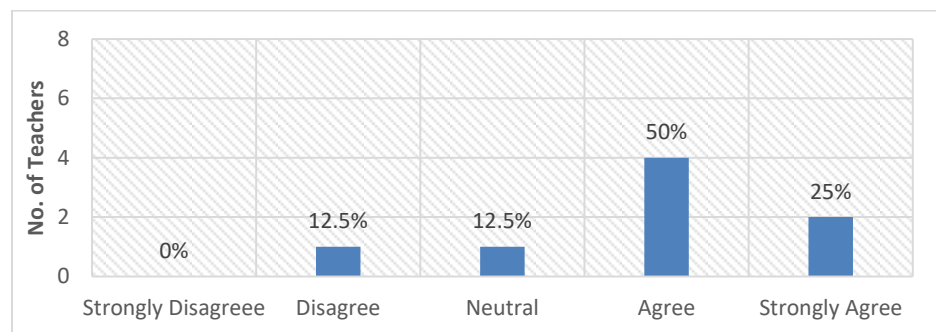


Fig. 4.15: Though I know I am performing well in my teaching but I always get the feedback of my seniors to enhance my skills.

The figure 4.15 indicates that four (50%) respondents agreed to the statement and two (25%) respondents strongly agreed. While, one (12.5%) respondent is neutral and one (12.5%) disagreed. The general description of the figure 4.15 reveals that majority of the teachers agreed to the statement that they always take the feedback of their seniors to improve their skills. These respondents responded in the positive way to the statement related to reflection-for-action. As in most of the institutions

there come assessment teams based on professionals or senior teachers who provide feedback to the trainers or teachers after observing their lecture. But most of the teachers prefer the feedback of seniors who are teaching in the same institution because they are easily accessible to them and their feedback is more trustworthy as they are well informed of the college scenario and students activities. Few of the respondents disagreed to the statement that they get the feedback of their seniors. May be they do not think it important for themselves. But these teachers should also be informed about the positive outcomes of seniors' feedback for reflective purpose.

4.2 Responses of Students

This section deals with students responses about the use of reflective teaching practices by their teachers. Eighty intermediate level students from eight different colleges of Muzaffarabad responded to the questionnaire. Nine statements were included in the questionnaire. The statements were randomly designed according to the three categories of reflective practice, i.e. reflection-in-action, reflection-on-action, reflection-for-action. The data is presented graphically and simple percentage method is also applied here to analyze and describe the obtained responses of students regarding their teachers' use of reflective practice in English language classrooms as following:

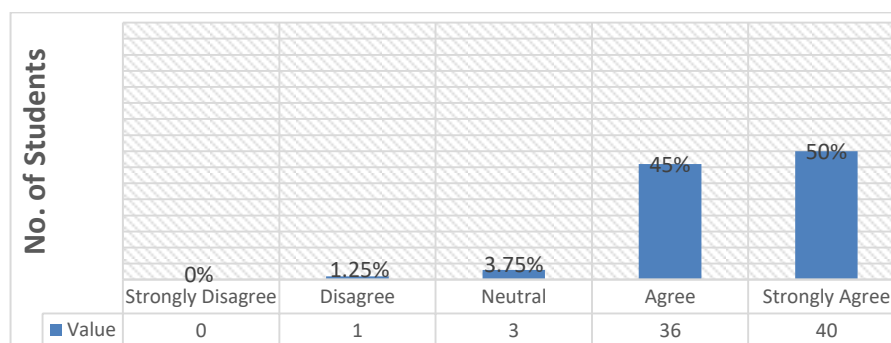


Fig. 4.16: Reflective teaching practice plays an effective role in English language classrooms

The figure 4.16 reveals that thirty-six (45%) respondents agreed and forty (50%) respondents strongly agreed to the statement that reflective teaching practice plays an effective role in English language classrooms.

While, one (1.25%) respondent disagreed and three (3.75%) remained neutral. Thus, the overall presentation of the figure 4.16 highlights that majority of the students admitting the fact that reflective teaching practice is pivotal for teachers' professional development in English language classrooms. Students are also aware of the positive and fruitful outcomes of reflective teaching practices and they are in favor of the importance of reflective teaching practice as the figures suggests.

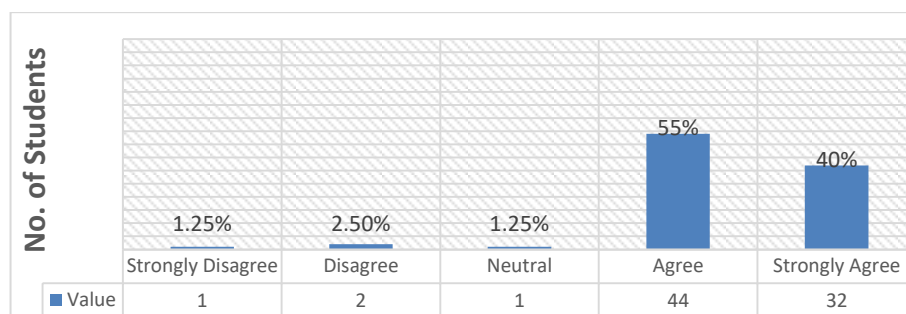


Fig. 4.17: Feedback of students is considered important by teachers to reflect on their professional weaknesses and strengths.

The information given in the figure 4.17 exposes that thirty-two (40%) respondents strongly agreed and forty-four (55%) just agreed to the statement that students' feedback is considered important by teachers to reflect on their professional weaknesses and strengths. While, two (2.5%) respondents disagreed, one (1.25%) strongly disagreed and one (1.25%) remained neutral. The figure 4.17 is positive for reflective teaching practice as majority of the students are admitting that their teachers considered the students feedback important. If they consider it important, obviously they used to take it from their students. And only (3.75%) respondents disagreed to the statement. It means there also exist some teachers who do not consider the feedback of students important for their professional development. This is the major drawback of our educational system. Teachers should be conscious of the effective uses of reflective teaching practices and they should be motivated to practice it for their professional betterment and enhancement.

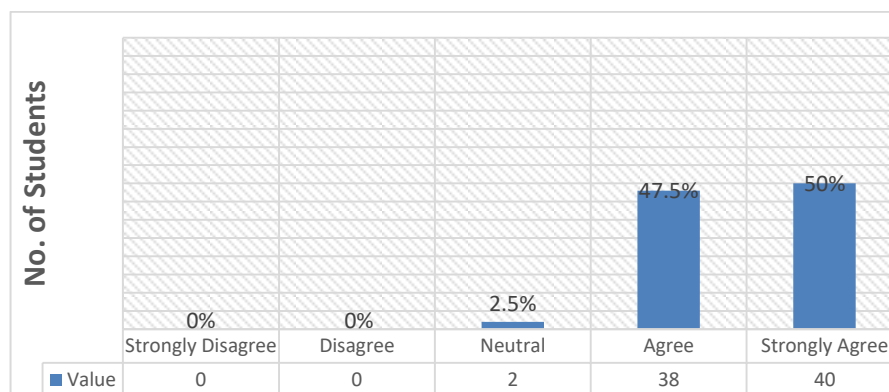


Fig. 4.18: Teachers always take feedback from students at the end of every lecture

The figure 4.18 demonstrates that forty (50%) respondents strongly agreed and thirty-eight (47.5%) respondents agreed to the statement that their teachers take feedback from students at the end of every lecture, whereas, only two (2.5%) respondents remained neutral. Thus, the information presented in the figure 4.18 reveals that majority of the students agreed that teachers use to take feedback of students at the end of every lecture. The figure is positive for reflective practice. Students' feedback is one of the best ways of teacher's reflectivity. As students are better aware of the teaching style or behavior of their instructors, they can rightly tell the weaknesses and strengths of their teacher's conduct. Neither of the respondents disagreed to the statement. So, the English teachers of Muzaffarabad are practicing reflective teaching by taking feedback of students. And, it is a good sign for teachers' better performance and educational enhancement.

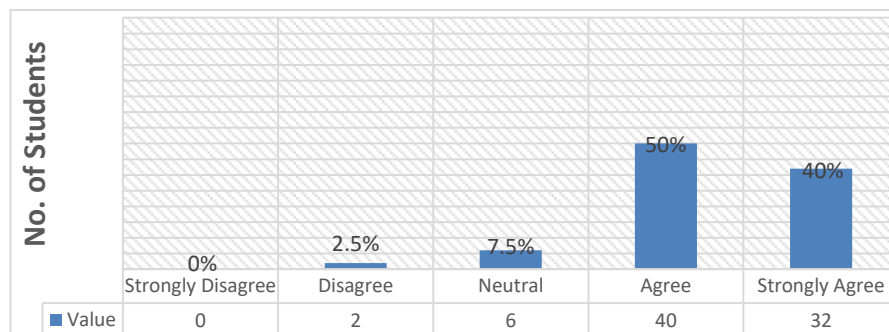


Fig. 4.19: Teachers try to improve their teaching method after getting feedback from students.

The facts shown in the figure 4.19 highlight that half of the respondents (50%) agreed and thirty-two (40%) respondents strongly agreed to the statement that teachers try to improve their teaching method after getting feedback from students, while, six (7.5%) respondents remained neutral and two (2.5%) disagreed. Thus, the majority of the students agreed that their teachers try to bring changes in their teaching methods according to the suggestions of students. The figure is positive for reflective practice. It shows that English teachers of Muzaffarabad are flexible in their teaching behavior and they try to modify their methods in order to bring positive changes in whole teaching-learning process. That flexible behavior of teachers leads them towards their professional development and enhancement. However, on the other hand six (7.5%) respondents remained neutral about the statement. They may be those students who do not have interest in their teacher's performance and the effort which teacher does in order to bring positive changes in their teaching process. And two respondents responded negatively to the statement. They admitted that their teachers do not try to improve their teaching method. So, those students have negative attitude towards their teachers' teaching behavior. It is the responsibility of teachers to make their teaching method attractive and interesting so that students take interest in their teachers.

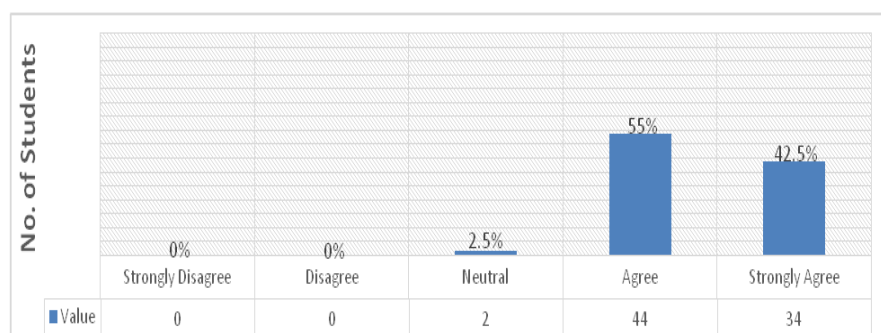


Fig. 4.20: During lecture teachers reflect upon their teaching method and try to improve it.

The figure 4.20 shows that forty-four (55%) respondents agreed and thirty-four (42.5%) strongly agreed to the statement that during lecture teachers reflect upon their teaching method and try to improve it, whereas, two (2.5%) respondents are neutral. The general description of the figure 4.20 indicates that majority of the respondents responded positively to the statement and neither of the respondents is disagreed or strongly

disagreed. The figure is positive for reflective process. Responses of students reveal that the English teachers of Muzaffarabad are practicing reflection-in-action. Reflection-in-action refers towards the reflective process during the classroom. Teachers try to reflect upon their method during the lesson while teaching and try to improve it. The figure 4.20 also shows that English teachers are practicing this type of reflection in their classrooms. Majority of the students admitted the fact. This is good sign for our educational improvement and enhancement. As a teacher's personality inserts a direct influence on his/her students learning, so the teachers must be careful about their classroom behavior and performance.

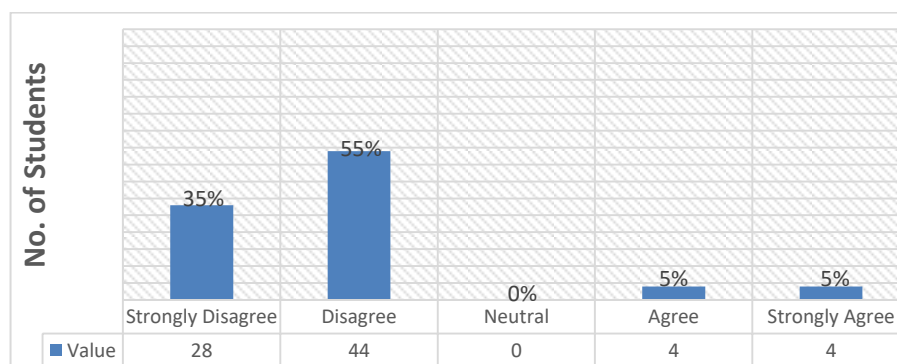


Fig. 4.21: Teachers do not pay attention when they make mistakes during the lesson.

The data presented in the figure 4.21 show that forty-four (55%) respondents disagreed and twenty-eight (35%) strongly disagreed to the statement that teachers do not pay consideration when they commit mistakes while teaching. While, four (5%) respondents agreed and four (5%) strongly agreed. The overall representation of the figure 4.21 exposes that majority of the respondents disagreed that their teachers do not pay attention to their mistakes which they commit during teaching. It means that their teachers pay attention to the mistakes and try to overcome them. In this way graph is positive for reflective process. On the other hand, some candidates agreed that their teachers do not pay attention to the mistakes they commit during teaching. It is negative attitude which suggest that teachers are not performing their duties actively and misleading students indirectly.

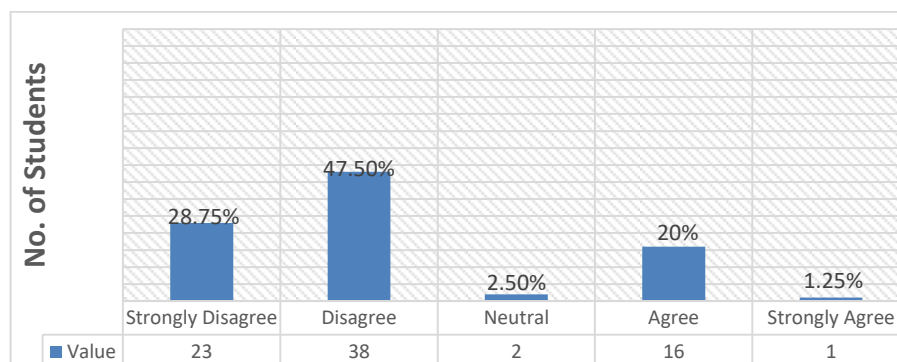


Fig. 4.22: Teachers get the feedback of their colleagues to reflect upon their teaching method.

The figure 4.22 demonstrates that 37.50% respondents disagreed and twenty-three (28.75%) strongly disagreed to the statement that teachers get the feedback of their colleagues to reflect upon their teaching method. Whereas, sixteen (20%) respondents agreed, one (1.25%) strongly agreed and two (2.50%) remained neutral. The figure 4.22 exposes that majority of the respondents admitted that their teacher does not take feedback of their colleagues for reflective purposes. In this way the figure becomes negative for reflective practice. Colleague's feedback is an important approach which can be used for reflective purpose. On the other hand, very few respondents agreed that their teachers get the peer's observation or colleague's feedback during their teaching process. May be the teachers of these few students are better aware of the effective outcomes of reflective practice or they may be new in their field, that's why they used to take their colleagues opinions for their professional development. And those teachers who are not practicing this approach of reflective teaching should be made aware of its uses and positive outcomes

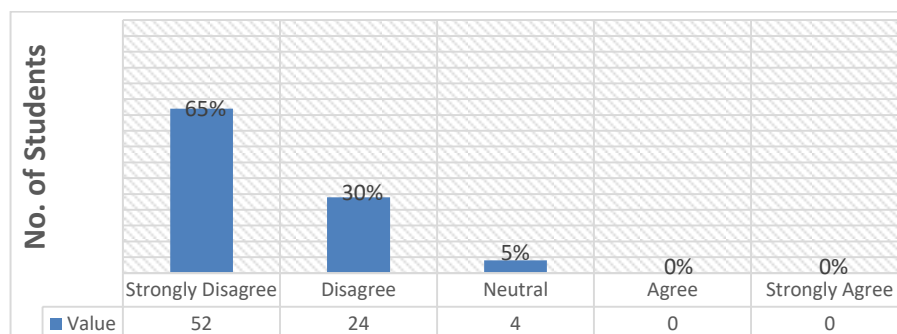


Fig. 4.23: Teachers use dairies for reflective practice.

The figure 4.23 displays that fifty-two (65%) respondents strongly disagreed and twenty-four (30%) disagreed to the statement that their teachers use dairies for reflective purposes. While four (5%) respondents remained neutral. The overall presentation of the figure 4.23 reveals that majority of the students responded negatively to the statement that their teachers use dairies for reflective purpose. It means that the majority of the teachers of Muzaffarabad are not practicing this approach (dairy writing) of reflective practice. Nil responses of agreement and strongly agreement suggests that not even 1% teachers are using diary in order to keep record of their professional performance and then modifying their teaching behaviors by reflecting upon that record. The figure is negative for reflective practice

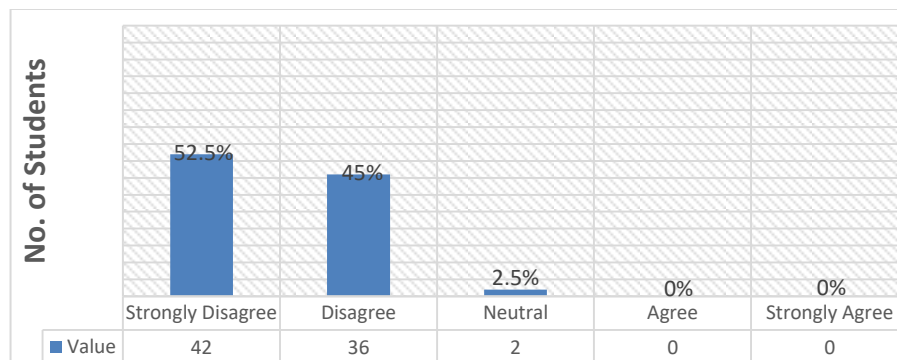


Fig. 4.24: Teachers use audio recorders during the lecture for reflective practice.

The data presented in the figure 4.24 shows that forty-two (52.5%) respondents strongly disagreed and thirty-six (45%) are just disagreed to the statement that their teachers use audio-recorders for reflective purpose during the lecture. Two (2.5%) respondents remained neutral. Thus, the general demonstration of the figure 4.24 tells that majority of the respondents responded negatively to the statement. In this way the figure becomes negative for reflective practice. Neither of the respondents agreed or strongly agreed. The findings of the figure 4.24 suggest that the teachers of Muzaffarabad are not using audio-recorders for reflective practice.

5. Conclusion

The findings of the study reveal that English teachers of Muzaffarabad enrolled at intermediate level have positive perceptions towards reflective practice. They admitted its importance and try to use it for their professional development and enhancement. All the teachers and participants understand the worth of being reflective in teaching. They use different techniques for reflective purposes and mostly used techniques are student's feedback, colleague's feedback and effective books reading. Though, our teachers have positive attitudes towards reflective practice, they are not using its all types. Sometimes, during lecture and at the end of lecture teachers reflect back upon their performance through thinking process and then try to modify their performance. But, they do not use dairies, audio/video recorders and recent articles and journals for reflective practice. And this thing can be seen as the drawback of our education system. We should do efforts to make the teachers of current era aware of the different ways and uses of reflective practice. The problems can be related to students, classroom instruction, learning outcomes and management in the classroom. In this situation, teachers need to do some reflection regularly to be more skillful. The educational authorities and administration should provide in-service opportunities to teachers to become conscious of the ways of being reflective. Teachers should be motivated and encouraged by the authorities towards the use of reflective practice in classrooms. They should be encouraged to engage in different tools of being reflective such as keeping dairy, using audio/video recorder, attending workshops, reading effective books, writing journals and articles on classroom problems and solutions.

References

- Azizah, U. A., Nurkamto, J., Drajadi, N. A., & Tosriadi, T. (2018). In-service English teacher's perceptions of reflective teacher diary to promote professional development. *International Journal of Multicultural and Multireligious Understanding*, 5(2), 1-8.
- Benammar, K. (2004). Conscious action through conscious thinking reflection tools in experiential learning. Public seminar. Amsterdam: *Amsterdam University Press*.
- Cholifah, A. N., Asib, A., & Suparno, S. (2020). Investigating Teacher's Perceptions of Reflective Peer Observation to Promote

- Professional Development. *JEES (Journal of English Educators Society)*, 5(1), 89-93.
- Cirocki, A., & Widodo, H. P. (2019). Reflective practice in English language teaching in Indonesia: Shared practices from two teacher educators. *Iranian Journal of Language Teaching Research*, 7(3 (Special Issue)), 15-35.
- Crichton, H., & Valdera Gil, F. (2015). Student teachers' perceptions of feedback as an aid to reflection for developing effective practice in the classroom. *European Journal of Teacher Education*, 38(4), 512-524.
- Ellis, R. (2008). Learner beliefs and language learning. *Asian EFL Journal*, 10(4), 7-25.
- Farrell, T. (2003). Reflective Teaching: Principles and Practice. *English Teaching Forum*, 41(4), 14-21.
- Hashim, S. N. A., & Yusoff, N. M. (2021). The Use of Reflective Practice towards Achieving Effective English Language Teaching at Primary Schools. *International Journal of Evaluation and Research in Education*, 10(1), 364-374.
- Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. Routledge.
- Nolan, J. & Huebner, T. (1989). Nurturing the reflective practitioner through instructional supervision: A review of the literature. *Journal of Curriculum and Supervision*, 4(2), 126-143
- Richards, J. C. (2008). Towards Reflective Teaching. *The Teacher Trainer: Back Articles*.33.
- Richards, J.C & Lockhart, C. (1994) *Reflective Teaching in Second Language Class-rooms*. Cambridge, England: *Cambridge University Press*.
- Schon, R. (1987). *Educating reflective practitioners*. San Fransisco: *Jossey Bass*.
- Theobald, P. (2006). A case for inserting community into public school curriculum. *American Journal of Education*, 112(3), 315-334.
- Trigueros, R., Aguilar-Parra, J. M., Lopez-Liria, R., Cangas, A. J., González, J. J., & Álvarez, J. F. (2020). The Role of Perception of Support in the Classroom on the Students' Motivation and Emotions: The Impact on Metacognition Strategies and Academic Performance in Math and English Classes. *Frontiers in psychology*, 10, 1-10.