

**EXPLORING THE EFFICACY: THE
RELATIONSHIP BETWEEN REFLECTIVE
TEACHING PRACTICES AND LEARNING OF
ENGLISH**

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ABSTRACT

Thesis Title: Exploring the Efficacy: The Relationship between Reflective Teaching Practices and Learning of English

The study aims to determine the effectiveness of reflective teaching strategies used by the English teachers teaching English as a subject at graduate level in Pakistan. This is a correlational study in which researcher investigated the relationship between reflective teaching practices and students' results. The researcher used mixed-method approach in this study. The sample of the research contains 30 English teachers, teaching English as a subject to graduate students (linguistics, literature, ELT), and 600 students of the participating teachers. The universities are selected through convenient sampling technique whereas the respondents are selected by using convenient sampling technique. The research tools include close-ended questionnaires (for English teachers and students), and semi-structured interview of the English teachers. Six English teachers are interviewed to have an in-depth understanding of the phenomenon. The quantitative data are analyzed by applying statistical measures through SPSS (v.20). The qualitative data are analysed using thematic analysis technique. The analysis of the quantitative data demonstrates that there is a strong relationship between reflective teaching and students' results. Bivariate correlation test value of .804 shows that there is strong correlation between the two variables viz. reflective teaching practices of English teachers and exam results of graduate students. The researcher found that 90 percent of the sampled English teachers use reflective approaches in their teaching. Among reflective English teachers, 13 percent (4 out of 30) teachers are highly reflective and 77 % teachers are moderately reflective. Qualitative data analysis provides a view of strategies used by the English teachers in order to improve the content teaching and development of the learners' communication skills.

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LIST OF ABBREVIATIONS

ELT English Language Teaching

CGPA Cumulative Grade Point Average

SPSS Statistical Package for Social Sciences

RTI Reflective Teaching Index

WWI World War I

KS1 Kindergarten Standard I

KS2 Kindergarten Standard II

KS3 Kindergarten Standard III

GCSE Graduate Certificate of Secondary Education

GTM Grammar Translation Method

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DEDICATION

I dedicate this work to my loving mother Ms. Zubaida Malik for her commitment to educate the daughters in toughest times. Mother, I salute you for what you did for your family, for your girls.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is taught as a subject in South Asia after the departure of British rulers. English as a subject is multidisciplinary and it has a connection with other subjects e.g. Psychology (Psycholinguistics), Sociology (Sociolinguistics), Science of sound production (Phonetics and Phonology), Stylistics, Grammar and Research Methodology. Different genres of English include novel, poetry, short stories, stylistics, phonetics and discourse analysis etc. The English language/subject teachers need to be multi-talented, as they have to teach English content and language skills to learners. Due to the complex nature of English as a subject and being the second (L₂) or the third language (L₃) for most of Pakistanis, teachers as well as learners have difficulty in teaching and learning English language respectively.

In modern times, English is considered as the language of the most powerful nations of the world and the status of this language was elevated to the current level by the historical events, which made this language *lingua franca*. Graddol (1997) claims that it is a common language of the world or ‘world commodity’. Native speakers of this language include the most powerful nations of the world. Competence in English can become the source of segregating two groups of people; those having access to information and wealth and others who don’t have access. As we all know that English is the *lingua franca* of today’s well-connected world but according to Phillipson (2001) English as a language is not a matter of pride on demographic or geographic basis, rather it is more important to know that it is the language of decision-makers; entities which control the political and economic system of the world and they are the most powerful people of the globe. These communities control 80% of the world resources and these nations are obscenely richer (Phillipson, 2001, p. 189). Similarly, other sources like *Language Travel Magazine* confirms the growing demand of high quality English teaching. Accentuating the significance of English language, Baladi (2007) advocates that due to growing demand of English skills, English language teaching (ELT) industry is growing.

Sellars (2012) claims that the teachers are the most powerful and effective agents for educational changes and they play a pivotal role in making learners ready to face the needs of this globalized world. In addition, professional development of English teachers is very important in this time of competence and professionalism. English teachers teach language and help students in improving the English communication skills, which is important for international business relations. Al-Ahdal et al. (2014) argue that in the 21st century it will be very difficult for any country to remain in seclusion. Better communication and collaboration are considered important for consideration in the globalized world.

Although nonnative English teachers do not have natives like competence, they possess advantage of first language and they can teach complicated concepts using first language (Shin, 2008). This advantage of having command of the first language helps the English subject teachers and they can switch codes in order to explain difficult ideas. Generally, the teachers teaching English in nonnative English countries and specifically Pakistani English teachers have twofold responsibility. Firstly, the English subject teachers help students of linguistics, literature and ELT in learning the contents of the subjects. Secondly, the same teachers are considered to be accountable to develop language skills of these graduate students. It is the job of the English teachers to re-think and develop new teaching methods and adopt reflective strategies in order to teach in an effective way.

The English teachers have greater obligation to generate supportive conditions for learning/teaching of English as a subject as well as a language, English is no longer a language imposed by the colonial rulers; it has become an important language of the globe and a language to get access to information and researches around the globe. In my opinion, the solution to make the learning of English easier lies in reflection on part of teachers. The teachers teaching at graduate level have liberty to experiment and practice new teaching methods in order to facilitate learning in the classrooms.

1.2 English Teaching Methodology in Pakistan

Warsi (2004) claims that the Grammar Translation Method (GTM) is used to teach English in Pakistan and the main emphasis of this method is to teach students about the structures and rules of the grammar; the English teachers do not pay much

attention to the communicative and creative skills of the students. Warsi (2004) claims that the use of GTM method in teaching of English has a stultifying effect on students and it does not meet the linguistic needs of the students. As a result, students pass the examination but fail to develop proper communication skills (Warsi, 2004, p. 4). So, GTM method is unproductive in teaching English as a subject. A similar study was done by Siddiqui (2007) where he claims that the English teachers in Pakistan teach in the same way as they were taught in their schools and colleges (Siddiqui, 2007, p.164). Teaching methodologies are simply multiplied in the academic institutions. He further adds that the teachers are not convinced by the pedagogies used for English teaching, “The teachers in Pakistan are not convinced about the strategy or methods s/he is exposed to but uses them because the experts say so” (Siddiqui, 2007, p. 164). Nunan (2006) shares that in Asia, the approach used by the teachers is synthetic and unnatural. He claims that the second language should be taught like the first language. A similar idea was presented by Green (2005), he admits that critical and creative thinking is lacking in Pakistani writings. Teachers do not develop critical thinking amongst English students and students are trained to learn and think in a conventional way. The emerging trends in English teaching create difficult circumstances for these teachers, they face difficulty in teaching, designing syllabus, specifying syllabus and choosing the best approaches for English teaching (Wettle, 2011). Similarly, Warsi (2007) expresses the same reservation discussing English teaching condition in Pakistan. According to her the Pakistani English teachers use traditional teaching methods to teach. They are not well equipped to determine specific objectives of English teaching, teachers are deficient in instructive trainings and archaic teaching is considered as the most reliable method in English teaching. In other words, the teaching and learning of English is not conducted in an encouraging atmosphere and modest teaching strategies of teachings act as a barrier in learning of English. According to Siddiqui (2007) the teachers who receive training are also facing difficulties in teaching the subject. Although they are trained, but in presence of an old and outdated syllabus, there is little room for the teachers to bring innovation in their teaching. As a result teachers are restricted to follow archaic teaching approaches (Siddiqui, 2007, p. 51).

Studies by Crystal (2011) affirm the importance of English language teaching globally and he explains about the problems or hurdles faced by Pakistanis due to lack

of good communication skills in English. He explains that English sometimes acts as a barrier to communication. Whether the activity is tourism, research, government, policing, business or data dissemination; lack of knowledge of the English language can severely influence progress and can even halt it altogether (Crystal, 2011, p. 352). Siddiqui (2007) mentioned constraints of ELT scenario. According to him the possible reasons of these barriers are “large-size classes, lack of resources, untrained teachers, fixed syllabus, forty minutes duration for English and external examination bodies” (Siddiqui, 2007, p. 161).

While highlighting the issues of nonnative English teachers, Murray (2005) adds that nonnative teachers admit that they use L₁ as the medium of instruction and have examination preparation as leading aim of teaching. Moreover, Kamhi-Stein and Mahboob (2005) observed that many English teachers speak very little English in the classroom. It is suggested that not only students undergo language problems; the teaching faculty also do not use English proficiently. Coleman (2010) reports that “Pakistani English teachers have a tendency to teach the language through the medium of Urdu or a local language because probably their own competence in English is poor because they have so little confidence in their own competence” (p.17). The effect of such English language teaching can be seen in universities. The postgraduate students find it hard to express them by using oral and written English skills. Those students who have studied at good colleges “Do have effective communication skills but those who have come from the mainstream are disadvantaged” (Siddiqui, 2007, p. 168). Coleman (2010) argues that “The majority of these students are interested in getting certificates and degrees instead of attempting to learn the language skills, they consume their time in rote learning” (Siddiqui, 2007, p. 150). The main goal for postgraduate students is to obtain a degree; therefore, as Siddiqui claims, the easiest solution for the language problems is to have reliance on their potential to memorize reading texts to get through the examinations without improving English language skills.

1.3 Reflection

Reflection or reflective thinking means to think about something that happened, how it happened and why it happened. In other words, reflection is just thinking about what we do. All professionals including teachers modify their approaches when they think about the classroom experiences. The main concern of

the teachers is to help students in learning the concept; they change their teaching methodologies in order to accelerate learning of the students. By using their knowledge, reflective strategies help them analyze multiple situations, think divergently and try to find out solution to problems. According to Boud et al. (1985) reflection means intellectual activities of individuals to explore their experiences. These experience lead to appreciation and better understanding of teaching. In William's (1998) view, reflection is a theory of meta-cognition that assists individuals in elucidating difficult processes. It is a thoughtful effort so we can call it as reflective behaviour.

1.4 Reflective Teaching

The teacher's performance is viewed as defective, effective, or reflective. The importance of reflection in learning and teaching is a well-recognized phenomenon. Most of the researches on reflective practices are based on Dewey's (1933) idea, which made a distinction between 'routine' actions and 'reflective' actions. 'Routine actions' are guided by habits, tradition, and institutional expectations. On the contrary, 'reflective actions' are guided by constant development and self-appraisal.

There are four basic features of reflections, which include time, space, discussion and revelation. As a teacher, one should think about what took place inside the classroom and how to make learning process better and more goal-oriented. If teacher repeats the same thing throughout without bringing any innovation in methodology, there will not be any change in the results of students. Therefore, reflection is the basic requirement for teachers to attain the finest from what s/he practices inside the classroom.

This is the century of skill development and English teachers teaching in nonnative English countries have to carry the burden to play their role in developing English language skills of students. Competitive learning has been replaced by cooperative learning. English is a versatile subject and teaching of English is not an easy task. Different researches highlight the issue of rote learning, cramming, using Urdu (national language) in order to teach English and the use of conventional means of teaching. All these studies are recent and most researchers argue that when these students go for higher education in native-English countries, they face difficulty in communicating and the conceptual understanding of the graduate students is not up to

the mark.

1.5 Statement of the Problem

The role of English subject teachers is immensely important and so is the use of reflective pedagogical practices. The teaching and learning of English contents and development of oral and written skills remain a challenge for ESL teachers. Teachers mostly adhere to conventional methods of teaching and expect students to memorize the contents; this strategy works well to finish the syllabus on time and to earn good CGPA but it does not ensure the improvement of the English language skills, conceptual understanding of the contents and critical and creative abilities of the students.

With advancement in technology, growing research culture, globalization and the need to prepare students to compete globally, the approaches to English teaching should also be changed. Furthermore, the teaching of English is more complex since the teachers have to teach contents of the subject as well as improve the language skills of the students. This subject is multidisciplinary in composition and the teachers have to better equip themselves in order to improve their teaching and to enhance the learning of students. This research is an attempt to explore the relationship of reflective practices used by English teachers teaching at tertiary level with students' learning.

1.6 Objectives of the Study

2. To find out whether teachers teaching English at tertiary level in Pakistan use reflective practices in their teaching or not.
3. To identify the relationship between reflective teaching strategies and students' learning of English in Pakistani context.
4. To identify the factors (indicators) which make reflective teaching more or less effective for English teachers.

1.7 Research Questions

- 3) To what extent are teachers teaching English at tertiary level reflective?
- 4) What is the relationship between reflective teaching practices and students' learning of English at graduate level in Pakistan?

- 5) What are the factors, which make reflective teaching more or less effective at graduate level in English classrooms of Rawalpindi and Islamabad?

1.8 Significance of the Study

The result of this study may help English teachers to understand that using reflective teaching strategies has positive impact on the students' results. The qualitative part of the study contains the reflections of experienced English teachers where they have shared different reflective techniques used to improvise conceptual learning of the students. The responses of experts in the qualitative section of the study can provide a guideline for the new professionals. This research has enabled the researcher to investigate the attention given to instructional approaches by the English faculty members and how these teachers help in conceptual development of the learners. The findings of the study are valuable for graduate students who are planning to pursue career as English teachers. The contribution of this research might be helpful in English Language Teaching (ELT) and it will help in making teaching and learning of English more beneficial at tertiary level in nonnative English countries. In field of applied linguistics, this study contributes by highlighting the importance of teaching methodologies in attaining the objectives of teaching. It is a practical study, which highlights the application of theoretical knowledge in English language teaching at graduate level in Pakistani universities.

1.9 Chapter Breakdown

This thesis has five chapters. The first chapter introduces the study. The second chapter includes review of literature related to the issue. Literature review also has some details about the theoretical framework and work done by researchers using this framework. The third chapter gives a detailed description of methodology used for conducting this research including population, sample, tools, and other relevant details. The fourth chapter discusses the analysis and the results of the research gathered through qualitative and quantitative methods. The chapter also includes discussions on the results and the researcher's interpretation. The fifth chapter gives conclusion and suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

This chapter consists of a review of the relevant literature about reflection, reflective teaching, reflective tools and reflective models. Moreover, the chapter highlights the evolutionary history of English as a subject in general and the relationship of English and reflective teaching in particular. In the closing paragraphs of the chapter, the researcher has added some literature about English teaching and the reason for reflectivity. This chapter also focuses on the complexity of English as a subject and how reflective teaching can be used to make English teaching more effective.

2.1 Two Views about Being Reflective

Gilbert (1994) suggests that there are basically two views about being reflective (pp. 512-513). The first view ‘technicist’ considers competent teachers as ‘servants of economy’ and the teachers are the technicians who are expected to have certain specific skills and they are expected to produce pre-determined outcomes in students (Gilbert, 1994, p. 514). According to this view, the teachers are innovative professionals. The second school of thought is called the ‘liberatory’, a view that focuses on the influence of moral, ethical and social factors on teaching.

2.2 Evolutionary Journey of the Idea

2.2.1 Dewey’s Concept of ‘Routine’ and ‘Reflective’ Actions

John Dewey (1938) also talks about two types of reflection. He provides distinction between ‘routine actions’ and ‘reflective actions’. The first type of actions, which are called as ‘routine actions’ by Dewey (1938) include authoritative circumstances, and traditions acting as guiding factors for teachers. On the contrary, ‘reflective actions’ have problem solving approach. This idea of reflective and routine actions was further explained by Dewey (1938). He explicated that routine actions are based on the traditions and individuals (teachers in this case) are concerned about institutional expectations. The actions of routine teachers (following routine actions) are always conventional and they are more specifically working to implement institutional expectations. On the other hand, the reflective teachers are professional

development oriented where teachers and professionals work for self-improvement. He further adds that reflective attitude helps teachers to know who they are? They direct their actions with prudence (Dewey, 1933, p. 17).

Dewey's (1933) idea was further elaborated by Zeichner and Liston (1996). They claim that the routine action followers are not reflective in actions and can be called as unreflective. They further add that these teachers work to solve problems by collective codes and they accept everyday routine as the only way to address the issues (Zeichner & Liston, 1996, p. 9). The routine teachers do not think about alternate ways or more than one solutions of any problem. Zeichner and Liston (1996) argue that reflection is a 'way of being as a teacher' (Zeichner & Liston, 1996, p. 9).

Difference between Routine and Reflective Actions

Dewey (1910) explains reflection in term of skills viz. reasoning, analysis and keen observation, these skills make core of reflective actions. He argues that 'search or enquiry to test the value of suggestion before finally accepting it, is essential (1910, p. 30). Reflective thinking involves flexible and fertile, well structured thinking, thinking in multiple ways based on knowledge and experience. He claims that in order to be a reflective thinker, the above qualities can be gained through personal orientations such as 'open-mindedness', 'responsibility' and 'wholeheartedness' (1933). With the passage of time, Dewey's notion of reflection evolved and many influential researchers further elaborated the idea of reflection.

The idea presented by Dewey draws a clear distinction between two types of actions viz. routine actions and reflective actions. So, the teachers who stick to the guidelines provided by the administration can be referred as routine teachers. Although the vision of Dewey (1938) seems very old, but unfortunately, in Pakistan, English teachers still follow old methodologies. As Siddiqui (2007, p. 50) explained in a recent study that the majority of the teachers believe that the curriculum is handed down to them so that they cannot bring any change. The English teachers go by the book, the ultimate goal of these teachers is to complete syllabus; irrespective of students' learning. English teachers are destined to finish the syllabus. Pollard (2002) supports this idea by saying that reflective teachers show active concerns with aims and consequences of teaching (Pollard, 2002, p. 15). Furlong and Maynard (1995) have contradictory views as compared to Dewey (1933), and according to them the

idea of reflective and non-reflective actions is not very helpful, as it does not take into account the complexity and multi-facetedness of teaching (p. 45). They claim that ethical questions are inseparable from questions like how children learn the nature of subject (p. 44).

The idea of reflection was later explained by Zeichner and Liston (1987), who say that teachers as 'craftpersons' or 'moral craftpersons'. Zeichner and Liston (1987) talked about principles of reflection. The first criterion is technical criterion of teachers' reflection; it involves achievement of given goals by concentrating on previously acquired knowledge. The second criterion is educational criterion. Teachers think about how institutional settings/context influences teaching and learning process. The ethical criterion helps teachers to think about moral and ethical aspects of teaching. Zeichner (1990) does not consider levels/criteria as hierarchal, and believes they are technical and practical reflections ultimately transcends into critical reflection. Fullan (1993) considers teaching as a profession having a moral purpose, which creates connectivity between teachers and learners. He advocates that teachers' job is to make positive difference in the lives of learners by using reflective practices. The idea of reflection evolved from routine and reflection to next level. Now, the researchers started talking about different dimensions of reflection including the educational, ethical and technical criteria.

2.2.2 Reflection by Schön (1987)

Later, Schön's (1987) brought a new perspective in defining reflective teaching. He said that teachers come across unique situation everyday; they use the past experience as a 'frame' to act. Framing is an active process and transactional process. He calls this process as a 'professional artistry'. Professional artistry is unique quality of teachers which professionals display in conflicting situations (1987, p. 22). Schön (1987) presented the idea of 'reflection-in-action' and 'reflection-on-action' in order to create a reflective continuum. Both kinds of reflection have framing and re-framing situations, but they occur at different times.

The second kind of reflection as explained by Schön (1987) is reflection-on-action. This kind of reflection is done after the class/lesson. Teacher contemplates about different classroom occurrences including deliverance of the lesson, students' reaction and students' behaviour during the lesson, in light of that they plan for future

actions and change teaching strategies if required. He considers this type of reflection as developing artistry where teachers think about new solutions of existing problems and better ways of presenting lessons in new circumstances. As teachers think about the classroom experience after the class, this helps them to evolve and become more confident.

Moreover, reflection-in-action is basically knowing-in-action. Another term used for this is thinking-on-feet, on the run (Schön, 1987, p. 25). During teaching, teachers think how they are teaching and notice the reaction of the students simultaneously. Zeichner and Liston (1996) claim that in both types of reflections viz. in-action and on-action, teachers review their experiences based on their knowledge, theories in proactive and repertoire. Reviewing the classroom experience helps teachers to evolve and develop an image and conception of their teaching. Warwick (2007) adds that re-framing teachers challenge themselves, modify the teaching strategies and due to these teaching skills are strengthened. Handal and Lauvas (1987) named these systems *practical theories* whereas Schulman (1986) considers them teachers' strategic knowledge.

Donald Schön (1987) produced influential works on issue of reflection; he presented the concept of frames. The frames are set of expectations for values and beliefs of teachers, the expectations of teachers based on the professional knowledge and the personal development of teachers to improve the teaching practices. The frames are developed based on the personal experiences of a reflective teacher. The teacher thinks about the past classroom experiences from different perspectives and looks for the possibilities to avoid certain actions in future. The process of reviewing past experiences in order to improve future teaching experience is called re-framing. Barnes (1992) further adds that a reflective teacher knows that existing frame is one of the possibilities out of several possible frames and if one frame does not work well, the teacher can switch to new frames according to the needs of times (Barnes, 1992, p. 17).

Though reflection-in-action and reflection-on-action involve thinking about teaching experience, the only difference is that they occur at different times. Both the activities include framing and re-framing the situations. Sometimes, the process of reflection can be explicit and deliberate e.g. when teacher changes methodology or invites a new teacher to observe a lesson etc. Reflection-in-action is more implicit as

teacher is self-analysing teaching process and act according to the situations; these action might not be noticeable but teacher has a conceptual scheme. Geddis (1996) further explains the idea of Schön's frames and according to him, there are two components of frames *descriptive conceptual scheme* it helps teachers to observe and analyze the classroom experiences in a certain way. The second component is a *script*; the *script* of the frame helps the teacher to identify different pattern from the actions. A reflective teacher focuses on the *conceptual scheme* and *script* of frame and this focus helps the teacher to learn from the experience.

The work of Schön added a new perspective of reflection. Schön (1987) took the idea of reflection to a new pedestal and instead of considering it a static process; he actually split the process in 'reflection-in-action' and 'reflection-on-action'. For him the process of reflection is not confined to classrooms only, the teachers can reflect after the lesson too. The idea elevated the burden of teacher and demands teachers to keep thinking and improving the pedagogies. Schön's (1987) theory became famous but some researchers criticized the idea. Solomon (1987) is one of the main critics who criticized this theory.

2.2.3 Criticism on Schön

Solomon's (1987) criticized Schön's idea of reflection. He has a view that reflection is not an individual activity rather it is *distributed* activity. There is need to develop teacher communities who develop trust amongst each other and share the ideas about teaching. Hoffman and Lopez (2003) also believe that reflection is not individual activity, it is distributed process. Teachers should have dialogues in order to interact and dialogue is the core of reflection process. Boud et al. (1985, p. 19) integrate emotions and feelings with their approach to reflections. According to them, the reflective teachers think about teaching experience, evaluate it by using techniques of association, integration, validation and appropriation. These techniques help the researchers to mull-over their past experiences and improve the future actions by improving when needed. The idea of reflection, which was focusing only the teaching and teachers, the critics, called it a distributed activity instead of individual activity. The above paragraph shows that researcher now started talking about dialogue and partnership of teachers.

2.2.4 Domains of Critical Reflection by Smith (2011)

Unlike levels, criteria and frames as described by different theorists, Smith (2011) talks about the domains of critical reflection that according to Astika (2014) are relevant to English teaching. The four domains explained by Smith include;

- **Personal domain**, which involves thought and action of an individual; the perceptions of individual teacher about teaching practices and making judgments. It also includes one's reaction to classroom proceedings. In other words it is also termed as individual reflection.
- **Interpersonal domain**, which involves interaction with others. This domain focuses on how teachers' performance affects learners. Other dimensions of interpersonal domain include feedback from students and other teachers.
- **Contextual domain**, which involves concept, theory and methods.
- **Critical domain**, which involves ethical and social contexts.

The array of domains explained by Smith (2011) take into account all aspects of teaching process. The first domain covers the personal reflections by a teacher. This domain covers the idea of reflection-on-action by the teacher himself. The second domain includes feedback from the learners and discussion with the fellow teachers; feedback from the reflective partners in case of reflective partnership is also part of this paradigm. The third domain focuses on the teaching methods used by the practitioners, theories and activities used by the teachers inside the classroom. The teacher tries different ways of transferring ideas to students' mind, integrates technology and recent researches to give better understanding of an idea and aims to make lessons more innovative and interesting for the students. The use of innovative techniques by a reflective teacher makes classroom-learning experience more fertile for the learners. This domain mainly focuses on the realization of teaching skills in the classroom settings. The fourth and the last domain addresses the limitations involved in teaching process which includes social, political, religious and ethical issues as these components have a direct influence on teachers' output. The teacher critically thinks about appropriateness of language behaviour and academic culture that can hinder teaching process. According to this model, reflection does not only involve the attitude of teachers, the context in which reflective teaching is carried out, the participants or the learners, nature of content to be taught and ethics are equally important. So, the reflective teacher is well aware of the different aspects involved in

reflection. If any of these four domains are ignored, it can have a direct impact on the teaching and learning process.

In order to highlight the importance of reflections, Genrich (2015) worked on teacher's *literate habitus* and recommends that teacher training need quick fixes. New ways of enacting and practicing literacy are required. In addition, she talks about cooperative learning rather than instruction. She believes that reflections need to play an important role in training interventions and the reflections should be in the form of written journals. Genrich (2015) emphasizes that teachers should be guided to reflect in a meaningful way. Her study found that those teachers, who could reflect in meaningful way, were able to make shifts in their academic and personal literacy practices. The idea presented by the researcher accentuates the innovation in teaching and for that teachers have to be more reflective.

The focus of reflective teaching researches educates readers about different theories of reflection, the use of different reflective techniques in teaching of sciences and education etc. These studies prepare teachers for challenging situations and provide adequate guidance to help teachers to make English learning experience more interesting, collaborative and innovative. If teachers are reflective in their practices, they can improve learning of students and professional abilities. Reflection helps teachers to find out about what is happening in the class. It persuades teachers to apply their thoughts and promote changes in pupils' learning behavior. Reflection is also an important factor in cooperation or collaboration among teachers. Rose (2007) argues that reflective partnership is effective because in this way, peer mentoring helps the teachers in reflecting about teaching experience and to describe the teaching practices. When partner teachers discuss about the classroom practices of an individual teachers, this partnership experience helps to better understand the teaching of that particular teacher. Pollard (2002) has a view that reflection is a powerful agent for teachers to understand *self* by observing and thinking about the teaching experience and this thinking process helps them to envision 'future possibilities' (Pollard, 2002, p. 314).

2.2.5 Killen's Idea of 'Reflective Partnership'

The idea of 'reflective partnership' was put forth by Roy Killen (1995). He had a view that it is possible for teachers to reflect independently, and this reflection

can be enhanced by recording some lessons, maintaining journal of teaching experience etc. he argues that one person has limitation to self evaluate. Involving a partner can enhance the standard of self-evaluation. Teachers can share ideas with the colleagues and by sharing the teaching ideas with partner teachers; individuals can improve their teaching. Killen (1995) used the term *reflective partnership* for this kind of reflection, which involves sharing reflective process with a fellow. The partners can observe each other during teaching in alternate situations; discuss the observations made during teaching and debate the ways to improve teaching of each fellow. At a time, one partner teacher presents the lesson and the second partner observes the teaching of presenter teacher in real classroom. The observer teacher takes notes about the teaching of presenter, students' behaviour, students' interaction and involvement in the lesson etc. Similar pattern is followed in other classrooms where presenter teacher takes the role of the observer, and the observer becomes the presenter. Later, the two partners sit together and converse about the teaching experiences, observation, students' attitude towards lessons and have reflection on teaching. Discussions of the reflective partner help them to improve their teaching and both partners are benefitted from the experience. This kind of relationship involves highest level of trust and professional behaviour of the teachers. This type of partnership encourages teachers to open their teaching for critical review. Mutual trust and respect for the partner teachers can be very helpful to make this partnership experience a success.

When teachers share their ideas, agree to observe each other during teaching and cooperate in teaching. As a result of this, partner teachers become familiar with the teaching style of partner teachers and students. This establishes a common frame of reference for later discussions. After getting familiar with reflective partners, then they select lessons for formal observations as part of reflection process. The partner teacher who presents the first lesson is referred as presenter and the other teacher is referred as observer. Both partners independently planning first lesson, makes decision about teaching method and resources to use, how to show students relevance of what they are learning, how to deal with individual differences and other usual planning. Presenter teaches lesson, observer observes without participating in the lesson. Taking notes during observation can help observer teachers to remember things well and it could be very helpful in re-collection and discussions. Observer can

videotape lesson to make later reflective discussions more productive. Getting feedback from students can also be a positive factor to make reflection meaningful. Students' feedback can be verbal or presenter can distribute written evaluation form among students. Students can be asked to write down important aspect of the lesson.

Reflective partners meet at the end of lesson and discuss how well the lesson went. Both partners can logically start their discussions by sharing how they decided to use a teaching method, how teacher checked or assumed about the prior knowledge of the students, time spent in planning the content, objectives of teaching a particular topic and kinds of assessments used to evaluate the students etc. After discussing the planning of lesson, reflective partners focus on the presentation of the lesson, on student's reaction to it, how teacher handled the variable proceedings in the classroom.

Partner teachers observe each other in classrooms and can later discuss about the confidence level of an individual, frustrations and enthusiasm of teacher while teaching. It also enables the partner teacher to observe about students' behaviour e.g. they were confused, bored or interested in lessons taught by the individual teacher. Reflective partners should not be judgmental about each other. Since the purpose of this partnership is to help the fellow teacher to improve the teaching and it is not intended to highlight the faults and flaws of the partner teacher. Developing respectable and trustworthy relationship with the partnership is the basis of this kind of reflective partnership where the focus of the partners is to address the core issues and ignore the unnecessary issues. Otherwise, this kind of relationship cannot sustain and will not help any partner. Teachers can have healthy discussions about the teaching exposure of each partner, they identify different aspects of the lessons including positive as well as negative; it is important to pay attention to the feedback of students who found the lesson difficult to learn. Both the partners make summaries of weaknesses and strengths of their teaching and use it positively in future. It helps the partner teachers to have some specific goals for next lessons. Reflective partners can discuss the problems with other faculty members or they can take guidance from books. Summaries of partner's discussions can be helpful for future review and provide strong evidence of their commitment to self-improvement. Killen (1995) suggests that reflective partnership can be productive if sharing of ideas continues for at least six lessons (three presented by each partner).

Roy Killen further developed the idea in 2003. According to him when teachers think about their past teaching experience and plan for the future actions; in doing so the teacher cease to be a *routine teacher* and becomes a *reflective teacher*. He further adds that teaching can become mechanical only if the teaching is taken for granted; it becomes mechanical and less productive. On the contrary, reflective attitude of teachers helps the individuals to improve the shortfalls in teaching and the teachers are refined in process of being reflective. He expects that teachers should be able to make sense of classroom proceedings and frames used to evaluate should be implicit. Killen (2003) and previous researchers formulated different ways for teachers to improve the teaching and learning process.

2.3 Importance of Being Reflective

Killen (2003) argues that if teaching is taken for granted and teachers do not bring any innovation and creativity in their teaching, the process becomes mechanical and it will not be very effective for students. In order to avoid monotony in teaching, the teachers can take help from the past experiences and can use these experiences to improve the future lessons. He identified four issues to be considered by reflective teachers, which include process, content, pre-conditions and the product. The teacher thinks about teaching process, how good it went? The best and weakest part of the lesson and plans in advance to avoid the weaknesses in future lessons. A reflective teacher is not afraid of necessary changes in delivering lessons and thinks critically about the pedagogies. The reflection is a multi-faced experience and teachers takes variety of aspects into consideration including lesson delivery, response of students, the teachers' attitude and belief and perceptions of the teacher which can influence the teaching and learning process. Sometimes, the personal views and biases of the teachers towards certain social and political issue can have a direct influence in the teaching of a subject. So, a reflective teacher is open to review different aspects of his/her knowledge, experiences and behaviours, which can have a direct impact on the learning of the students. Noffke and Brennan (1988) wisely say that the real challenge for a reflective teacher is not what to teach and how to teach; it is what to reflect upon. When teachers identify areas to reflect on right aspect of their practices, it can have a positive impact on overall pedagogical process. As compared to non-reflective teacher, reflective teachers tend to have better coordination level with the students, they are happy with the job, they are secured, their teaching is effective and they

enjoy a better relationship with the students. A reflective teacher is more secure and have effective communication skills (Korthagen & Wubbles, 1991). Walker et al. (1992) are of the view that a reflective teacher allocates more time in preparing the lessons, devotes more time for preparing instructions and is more critical in approach when thinking about the teaching and learning experience. In addition, the reflective teachers have higher self-esteem and they put a lot of efforts in order to evoke critical thinking in their students.

Steffy et al. (2000) add that a reflective behaviour of the teacher helps the teacher to remain conscious of their classroom teaching. Butler (1996) point out that reflection-in-action is possible only if there is mental processing capacity available to get outside the act of generation of the performance and to watch its effects and evaluate them. He further explains that in start of teaching career, teachers mental capacity is might be taken up just thinking about how to survive and perform. With experience, teachers can pay less attention to surviving and many of teaching activities become routine for the teachers and an experienced teacher can better reflect on what is happening as it is happening. Nolan and Huber (1989) claim that reflective teachers have more power to influence students' learning significantly.

2.4 Indicators of Reflective Behaviour

Indicators of reflective behaviour are defined by various researchers in different ways. Starting from John Dewey (1933) who is the pioneer of the idea, theorists explained the idea in his own way. MacKinnon (1986) proposed that reflective behaviour could be identified by looking for clues in the dialogue between the teacher and student. He suggested that reflective teacher would show evidence of c) reframing problems situations, b) changing the perspective from which classrooms were viewed, c) changing the conclusions which were reached after the problem had been reframed and d) drawing on personal experience as a student to make sense of their pupil's position.

Zeichner and Liston (1986) developed a reflective teaching index (RTI), the index was constructed around the idea that there can be four types of discourses between supervisor and student teacher in post-observation conference: factual, prudential, justificatory and critical. The *factual* discourse is concerned about proceeding of lesson and how it will have an impact on the learning of students in

future. The *prudential* discourses are concerned with effectiveness of what had occurred. Justificatory discourse focus on the reason that particular thing had happened. Critical discourse referred to the values, beliefs and assumptions underlying the reasons that student teachers gave for their actions. *Reflective teaching index* (RTI) was constructed to represent the proportions of discourse between the supervisor student teacher that represented reflective form of communication. Walker et al. (1992) proposed a simplest way to measure reflective behaviour. They defined reflective teacher as one who reviews and critically analyze one's own performance before, during and after the teaching.

Pollard (2002) enlisted seven characteristics that inform whether a teacher is reflective or not. Pollard's model of reflection is heavily lean on Dewey's idea. Pollard (2002) explains in detail the seven characteristics of teaching.

1. Reflective teacher is not only concerned with immediate classroom practices; rather he is equally concerned about the aims and consequences.
2. Reflective teaching is a cyclic process and with every passing experience, a teacher revises his/her strategies and does research to improve teaching.
3. A reflective teacher reviews existing researches and before making a judgment, s/he uses data
4. A reflective teacher has qualities of responsibility, open-mindedness and wholeheartedness.'
5. The judgments of teachers should be evidence-based and for this teacher can gain insight from fellow teachers.
6. Dialogue among teachers is integral part of reflection.
7. Reflective teaching helps the teachers to use externally developed frameworks to improve the teaching process, which has a direct influence on the learning of students.

2.5 Tools of Reflection

There is a list of reflective tools, which can be used by reflective teachers. These include personal diaries, observation sheets, audio or video taping lessons etc. Other tools of reflection include feedback from the students, self-reflectivity, micro-

teaching, reflective partnership and maintain portfolios of the students. Tice (2002) believe that feedback from the students can add a different perspective; this data can be collected through questionnaires (Tice, 2002, pp. 2-3). Details of some reflective tools are discussed in the succeeding paragraphs.

2.5.1 Reflective Journals

Reflective journals are used for self-assessment and self-critique (Gil-Garcia and Cintron, 2002 p. 1). They are often used for self-reflection by the teachers and can also be shared between trusted teachers in order to get assistance in reflective teaching. Reading response journals are type of journals that teachers use for professional learning. On the contrary, students use their journals in order to record the views about the written texts, discourses, videos etc. The responses gathered this way could be used to orally share with peers. They can also be used to ‘articulate connections between new information and what they already know’ (Kerka, 1996, p. 2). Kerka (1996) claims that these journals can become a tool for improving meta-cognition of a reflective teacher.

2.5.2 Double Entry Journal

In double entry journals, on left side of the journal, teachers add quoted statements from reading (Whitton et al., 2004). On the other side, s/he notes down the anticipated actions. Reflection cannot be restricted to classroom proceedings or related to theory, they can be related to media as well. The reflector can add notes in the form of poetry or music as well and it is not necessary to add notes in the form of text only. The use of notes in the form of poetry and music are helpful for critical analysis. The double entry journals are prepared before going to the class.

2.5.3 Self-Reflections

Bain et al. (1999) claim that the reflective skills can be developed even without intensive feedbacks. Campbell and Malony (1998) believe that there are many self-assessment models (mentioned in Clark, 2004). The reflective teachers can self-reflect by action research, taking personal notes during teaching and by self-evaluating based on the feedback given by the students.

2.5.4 Portfolios

According to Wolf and Dietz (as cited by Whitton et al., 2004) portfolios are ‘artefacts’ which demonstrate the knowledge, practices about teaching and they help to administer the critical reflection. These portfolios can be electronic or paper-based. These instruments can help in self-reflective growth as well as portray the higher cognitive thinking of teachers. The example of artifact often chosen by beginner teachers may include statement of their teaching, learning philosophy, lesson plans, student work and feedback, video tapes of teaching, photographs of classroom display, feedback from parents and peers etc.

2.5.5 Dialogue in a Group

This tool of reflection was put forth by Priest and Sturges (2005). They advocate that instead of adopting individual reflective behaviours, the reflection in group settings provides a better understanding and it is considered as a richer experience (p. 2). This kind of reflection provides a scholarly experience and in this way a community of practitioners is developed. Clarke (2004) experimented the similar idea by offering final year ‘*internship*’ in which he invited students and teachers to share their learning and teaching experiences respectively in the form of discussions and journal writings. According to Dietz (1998) sharing the ideas in the form of group results in a safe reflection and as a result, the students and teachers get more confident and satisfied about the teaching learning experience.

2.5.6 Mentoring

According to Malcolm (2003) mentor is a person who facilitates classroom experiences of learners. The mentor can be a friend, a guide or an achiever etc. The mentor is a teacher who influences the personality of learners. Morran and Dallard (1995) defined mentor as a person who evokes critical thinking amongst his/her students. Hine (2000) claims that by talking, sharing discussions and problem solving and ‘jointly constructing knowledge and meaning’ (p. 3), both the *mentor* and *mentees* are learning to reflect in ways that will ultimately transform their teaching practices.

2.5.7 Motivation

According to Pintrich and Schunk (1996) it is a process, which involves mental and physical activity initiated and sustained by reflective teachers. A teacher

motivates the learners and helps them to achieve certain objectives in a particular context. Harmer (1991) considers motivation to be the modest factor that affects students' accomplishment. There are two types of motivation identified by the researchers i.e. intrinsic and extrinsic motivation. The *intrinsic* motivation is the one in which learner has senses of fulfillment and achievement for being engaged in a task (Ryan & Deci, 2000) and the learner takes interest in learning process. The second type of motivation is *extrinsic* motivation that associates external benefits for completion of tasks. The teachers can be a source of intrinsic and extrinsic motivation for the students.

2.6 History of English as a Subject

For Indians, English was offered as a subject after the implementation of English Education Act of 1835. As a result of implementation of this act, Indians were officially asked to study in English and to study English literature. The colonized felt that religion does not serve the purpose of social cohesion, so English was introduced to produce social cohesion (Eagleton, 1983, p. 23). It was Methew Arnold (1951), first of Her Majesty's Inspectorate for schools; he proposed a place for English curriculum especially for the study of literature in the new system of education. He did not favour the emphasis on examination skills, which he believed stifled creativity. Marshall (2000) argues that 'Arnold's legacy, his desire to use culture to oppose the mechanistic, in the originator of competing traditions in the fight to launch English on the curriculum' (p. 22). In the 19th century, when English study was entering in the University, the main emphasis of the teaching was on linguistics and philosophy and English literature was not the subject of study. Nettleship (1887) highlighted the inferiority of English literature in contrast to the Classics in his publication "*The Study of Modern European Languages*" and Literature in the University of Oxford. Later, J.C. Collins (1891) in *The Study of English Literature* offered the view that literature provides 'moral and aesthetic' education. *The Newbolt Report* (1921) in response to question about the function of the state education added that literature has a potential role to develop human characters and it also helps to lead majority of the people who 'are unconsciously living starved existence' (1921, p. 157).

In 1919, F.R. Leavis, Q.D. Leavis, E.M.C. Tillyard and I.A. Richard were the first teachers to teach English literature course at Cambridge. They did efforts to

develop and to make aesthetic and academic case for English. As Leavis and colleagues were promoting English literature, there were other schools of thought regarding the role of English in curriculum. Later, *The Bullock Report* (DES, 1975) was a major influence in reshaping the English curriculum; it reshaped and increased the importance of language. In those times, English teachers had more autonomy in the classrooms, selection and specification of the syllabus and curriculum designing was governed by the English teachers themselves (Green, 2011, p. 10). Although English teachers had autonomy inside the classrooms, but there were some conflicting views among English teachers outside the classrooms. In 1976, the authority of teachers in curriculum matters was challenged. The autonomy that teachers had enjoyed was shortly reached to an end. National curriculum for all state schools and colleges was executed by the national government.

2.7 Teaching English

Grossman et al. (1989) explain that teacher education begins long before students enter formal programs for teacher preparation. According to Green (2011) English teacher should carefully think about his/her own relationship with the subjects. Dealing with curriculum, pedagogy and content is considered at second stage. The way in which you were taught will have encoded philosophies and perspective on English favoured by your teachers and lecturers...” (Greene, 2011, p. 11). F.R. Leavis suggest that is important to spend sometime thinking about the subject you are teaching. Assumptions and even prejudices inform your view of English. Teachers should be thoughtful about their teaching practices.

2.8 Subject Knowledge for Teaching: A Complex Issue

All academic subjects comprise of a number of components. These components feed into teacher’s overall relationship with the subject. Following diagram (Fig 2.1) shows the key components of English as a subject. Teacher should be well aware of different components and should have ability to incorporate different components of the subject. Besides the knowledge of the, English teachers should be aware of the skills related to the teaching of subject, theories involved, cognitive content of the subject, structures to be taught and finally the connection of this subject with other subjects.

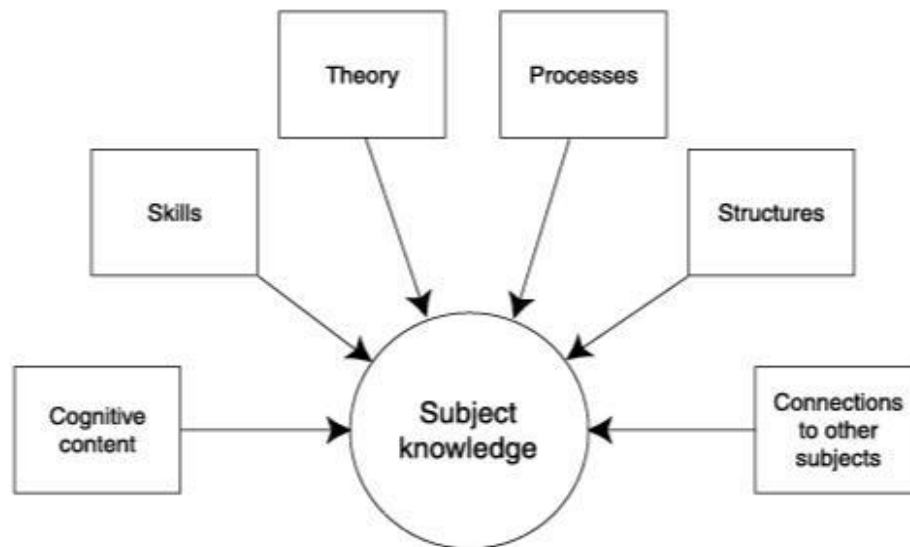


Figure 1. Knowledge of the Subject (adopted from Greene, 2011, p. 14)

Evan (1993) defines English as a subject of transition and transaction at different levels. Knowledge of the subject is one aspect only. English as a subject operates at boundaries. Green (2011) further elaborated the idea proposed by Evan (1993). He developed a model in order to explain the boundaries of English as a subject and the transactions (Fig 2.2). When teachers teach English at different levels, the students face complex transitions while moving from one level to another level of understanding of the subject. These transitions are not unimportant. As in this transition, the mobility of students is witnessed from one level to another level (KS2 to KS3, KS3 to GCSE etc.). English teacher plays a crucial role implicitly or explicitly. The teachers transfer their own political agendas, assessment priorities and desired outcomes in the ideas of the subject.

Figure 2.2 shows the transactions in an English classroom. It includes transaction of ideas between teacher and author of the book, previous knowledge and teaching of the teacher, feedback from colleagues, text and critical thinking, student-teacher relationship and all components have influence on other components of classroom and it is very difficult to frame different components separately.

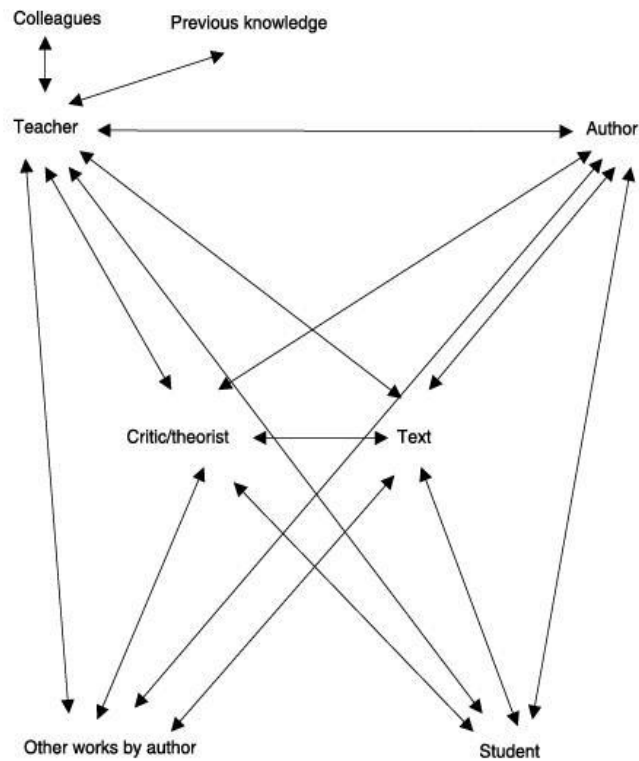


Figure 2. Transactions in the English classrooms (adopted from Green, 2011, p. 15)

2.9 English Teaching and Reflectivity

When a learner after completing university education goes to teach at school level, s/he is going through a challenging transition (Burley, 2005) and this is not a simple transfer. Beginner English teachers should re-evaluate their understandings of English subject. According to Green (2011), in order to start the career as good English teacher, to understand the subject well, in order to prepare well and teach subject successfully, teachers have to keep a critical relationship with the subject. Being critical about English subject, it helps teachers to stay fresh as they keep improving their teaching pedagogies; it also enables teachers to grow in career, which is very essential for the teachers. Keeping in view, the proceeding ideas given by Green (2011), it is evident that English teaching experience refines teachers with passage of time as they are continuously learning and improving their teaching in order to develop professionally. He further adds that teachers are actually learning with on-going teaching. They are learners of the subject; with every teaching experience they are developing understanding of the subject. They get familiarized with different genres of the subject e.g. drama, short stories, phonetics, stylistics, applied linguistics etc. it is the quality of good teacher that they learn with passage of

time. They integrated new technologies, new areas in their teaching; this attitude is an indication of explicit engagement with form and processes of teaching process. Green (2011) says that it is the excitement of teaching that people polish their skills in process of teaching. So, the process of reflection theoretically helps teachers to polish the teaching skills and get a familiarity with the subject. Reflection encompasses process of teaching, attitude of the teacher, students' behaviour and the overall process of teaching and learning.

2.10 Curriculum in Pakistan

It is discussed in the foregoing section that an effective English curriculum should be prepared after need analysis, situational analysis and keeping in view the intended learning outcomes of the students. It should be designed and implemented in such a way that it develops students' ability for academic rationalism, critical thinking and cultural pluralism. However, the views of various writers suggest that the above mentioned aspects are not kept in sight for the curriculum development at higher education in Pakistan. The language policy goals are transmitted through curriculum and textbooks. The teachers are not involved in the process of policy making, so in order to accommodate deficiencies in the curriculum, they create their own goals in the classroom. Siddiqui (2007, p. 50) observed that "the majority of the teachers believe that the curriculum is handed down to them so that they cannot bring any change". Moreover, the language of the curriculum is increasingly complex and specialized that it transcends pupils' comprehension and does not necessarily prepare them for classroom conversation (Cummins, 2006). Similar views are shared by Mansoor (2002) who points out that in the Pakistani education system, the textbooks tend to occupy the central place and the teacher is bound to teach the textbooks because the questions in the examinations are set from those textbooks. Therefore, the trained teachers would like to be creative; they have 'little room for innovation in the presence of existing curriculum and syllabus' (Siddiqui, 2007, p. 51). Regarding the content of curriculum in Pakistan, Mahboob (2009) discusses that curriculum in Pakistan endeavors to promote national culture that may sometimes be strongly linked with religious and ideological content which promotes one ideology above others and often cultural content is limited to the culture of dominant groups within the country, with little focus on the minorities and other competing global cultures. The curriculum's goal should be the development of *cultural pluralism* regarding

prevailing cultural diversity in the country. Hence, the language planners and curriculum developers do not take into account the learners' needs for designing curricula. So, the teachers have to teach to achieve intended learning outcomes (Mohammad & Kumari, 2007).

2.11 Recent Studies on Reflective Teaching

2.11.1 Hurdles in Reflecting

Bax and Cullen (2003) conducted a study to identify barriers in reflective teaching. The hurdles they have mentioned include individual obstacles and institutional obstacles or contextual ones. In a similar study, Umar (2016) identified that teachers serving in federal educational institutions of Pakistan do not use adequate reflective teaching strategies in their teaching. The possible hurdles could be the work burden on language teachers or use of conventional means for teaching English. The reasons highlighted by the researcher include lack of pre-service training, lengthy syllabus and absence of role model teachers. Teachers teaching English are coming from the same system, and reproduce what they learnt and the way they learnt. This study gathered data only from English teachers teaching at intermediate level in federal educational institutions.

A similar study was conducted by Al-Jabri (2009) in order to find the obstacles in the way of reflective teaching and he highlighted the following reasons:

- Old and experienced professionals do not consider reflective teaching important aspect of teaching.
- Average/ routine teachers only follow instructions given by administration and do not do anything beyond what is told to them.
- Teachers perceive that if they follow rules and regulations, there is no need to reflect.
- Teachers have a misconception that scarcity of facilities does not allow them to reflect.
- Indifferent behaviour of colleagues stops them from reflecting.

2.11.2 Lack of Mentors

Ghaye (2011) gave a list of factors for non-reflective teaching, which includes

lack of time management by the teachers, lack of reflective practice experience, unavailability of resources for teachers to reflect and inability of comprehension of theories that may lead to better practices. All these researchers mention different reasons, which act as a hurdle in making teachers non-reflective. Similar factors have been identified by Rarieya (2005), who conducted a study in northern areas of Pakistan. He mentions that lack of mentors is the first reason for not adopting reflective practices in teaching. The second reason identified by him is lack of professional trainings for teachers due to which the teachers are non-reflective in their approach. Thirdly, scarcity of resources is another major factor for absence of reflective teaching.

2.11.3 Lack of Reflective Training

Another reason highlighted by the researchers is the lack of reflective training. Larrivee (2000) claims that due to lack of training, the teachers follow old methodologies in their classrooms and these old methodologies do not have any role in solving learners' problems. Through reflective behaviour teachers take measures to improve their professional skills and face hurdles (Al-Hashmi, 2004). According to Al-Hashmi lack of non-cooperative behaviour of colleagues and inability of school administration proper training to train for reflective teaching discourage teachers to follow reflective teaching. The issue of lack of training and mentors is also highlighted by Rarieya (2005). A similar study was done by Siddiqui (2007) where he claims that the English teachers in Pakistan teach in the same way as they were taught in their schools and colleges (Siddiqui, 2007, p.164). Contemporary English teachers just reproduce the ways by which they were taught in their childhood and young age. Teaching methodologies are simply multiplied in the academic institutions. He further adds that the teachers are not convinced by the pedagogies used for English teaching, "The teachers in Pakistan are not convinced about the strategy or methods s/he is exposed to but uses them because the experts say so" (Siddiqui, 2007, p. 164).

2.11.4 Reflective Teaching and Affective Filters

Iqbal (2017) focused on reflection-in-action process used by the teachers to maintain the classroom momentum. Iqbal explored the strategies used by the teachers to overcome unwanted practices e.g. 'shyness', 'shivering' and 'repetition of words'

during the process of teaching, led student teachers to shift their attention towards acquisition of professional skills during practicum. This paper examined the role of Reflection-in-Action to acquire professional skills during practicum. The habit of reflection-in-action developed awareness among teachers to understand their own professional actions through videotaping of lessons, microteaching assignments, reflective learning journals, students' feedback and through peer feedback. Involvement in reflection-in-action leads student-teachers to identify and rectify their own professional mistakes during teaching. Reflective teachers continuously examined their professional beliefs. The process of self-evaluation facilitates teachers to understand their motives behind classroom policies. Self-reflection is particularly valuable for teachers to defuse disruptive situations. This study focuses on the strategies used by the participant teachers to lower down the affective filters e.g. shyness, shivering and repetition of words. The study does not provide any evidence to show the correlation of these strategies on the students' results.

2.11.5 Teaching and Thinking

In his article, Jami (2016) elucidated the link between teaching and thinking. The researcher has tried to explicate the complex act of knowing while drawing upon some of its essential conceptual and analytical aspects. The researcher has also propounded a *teacher-text-thinking* triangle, which calls for rigorous reflection on the part of the teacher. Different strategies and approaches have been suggested to incorporate thinking in teaching and thereby rendering pedagogic practice more and more reflective, hence innovative. Thinking has been defined as an intentional endeavour to discover specific connections between something, which we do, and the consequences, which result. This study is conceptual and theoretical in nature; the researcher does not provide ample substantiation in the form of data collection or psychological and statistical tests to provide concrete evidence. This is a theoretical perspective, which is good for conceptual understanding but this study basically focuses on the cognitive aspects of reflection, which can be measured by the help of intelligence tests and psychological tests.

2.11.6 Productive Trainings for Teachers

Tariq, Ahmed and Jumani (2011) explored the reflective activities undertaken by teachers for their professional development using a mixed methods inquiry and

convergent parallel research design. Therefore, it was recommended that a productive training series maybe managed in order to stimulate activities for reflection on teaching. This study highlighted the issue of whether teachers actually use these reflective activities to improve professional learning and development or not. Researcher found that teachers were reluctant to use these methods and did not adequately see the value in such practices to improve their teaching at least; they did not see enough value to overcome their own personal reluctance to engage in these activities. In the context of Pakistan, teachers at the elementary level do not undertake the extent of professional development required by their employers and the government, which may hamper their performance and their engagement with innovative and creative pedagogy. They do not have positive motivation towards learning the profession continuously as mentioned by master trainer in the above qualitative analysis. The study established that the training sessions from 2009-2012 for teachers' professional development did not prove to be effective in order to implement reflective activities and practices. They also did not pinpoint their deficiencies for professional development. In short, the study basically was intended to know whether teachers' trainings are helpful in making teachers reflective or not. The study concludes that teachers do not practically utilize reflective activities professional development.

2.11.7 Invoking Reflective Skills among Students

Another study was conducted by Rarieya (2005), he considers reflection as one of the essential principles underlying good teaching practice and teachers' education. However, this tacit acknowledgement that teachers need to be reflective practitioners and the development of reflective practice has largely been in the West. Teachers in Pakistan and most of the developing world are generally unaware of what the term 'reflective practice' means. The article presented findings of a study that was undertaken to observe course participants' uptake of an alternate approach to engaging students in reflective practice during a module offered to students in the Masters program at AKU. Findings of this research by Rarieya (2005), concludes that developing reflective practices among students is a complex process in Pakistan. It is obstructed by such factors such as individual language skills, pre-dispositions of an individual teacher as well as the practices of the teacher-education program. Thus, when we, at teacher education institutions, ask our students to reflect on what they are learning,

we need to define this process in relation to the functions and reasons for reflection, what the process will require of them. Rarieya (2005) conclude that we also need to consider the structures that need to be put in place to assist the practice of reflection. We must also step back and carefully analyze the social contexts in our classes in where reflection is taking place. Rarieya's study mainly focuses only on developing reflective practices among students but it is very difficult to measure whether reflective skills have been developed or not. There aren't any standardized tests to measure the reflective abilities and the researcher does not provide any tools for measuring such skills.

2.11.8 Non-Cooperative Behaviour of Fellow Teachers

As Killen (2003) emphasizes the role of reflective partnership and its impact on teaching, it proves that reflective practices are more productive when reflective partners share their experiences. Sharar (2012) while stating the situation of teaching in Pakistan claims that administration should take serious steps to solve the issues of teaching and learning process. He suggests that seminars, workshops or symposiums should be conducted in order to spread awareness about reflective teaching.

2.11.9 Confusion and Obsession

Killen (2003) in his book named 'Research and Practices' claims that teachers have obsession with subject matter. In addition, they underestimate the assumed minimal potential of reflection because they are confused about the use of reflective practices and have fear of failure.

2.11.10 Little Exposure to New Methods

Warsi (2004) claims that Grammar Translation Method (GTM) is used to teach English in Pakistan and the main emphasis of this method is on teaching students about the structures, rules of the grammar; the English teachers do not pay much attention to the communicative and creative skills of the students. Warsi (2004) claims that the use of GTM method in teaching of English has a stultifying effect on students and it does not fulfill the linguistic needs of the students. As a result, students pass the examination but fail to develop proper communication skills (Warsi, 2004, p. 4). Nunan (2006) shares that in Asia, the approach used by the teachers is synthetic and unnatural. He claims that the second language should be taught like the first language.

2.11.11 Lacking in Developing Critical Thinking

In his study, Green (2005) admits that critical and creative thinking is lacking in Pakistani writings. Teachers do not develop critical thinking amongst English students and students are trained to learn and think in a conventional way. The emerging trends in English teaching create difficult circumstances for these teachers, they face difficulty in teaching, designing syllabus, specifying syllabus and choosing the best approaches for English teaching (Wettle, 2011). Similarly, Warsi (2007) expresses the same reservation discussing English teaching condition in Pakistan. According to her, the Pakistani English teachers use traditional teaching methods to teach. They are not well equipped to determine specific objectives of English teaching, teachers are deficient in instructive trainings and traditional teaching is considered as the most reliable method in English teaching. In other words, the teaching and learning of English is not conducted in a conducive atmosphere and modest teaching strategies of teachings act as a barrier in the learning of English.

2.11.12 Outdated Syllabus

According to Siddiqui (2007) the teachers who receive training are facing difficulties in teaching the subject. Although they are trained, but in presence of an old and outdated syllabus there is little room for the teachers to bring innovation in their teaching. As a result teachers are restricted to follow archaic teaching approaches (Siddiqui, 2007, p. 51).

2.11.13 Lack of Good L2 Communication Skills

Studies by Crystal (2011) affirm the importance of English language teaching globally and he explains the problems or hurdles faced by Pakistanis due to lack of good communication skills in English. He explains that English sometimes acts as a barrier to communication. Whether the activity is tourism, research, government, policing, business or data dissemination, a lack of knowledge of the English language can severely affect progress and can even halt it altogether (Crystal, 2011, p. 352).

Murray (2005) advocates that nonnative teachers admit that they use L1 as the medium of instruction and have examination preparation as the leading aim of teaching. Moreover, Kamhi-Stein and Mahboob (2005) observed that many English teachers speak little English in the classroom. It is suggested that not only students undergo language problems; the teaching faculty also does not use English

proficiently. Coleman (2010) reports that “Pakistani English teachers have a tendency to teach the language through the medium of Urdu or a local language because probably their own competence in English is poor. They have so little confidence in their own competence” (p.17). The impact of such English language teaching can be seen in universities too. The postgraduate students find it hard to express about themselves due to poor oral and written English skills. “Those students who have studied at good colleges do have effective communication skills but those who have come from the mainstream are disadvantaged” (Siddiqui, 2007, p. 168). Coleman (2010) argues that “The majority of these students are interested in getting certificates and degrees instead of attempting to learn the language skills, they consume their time in rote learning” (Siddiqui, 2007, p. 150). The main goal for postgraduate students is to obtain a degree; therefore, as Siddiqui claims, the easiest solution for the language problems is to have reliance on their potential to memorize reading texts to get through the examinations without improving English language skills.

Concluding the recent researches various researchers have a consensus that outdated syllabus, lack of reflective training, lack of trust amongst colleagues and lack of role models for Pakistani teachers act as barriers in practicing reflective teaching. The English teachers have fear that if they used new methodologies of teaching, it will have a negative impact on their teaching and learning of the students. Moreover, lack of development in communicative, collaborative and critical skills of students lead to serious academic and professional consequences.

2.12 Contribution of this Study

Recent studies of reflection are mostly theoretical in nature. All above mentioned studies about English teaching were carried out in Pakistan, a nonnative English country. Pakistani teachers and students do not acquire English as a mother tongue. For most of Pakistanis, English is third or fourth language. The first language of an average Pakistani is native tongue. The second language learnt/acquired is Urdu and third language is language of Holy Book i.e. Arabic. Pakistani children start learning English language very late and face great difficulty in learning English. The language of learners always remain deficient and learning English as a subject always remain a challenge for students at primary, secondary and tertiary level.

Reflecting in a native language is easy but reflecting in a nonnative is not an

easy task. In addition, the dimensions of reflections are changing with new innovations in field of education. English is a changing language, and it is absorbing new vocabulary at a very rapid rate. For a very long time, the concern of Pakistani English teachers was to develop students' reading and writing skills, but with the passage of time, the development of English speaking and listening skills have become important because students go for international scholarships and jobs and it requires command in linguistic and technology skills. In addition, modern educationists suggest cooperative learning is better than competitive. The present study aims to know whether current teachers are aware of current trends and needs of reflection or not. Moreover, the study explored whether reflective teaching has any impact on academic results of Pakistani learners or not.

Another new dimension of the study is the variables under consideration. All above-mentioned researches were done in Pakistani context focus either the reflection habits of teachers or students' attitude. Present study is an experiential study, which provides a direct connection between the two variables. In Pakistani context, examination results are the most important factor for learning, which derive teaching approaches used by the English teachers. If pedagogies provide tangible results, it will act as a motivational factor for the teachers to employ the process. The study provides statistical results to justify the workability of the reflective practices in teaching.

Most of the Pakistani English teachers were taught by using GTM method in their childhood and young hood. Keeping in view the demands of today's classroom teachers have to adopt the philosophy of *learn, unlearn and relearn*. Whatever they learnt in their classrooms need to be unlearned keeping in view the demands of the 21st century and there is need to relearn the concepts from different perspective. English as a subject has evolved over the years, but teaching of English has not.

Moreover, the *21st century skills* framework poses important questions about how to move forward in the 21st century. It highlights 18 different skills important to be developed among students globally. There is unanimity about four specific skills were the most important, which are known as 'Four Cs' (communicative, collaborative, critical and creative). Developing 4 Cs in learners helps teachers to prepare students for global society (Paige, 2009). Academic grades are not considered only criteria to judge student's achievement; communicative, creative, collaborative and critical learning of students is equally important.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter consists of details about the research method, research design of the study, population, sample, research tools, instrumentation and procedure. It also contains the measures taken to check the reliability and validity of the instruments, data collection, theoretical framework and delimitations of the study.

3.1 Research Method

Using right research method helps the researchers to fulfill the objectives of the study. It paves a path, which helps the researcher to attain the required objectives. Keeping in view the objective of the study, the researcher used the mixed method approach. The quantitative approach helped the researcher to get feedback from English teachers and students. The quantitative approach helped the researcher to gather data from a reasonable sample in order to understand and justify the results. The qualitative design is selected to examine the lived-experiences of English faculty and to gain an in-depth understanding of the reflective process and its meaning for English teachers in their own voices and words.

3.2 Research Design

Researcher used correlational technique in order to carry out this research. In correlational studies, researchers try to find the relationship between selected variables. The correlational researches are carried out in order to know the connection between different variables. This type of research helps researchers to know the relationship of different variables. It also explains whether the relationship is positive, negative or neutral. In recent study, the researcher explored the relationship between two variables i.e. reflective practices of graduate English teachers and academic results of the learners.

3.3 Population

Population of the study includes all graduate English students studying English (linguistics and/or literature, ELT) as a subject in Universities of Rawalpindi and Islamabad and lecturers/professors teaching English at graduate level. Estimated

6800 students are enrolled in English graduate programs in the twin cities. All universities do not offer graduate English programs, as a few offer undergraduate and/or postgraduate programs only. This study considered only graduate students.

3.4 Sample and Sampling Technique

Sample of the study comprises thirty English teachers teaching at tertiary level in Rawalpindi and Islamabad. The selected institutions include NUML, Islamabad, Air University Islamabad and Bilquis Post Graduate College for Women, PAF Nur Khan Base, Chaklala, Rawalpindi. The researcher used convenient sampling technique to select the institutions because some of the institutions had reservations in sharing the semester results of the students. Another reason for convenient sampling of institution is that the number of students was not enough for collection of data as there were hardly 4-6 students in some classes and after consent to become part of this study only one or two students agreed. The sample of 600 students is conveniently chosen. Convenient sampling of institutions might not have any impact on the study because the selected universities and postgraduate colleges have almost homogenous group of students. The admission criteria of universities located in these two cities and the procedures for selection of students are almost same. The researcher interviewed six English teachers in order to have an in-depth understanding of the phenomenon.

3.5 Research Instruments

Reflectiveness in teaching can be measured with the help of different indicators as mentioned in second chapter. These indicators includes attitude of teacher, motivation, feedback from students, teacher/student-centered classrooms and dialogue with fellow teachers etc. Two separate close-ended questionnaires containing 33 items each (focusing indicators of two models mentioned above) were prepared by operationalizing the two models (Killen, 1995; Pollard et al., 2002). The researcher operationalized the study because it is a comprehensive research and researcher wanted to measure different dimensions of reflectiveness. So, indicators presented in both the models were incorporated to operationalize the questionnaire. The main variable tested through these questionnaires was reflectiveness. Each statement of quantitative questionnaires (Appendix A and B) had five options (Strongly disagree, Disagree, Neutral, Agree, Strongly Agree) for the respondents,

and respondents had to choose only one option. Exam result sheets of final-term are used to collect data for statistical analysis. The third questionnaire was developed to take interviews (of reflective teachers conveniently chosen from the sample). The interview was semi-structured and had seven questions adapted from Killen (1995) and Pollard's models (2002). Result sheets having results of participant students taught by the participant teachers are used to see the results (dependent variable of the study).

3.6 Procedure

Three institutions located in twin cities, offering M. A. English programs (Literature and/or Linguistics/ELT) were selected for the study. Initially, close-ended questionnaires were administered to 30 teachers and 600 students, which helped the researcher to find out whether English teachers make use of reflective strategies in English teaching or not. Feedback from two different groups of respondents helps the researcher to authenticate that the practitioners are using reflective practices in teaching. Admission of the reflective process by both the groups guarantees the working of the reflective practices. In the second phase, 6 English teachers randomly chosen from the sample of 30 participant teachers are interviewed. Close-ended questionnaires are used to collect data from 600 students (at least one class of participating teachers).

The feedback of participating teachers and students was used to analyze whether these techniques are effective for learning of graduate students or not. This was a correlational research. The researcher analyzed the quantitative data using SPSS (Statistical Package for Social Sciences). The frequencies and responses were tabulated using SPSS software. The interviews of English teachers were recorded and transcribed and were analyzed thematically. The results of quantitative data can be seen in fourth chapter where the descriptive statistics of each (of 33) statement is provided. Brief description about the statement is provided at the end of each table. Detailed discussion about the quantitative data is added after 11 statements, so there are three discussions about quantitative data. Tables having detailed description of sample pair tests are provided in Appendix D.

The qualitative data has direct narrations presenting thoughts of worthy teachers and the researcher has added commentary after every narration in order to

interpret the professors' version for a common reader.

3.7 Validity of the Research Instruments

Six English Professors, having doctoral degrees in the relevant field reviewed all the questionnaires and provided feedback in order to improve the quality of questionnaires. The questionnaires were modified in the light of feedback provided by the experts. The questionnaires were tested in a pilot study. The piloting helped the researcher to check the validity of questionnaires.

3.8 Piloting

A pilot study was conducted to check the validity of research tools and practicability of the study. 30 questionnaires were administered to students and data was gathered. The researcher found that some institutions had only 3-6 students in some classes and out of these hardly or none of the student agreed to fill the questionnaire. Initially, researcher planned to collect data from top ten universities located in the twin cities. Some targeted institutions were reluctance to share exam results. The exam results were one of the crucial components for this study, so the researcher reduced number of intuitions but the sample size for the research is not changed.

3.9 Reliability of the Research Instruments

Reliability of questionnaires was tested using Cronbach alpha test. Table 3.1 and 3.2 show details of Cronbach alpha test for the students' and teachers' questionnaires respectively. The SPSS was used to find the Cronbach alpha value. The $\alpha = .804$ and $.946$ for students' and teachers' questionnaires respectively, shows that the tools are reliable to be used for research purpose.

Table 3.1

Results of Cronbach Alpha Test for the Students' Questionnaire

Case Processing Summary

		N	%
Cases	Valid	580	96.7
	Excluded ^a	20	3.3
	Total	600	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.804	33

Table 3.2

Results of Cronbach Alpha Test for the Teachers' Questionnaire

Case Processing Summary

		N	%
Cases	Valid	26	86.7
	Excluded ^a	4	13.3
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.946	33

3.10 Data Collection

Later on, these questionnaires were administered to graduate English teachers and students to get feedback. After data collection the quantitative data was analyzed using SPSS and the results are discussed in the succeeding chapter.

Six teachers were conveniently chosen for semi-structured interviews (Appendix C, questionnaire for interviews). There were seven interview questions for each teacher and the researcher asked additional questions where needed. Interviews

were transcribed and the text of the interviews is used for thematic analysis. Appendices are added at the end of thesis. Qualitative data is analyzed thematically.

3.11 Theoretical Framework

According to Einsenhart (1991), theoretical framework is “a structure that directs and leads the study or research work by relying on a formal theory... constructed by using an established, logical explanation of certain phenomena and relationships”. (p. 205). The researcher used Pollard’s (2002) Reflective Model and Killen’s (1995) Reflective Model and developed an operational model according to the needs of this research. Killen’s Model (1995) has been partially used, whereas Pollard’s Model has been used as a main Model to build-up the theoretical underpinning of the study. In order to measure the reflective attitude of teachers, a list of indicators have been provided by different researchers (in this case by Killen and Pollard). By focusing on these indicators one can measure whether teacher is reflective or not.

Pollard (2002)

Pollard (2002) suggests a list of **indicators** to identify whether a teacher is reflective or not. The list of seven indicators is as follows;

- a. Reflective teaching implies an active concern with aims and consequences, as well as mean and technical efficiency. (Pollard, 2002 p.14)
- b. Reflective teaching is applied in a cyclic or spiraling process, in which teacher monitor, evaluate and revise their own practice continuously.
- c. Reflective teaching requires competence in methods of evidence-based classroom enquiry. That means it involves gathering evidence in a manner that is systematic and attempts to avoid bias and pre-judgment, uses objective and subjective data, engage in analysis and evaluation, and promotes judgment to made that lead to decision taking.
- d. Reflective teaching requires attitude of open-mindedness, responsibility and wholeheartedness.
- e. Reflective teaching is based on teacher judgment, informed by evidence-based inquiry and insights from other researcher.

- f. Reflective teaching is enhanced by dialogue with colleagues.
- g. Reflective teaching enables teachers to creatively mediate externally developed frameworks for teaching and learning. (Pollard, 2002, p.22)

In the last point, Pollard refers to the reflective teacher as being able to justify pro-active mediation to defend existing practices, engage in innovative mediation, contribute to collaborative mediation to defend existing practices, engage in innovative mediation, contribute to collaborative mediation, or even engage in conspirational mediation (Pollard, 2002, p.22).

Killen (1995)

Killen's (1995) model is basically about the reflective partnership among teachers, which can contribute positively in the teaching-taught process. He had a view that it is possible for teachers to reflect independently, and this reflection can be enhanced by recording some lessons, maintaining journal of teaching experience etc. he adds that one person has limitation to self evaluate. Involving a partner can enhance the standard of self-evaluation. Teachers can share ideas with the colleagues and by sharing the teaching ideas with partner teachers; individuals can improve their teaching. Killen (1995) used the term 'Reflective partnership' for this kind of reflection; reflection which involves sharing reflective process with a fellow. The partners can observe each other during teaching in alternate situations; discuss the observations made during teaching and discussing the ways to improve teaching of each fellow. At a time, one partner teacher presents the lesson and the second partner observes the teaching of presenter teacher in real classroom. The observer teacher takes notes about the teaching of presenter, students' behaviour, students' interaction and involvement in the lesson etc. Similar pattern is followed in other classrooms where presenter teacher takes the role of an observer, and the observer becomes the presenter. Later, the two partners sit together and converse about the teaching experiences, observation, students' attitude towards lessons and have reflection on teaching. Discussions with the reflective partner help them to improve their teaching and both partners are benefitted from the experience. This kind of relationship involves highest level of trust and professional behaviour of the teachers. This kind of partnership encourages teachers to open their teaching for critical review. Mutual trust and respect for the partner teachers can be very helpful to make this partnership

experience a success.

While providing a checklist for self-analysis of reflective teachers, Killen (1995) indicates that a reflective teacher uses clear lesson plans, acknowledges need to improve, talks to other teachers and “step outside their comfort zone”; they look at situations from more than one perspectives, get feedback from students and colleagues and observe patterns of interactions with students (Killen, 1995 pp. 139-141; Killen, 2003, p. 59). Only the indicators of reflection presented in Killen’s (1995) model have being used to carry out this study and the whole model of reflective partnership is not part of this research.

3.12 Delimitations of the Study

1. Operationalized questionnaires of reflective practice are developed in congruence with the Pollard’s (2002) Reflective Model and Killen’s Reflective Model (1995). Other reflective models and definitions may exist, but they are not being considered here.
2. The sample selected for this study consists of English teachers teaching English as a subject at graduate level (Literature/Linguistics/ELT) in Universities/Colleges of Rawalpindi and Islamabad only.
3. The researcher has collected data from three institutions only.
4. The study focused on the reflective practices used by the English teachers and does not take into account the kind of reflective thinking invoked in students.

3.13 Limitations of the Study

1. This study is limited to only those institutions of Rawalpindi and Islamabad, which had a reasonable number for convenient sampling of the study. The institutions, which had less than ten students in one class, are not included in this study.
2. The researcher chose only those institutions that agreed to provide students’ results. The institutions that were reluctant to share the results have not been included in the study.
3. The results of this research can be generalized to only those institutions, which are located in mainstream cities of Pakistan.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

This chapter includes results of quantitative and qualitative data and discussion of the results.

4.1 Results and Discussions of the Quantitative Data

The researcher developed two questionnaires i.e. the teacher questionnaire and student questionnaire for quantitative data collection. Each questionnaire had 33 items. Both questionnaires were similar in composition. Comparing the responses of students and teachers enabled the researcher to know about the reflective practices of English teachers teaching English as a subject at graduate level. Each questionnaire had 33 close-ended statements. Likert scale comprised of five categories. The responses of teachers and students are shown in the form of tables; at the bottom of each table the researcher described the outcome of the data of each statement. Independent sample test results (tables of independent sample tests) showing a significant or insignificant variation of responses can be seen in Appendix D of the thesis.

Table 4.1

Teaching and Learning an Enjoyable Experience

		S1					Total
		SD	D	N	A	SA	
group	Teachers	7	9	6	3	5	30
	Students	2	2	536	37	19	596
	Total	9	11	542	40	24	626

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S1 Teachers	30	2.67	1.398	.255
S1 Students	596	3.12	.440	.018

In response to the first statement majority of students remained neutral, few agreed and only 4 out of 600 students disagreed with the statement. More neutral

responses prove that they do not think that teachers are doing substantial efforts to make students' learning experience pleasing. Half of the teachers disagreed that they enjoy teaching the same subject over and over again. The mean of the responses is 3, which shows that a majority of the respondents remained neutral. The p-value is .000 for teachers, which means that there is a significant variation in responses of teachers. The p-value of .090 in learners' responses shows that there is an insignificant variation in responses of students. Students as well as teachers have similar responses in response to the first statement. It can be perceived that English classrooms are lacking level of interest and both teachers and students are part of the process out of bindings.

Table 4.2

Encouraging the Learners for Exploring New Ideas

Count		S2					Total
		SD	D	N	A	SA	
group	Teachers	3	0	2	16	9	30
	Students	7	15	66	264	247	599
Total		10	15	68	280	256	629

Group Statistics					
group		N	Mean	Std. Deviation	Std. Error Mean
S2	Teachers	30	3.93	1.143	.209
	Students	599	4.22	.826	.034

The second statement of questionnaires intended to know whether teachers encourage students to explore new ideas about the subject or not. A mean value of 4.22 for students and 3.93 for teachers indicates that this reflective practice is being used by English teachers teaching at graduate level. Majority of the teachers as well as students showed agreement to the statement. There is an insignificant variation (appendix D, table 4.2) in responses of students and teachers. Motivation is one of the most important components of classroom activities. The students always seek some incentives in the form of words or gestures. It is the job of teacher to be a source of motivation for students and to help them learn in affable classroom environment.

Table 4.3

Teachers' Attitude in Chaotic Situations

		S3					Total
		SD	D	N	A	SA	
group	Teachers	3	4	3	16	4	30
	Students	20	30	96	270	184	600

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S3 Teachers	30	3.47	1.196	.218
Students	600	3.95	.983	.040

The third statement in questionnaire (Appendix A) tried to seek the answer about how English teachers act in chaotic situations. 20 teachers agreed with the statement that they handle such situations calmly. 454 out of 600 students agreed with the statement. Moreover, mean value for teachers' and learners' responses is about 3.47 and 3.95 respectively, which shows that the English teachers calmly handle chaotic situations and are reflective in behaviour. There is an insignificant difference in responses of teachers (with the p-value of .10) whereas there is a significant variation in responses of learners (p-value .038). According to McKeny (2006) the nature of pre-service teachers' reflection is revealed only when they experience intellectual conflict. As long as classroom activities and processes run smoothly, there is no true call for learning and reflection (ibid., 2006, p. 421). When a problem arises, the level of reflection is technical and practical in the sense that the problem situation is considered, potential action is considered and concerns for the possible implications for student learning are considered (McKeney, 2006).

Table 4.4

Teachers Ignore Unnecessary Issues in the Class

		S4					Total
		SD	D	N	A	SA	
group	Teachers	4	2	8	13	3	30
	Students	39	122	151	200	86	598
Total		43	124	159	213	89	628

group	N	Mean	Std. Deviation	Std. Error Mean
S4 Teachers	30	3.30	1.179	.215
Students	598	3.29	1.138	.047

In total 628 out of 630 students responded to this statement. 16 teachers agreed and 8 remained neutral in response to the statement that English teachers ignore unnecessary issues in the class. In case of students, 351 agreed with the statement but the number of neutral and disagreement responses are also very high. So, a mixed response is observed in the responses of students. The mean value of 3.30 and 3.29 for teachers and students respectively shows that this reflective practice is not excessively used by the teachers. Responses of the students and teachers are highly insignificant which shows that the responses of students and teachers do not have much variation. The unnecessary issues act as a diversion for the teachers. If teachers ignore avoid unnecessary issues in the classroom, it can make classroom proceedings more effective.

Table 4.5

The Teachers' Response to Students' Queries

		S5					Total
		SD	D	N	A	SA	
group	Teachers	3	1	1	15	9	29
	Students	15	18	74	260	232	599
Total		18	19	75	275	241	628

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S5 Teachers	29	3.90	1.205	.224
Students	599	4.13	.917	.037

The fifth statement of the quantitative questionnaire investigated whether teachers encourage students to ask questions in class and give satisfactory answers to students' queries. 24 of teachers agree with the statement. Similarly, a clear majority of students admit that their teachers encourage them to ask questions in class and give satisfactory answers. The mean values of 3.90 and 4.13 for teachers' and learners' responses clearly states that this reflective techniques is in-practice at graduate level,

and English teachers are using it. The responses of both groups showed highly insignificant p-values (.191 and .315), which ascertains that there is no difference in responses of students and teachers. The responses of students and teachers have mean value above three which means the teachers are accomodative and they satisfy students' queries. This is one of the qualities of reflective teachers. If students' queries are addressed properly that makes students more confident and they pay more attention to teachers' instructions.

Table 4.6

Teachers Encourage the Least Motivated Students

Count		S6					Total
		SD	D	N	A	SA	
group	Teachers	1	1	8	14	5	29
	Students	8	16	57	228	291	600
Total		9	17	65	242	296	629

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S6 Teachers	29	3.72	.922	.171
Students	600	4.30	.848	.035

The table (4.6) shows the data about motivational attitude of English teachers teaching at graduate level. 22 teachers and 519 students agreed that English teachers have an encouraging attitude and they motivate students to take interest in lessons and classroom activities. Average mean value of 3.72 for teachers and 4.30 for students validates the fact that this reflective behaviour of teachers is in use. There is a significant variation in the mean value of students' and teachers' responses (with the p-values of .000 and .003 respectively). In response to sixth statement, results pose that the English teachers teaching to graduate students are reflective in approach. Motivation is one of the most important factors which is essential for successful teaching.

Table 4.7

Teachers Show Concern about Students' Examination Performance

		Q7					Total
		SD	D	N	A	SA	
group	Teachers	3	10	12	5	0	30
	Students	12	21	87	256	224	600
Total		15	31	99	261	224	630

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
Q7 Teachers	30	2.63	.890	.162
Students	600	4.10	.911	.037

A significant variation is visible in the responses of the teachers and students. Only 5 teachers agreed to the statement that they feel concerned about students' examination performance, 12 remained neutral and 13 disagreed. In case of students, 480 students agreed that their teachers show concern about exam performance of learners. The mean value of 2.63 for teachers and 4.10 for students' feedback shows that there is a significant variation in responses of both the groups. Teachers do not agree with the statement that they should be concerned with the exam performance of the students. The first point explained by Pollard (2002) claims that teacher should be concerned with the aims and consequences of teaching. The negative responses of teachers show that they do not feel concerned about the consequences of their teaching, a quality that is necessary for a reflective teacher.

Table 4.8

Teachers Are Committed to Teach in Best Possible Way

		S8					Total
		SD	D	N	A	SA	
group	Teachers	4	0	4	8	14	30
	Students	4	11	69	221	295	600
Total		8	11	73	229	309	630

	group	N	Mean	Std. Deviation	Std. Error Mean
S8	Teachers	30	3.93	1.363	.249
	Students	600	4.32	.799	.033

The above table (4.8) shows the responses about dedication and commitment level of English teachers. Overall, 538 participants (teachers & students) out of 630 participants agreed to the statement, 73 remained neutral and only 19 participants disagreed to the statement. The difference in responses of the students and teachers is highly insignificant. The mean value of 4.32 for students and 3.93 for teachers shows that the English teachers are very committed about teaching and this dedication is reflected in their classroom dealing. This indicates that graduate English teachers are reflective in approach.

Table 4.9

The English Teachers Take Pride in the Learners' Achievements

		S9					Total
		SD	D	N	A	SA	
group	Teachers	3	1	3	8	15	30
	Students	27	64	178	205	125	599
Total		30	65	181	213	140	629

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
S9	Teachers	30	4.03	1.299	.237
	Students	599	3.56	1.072	.044

In a statement about whether the teachers take pride in students' academic achievements, 353 participants agreed with the statement. The mean value of 4.03 and 3.56 for teachers and students respectively in both groups shows that this reflective technique is used by English teachers. The p-value of .021 shows that the variation in teachers' responses is significant. On the contrary, the p-value is .60 in students' responses which is greater than .05 and can be ignored. Pollard (2002) advocates that teachers should take responsibility of teaching and they should be well aware of aims

and consequences of their teaching. The data in table 4.9 shows that university teachers are reflective in and they take pride in learners' achievements.

Table 4.10

The English Teachers Rigidly Adhere to Course Outline

		S10					Total
		SD	D	N	A	SA	
group	Teachers	3	5	11	9	1	29
	Students	8	45	145	262	139	599
Total		11	50	156	271	140	628

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S10 Teachers	29	3.00	1.035	.192
Students	599	3.80	.925	.038

10 teachers agreed to the statement, 11 showed neutral response, whereas 8 disagreed with the statement. On the contrary, different pattern can be observed in the responses of students. The difference in responses of both groups is visible in the mean values. The p-value of .000 for both the groups shows that there is a significant variation in responses of two groups. Strict adherence to course outlines can risk the conceptual understanding of students. The results in above table show that there is variation in the responses of students and teachers.

Table 4.11

The English Teachers Use Different Teaching Methods to Teach Different Genres

		S11					Total
		SD	D	N	A	SA	
group	Teachers	3	2	4	17	4	30
	Students	13	38	86	269	192	599
Total		16	40	90	286	196	629

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S11 Teachers	30	3.57	1.135	.207
Students	599	4.07	2.293	.094

A clear majority of the sample agrees that English teachers adapt different teaching methodologies while teaching different genres of English. The mean value of 4.07 for the teachers and 3.57 for the students respectively shows that this reflective technique is used in English classrooms. A significant difference in responses of the students is visible in the data tables (p-value of .032) provided in appendix D. Moreover, variation in responses of teachers is insignificant with the p-value of .233.

4.1.1 Discussion I (S1-S11)

The first eleven statements focussed on the motivational attitude, teachers' tackling of chaotic classroom situations, revisiting teaching methods, ignoring unnecessary behavioural issues of the students, showing concern about students' academics, teachers' adherence to syllabus guidelines and commitment level of the English teachers teaching at graduate level. Both groups (teachers and students) admit the fact that the English teachers have motivational attitude towards learners, they encourage students to gather information about the content on their own. Similarly, both groups agree to the fact that the English teachers keep revisiting their teaching methods keeping in view the content taught. The English subject teachers take pride in students' achievements. There is a difference in responses of two groups on the question whether teachers are concerned about students' performance in examination or not. Majority of the students feel that their teachers are concerned about the exam performance of the students but results are contradictory in case of the teachers with the mean value of 2.63 (Table 4.7). Table 4.5 and Table 4.6 show that the teachers address and accept students queries and motivate the students. Both the teachers and students feel that classroom experience is not very enjoyable and there is lack of enthusiasm in the classroom experiences.

Normally, universities have curriculum issued by the central authorities e.g. HEC in this case. Universities design their courses keeping in view the guidelines provided by the central body. Some of the teachers strictly adhere to the syllabus/course outline and their first priority is to finish English syllabus. They are not concerned whether learners are having conceptual understanding or not. The primary concern of any routine teacher is to finish course in time and not to deviate from the course outline. The reflective teacher acts as a facilitator and may or may not eliminate few topics in order to emphasize on developing better understanding of core concepts.

Table 4.12

The English Teachers Have Inspiring Personalities

		S12					Total
		SD	D	N	A	SA	
group	Teachers	1	5	13	9	2	30
	Students	4	41	146	246	162	599
Total		5	46	159	255	164	629

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S12 Teachers	30	3.20	.925	.169
Students	599	3.87	.912	.037

A reflective teacher is influential teacher too. Feedback in table 4.12 validates the fact that the English teachers inspire their students. Feedback from the teachers as well as from the students shows that majority of the students and teachers agreed to the statement. Although a number of students and teachers disagreed with the statement, but their number is not very significant. Overall, there is a highly significant variation in responses of the two groups.

Table 4.13

Teachers Show Concern about the Learners' Conceptual Understanding

		S13					Total
		SD	D	N	A	SA	
group	Teachers	1	1	11	11	5	29
	Students	8	18	100	283	190	599
Total		9	19	111	294	195	628

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S13 Teachers	29	3.62	.942	.175
Students	599	4.05	.850	.035

The 13th statement encompasses the fact that teachers show concern about learners' conceptual understanding. 489 participants agreed with the statement no. 13 (appendices A & B). The mean value of 3.62 and 4.05 shows that there is some

similarity in responses of two groups and this reflective behaviour is visible in pedagogies of graduate English teachers. There is a significant variation in responses of the teachers with the p-value .008. Whereas the students' responses show an insignificant variation in responses.

Table 4.14

Teachers Motivate Students to Ask Questions

		S14					Total
		SD	D	N	A	SA	
group	Teachers	3	1	1	13	12	30
	Students	7	16	97	246	234	600
Total		10	17	98	259	246	630

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S14 Teachers	30	4.00	1.232	.225
Students	600	4.14	.863	.035

One of the qualities as explained by many theorists argues that reflective teacher acts as a facilitator instead of dictator. In response to statement no. 14 of the questionnaires (appendices A& B), 505 respondents (students and teachers) agreed. The mean value of 4 and 4.14 for teachers and students respectively shows that the graduate English teachers have motivational attitude. There is an insignificant difference in responses of the students and teachers.

Table 4.15

Teachers Handle Learners' Behavioural Issues Intelligently

		S15					Total
		SD	D	N	A	SA	
group	Teachers	2	1	5	20	2	30
	Students	11	34	144	260	151	600
Total		13	35	149	280	153	630

group		N	Mean	Std. Deviation	Std. Error Mean
S15	Teachers	30	3.63	.928	.169
	Students	600	3.84	.927	.038

Data in Table 4.15 shows the responses of teachers and students telling that how English teachers deal with learners' behavioural issues inside the classrooms. A clear majority of teachers as well students agreed to the fact that teachers do it intelligently. The mean value of 3.63 and 3.84 shows a tilt towards reflective attitude of teachers. An insignificant difference in responses of the teachers and students is visible in the independent sample data table (appendix D).

Table 4.16

Teachers Get Feedback from the Students

Count		S16						Total
		SD	D	N	A	SA	33	
group	Teachers	2	2	5	15	5	0	29
	Students	29	54	154	232	128	1	598

Group Statistics

group		N	Mean	Std. Deviation	Std. Error Mean
S16	Teachers	29	3.66	1.078	.200
	Students	598	3.68	1.605	.066

Table 4.16 shows responses of the teachers and students to know whether teachers take feedback about lessons from students or not. Majority of the respondents agree with the statement, a few disagreed, and 154 students and 5 teachers did not agree or disagree the statement. Mean value of 3.6 and above shows that this reflective practice is evident in teaching of English teachers. P values of .937 and .911 show that there is insignificant variation in mean values of both groups.

Table 4.17

Teachers Teach Practical Application of the Theories

Count		S17					Total
		SD	D	N	A	SA	
group	Teachers	3	0	6	13	8	30
	Students	11	30	99	256	204	600
Total		14	30	105	269	212	630

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S17 Teachers	30	3.77	1.165	.213
Students	600	4.02	.933	.038

Table 4.17 shows responses of respondents about English teachers, inquiring about whether teachers teach practical application of theories by giving examples from real life. Majority of teachers as well as students agree with the statement. Mean values of both groups validate the fact that graduate English teachers tell their students about practical theories quoting examples from real life. P values are greater than .05 for both groups, which shows that the variation in responses of two groups is insignificant.

Table 4.18

Teachers Pay Individual Attention to Students

Count		S18					Total	
		SD	D	N	A	SA		
group	Teachers	0	1	11	10	8	0	30
	Students	17	44	117	245	174	1	598
Total		17	45	128	255	182	1	628

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S18 Teachers	30	3.83	.874	.160
Students	598	3.95	2.322	.095

Each learner has different learning style, which is ignored by routine teachers. The feedback in response to the question that teachers give individual attention to all the students in class or not, majority of teachers as well as students agreed with the statement. P value of .787 and .539 for teachers and students respectively shows that there is insignificant variation in responses of two groups.

Table 4.19

Teachers Integrate Recent Researches in Teaching

Count		S19						Total
		0	SD	D	N	A	SA	
group	Teachers	0	3	0	5	10	12	30
	Students	1	24	32	167	263	113	600
Total		1	27	32	172	273	125	630

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S19 Teachers	30	3.93	1.230	.225
Students	600	3.68	.982	.040

Table 4.19 provides the details of responses about the use of technology in English classrooms. Clear majority of teachers accept that they integrated recent researchers in teaching of English at graduate level. A similar agreement is shown by the learners. Mean value of about 4 shows that teachers are integrating recent researches in their teachings. Variation in responses of teachers and students is insignificant and can be ignored.

It is very important for teachers for tell students about recent researchers in the content taught. This shows that teacher plans lessons after a research and is a reflective teacher. In addition, teachers' efforts are equally recognized by the students. Teachers' hardwork and planning refines his/her pedagogies and at the same time students regard such teachers who take lot of pain in preparing for lessons.

Table 4.20

Teachers Like to Teach Intelligent Students Only

		S20					Total
		SD	D	N	A	SA	
group	Teachers	2	8	7	5	7	29
	Students	201	148	125	82	42	598
Total		203	156	132	87	49	627

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S20 Teachers	29	3.24	1.300	.241
Students	598	2.36	1.265	.052

The table 4.20 shows that majority of the teachers either agreed to the statement or remained neutral. On the contrary, majority of the students either disagreed or remained neutral in response of this question. There is great variation in responses of the teachers and students. Overall, majority of respondents disagreed that teachers like to intelligent students only.

The disagreement of majority students indicates that the teachers are reflective and they like to teach every kind of students in class and are not concerned to teach intelligent students only. The p-values of .000 and .001 for the teachers and students respectively demonstrate that there is a significant variation in responses of two groups.

Table 4.21

Teachers Handle Chaotic Situations Intelligently

		S21					Total
		SD	D	N	A	SA	
group	Teachers	0	4	8	15	3	30
	Students	16	44	163	270	105	598
Total		16	48	171	285	108	628

group	N	Mean	Std. Deviation	Std. Error Mean
S21 Teachers	30	3.57	.858	.157
Students	598	3.68	.938	.038

383 respondents agreed with the statement that the teachers handle chaotic classroom situations intelligently. The mean values show a tilt towards reflective behaviour as it is above than 3 for both the groups. Since both groups accepted the fact that English teachers are witty enough to tackle classroom situations easily, but the variation in responses of both the groups is highly insignificant and can be ignored.

Table 4.22

Teachers Discuss Class Issues with Students

		S22					Total
		SD	D	N	A	SA	
group	Teachers	3	4	9	10	4	30
	Students	31	84	170	252	62	599
Total		34	88	179	262	66	629

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S22 Teachers	30	3.27	1.172	.214
Students	599	3.38	1.018	.042

441 respondents showed either strong agreement or agreement to statement number 22. The mean values of data collected from both the groups show that English teachers are not authoritative; they are reflective in approach, as they do not mind having feedback from students. A reflective teacher gets feedback from students in order to improve his/her teaching and to address students' learning issues. At the same time, feedback from the students helps both the teachers and students to make teaching-taught relationship stronger. The variation in responses of the teachers and learners is highly insignificant and can be ignored.

4.1.2 Discussion II (S11-S22)

The statements covered the indicators of motivation, getting feedback from students, integration of research and theory in classroom teaching, feeling responsibility to impart knowledge in students' mind successfully, dealing students' behaviour wisely, to be familiar with recent researches in the field and to pay individual attention to all the students in classroom.

Generally, graduate classrooms in Pakistan are heterogeneous mixture of students coming from different backgrounds; different in the intelligence level and learning styles. In Pakistan there are limited number of institutes and universities, which offer MA English programs and students from varied settings, come to get education in these universities. Students need special attention to learn a subject which tells about nonnative culture, and have alienated texts. In this regard, role of the teacher becomes crucial and s/he addresses individual differences in order to help students understand content and context of English texts.

According to Killen (1995), a reflective teacher is an influential person and students are inspired by the personality of such teachers. Feedback results shown in table 4.12 assert that the English teachers inspire their students. But the teachers do not think that they inspire their students and the responses of students and teachers greatly vary in this regard. It is quite possible that the teachers are unaware of the fact that they inspire their students and due to this reason a difference in the responses of two groups is prominent. Another indicator to tell whether teacher is reflective or not is the attitude of teachers towards students' queries. The English teachers teaching at universities of Rawalpindi and Islamabad act as facilitators in the classrooms and both the groups agreed to the view that the English teachers are reflective.

Table 4.23

Class Teachers Invite other Teachers to Class for Lectures

		S23						Total
		SD	D	N	A	SA	14	
group	Teachers	2	2	6	13	6	0	29
	Students	160	191	111	91	44	1	598
Total		162	193	117	104	50	1	627

group	N	Mean	Std. Deviation	Std. Error Mean
S23 Teachers	29	3.66	1.111	.206
Students	598	2.46	1.324	.054

The difference in responses of both the groups is visible in above table 4.23. the mean value Of 3.66 for teachers shows that they are reflective in this regard, but data collected from students does not support the statement. There is a highly significant difference in responses of two groups.

Table 4.24

Teachers Share Current Researches from the Internet

		S24					Total
		SD	D	N	A	SA	
group	Teachers	2	1	4	16	7	30
	Students	19	72	124	259	126	600
Total		21	73	128	275	133	630

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S24 Teachers	30	3.83	1.053	.192
Students	600	3.67	1.036	.042

Statement no. 24 intended to know whether the English teachers share current researches with the students or not. 408 respondents agreed that the teachers share current researches from the Internet. A mean value of about 3.83 for the teachers and 3.67 for students show that the teachers share recent researches with their students. An insignificant variation in responses of both the groups can be seen in the independent sample test table 24 (appendix D). This is the quality of reflective teachers that they take extra pain to equip their students with knowledge of the subject.

Table 4.25

English Classrooms are Teacher-Centered

		S25					Total
		SD	D	N	A	SA	
group	Teachers	2	4	13	8	3	30
	Students	21	40	161	244	133	599
Total		23	44	174	252	136	629

Group Statistics

group		N	Mean	Std. Deviation	Std. Error Mean
S25	Teachers	30	3.20	1.031	.188
	Students	599	3.71	.997	.041

The 25th statement was intended to know whether the English classrooms are teacher-centered or not. 388 participating agreed and 174 participants remained neutral in response to the statement. This shows that somehow the English classrooms are teacher-centered. The mean value of 3.71 from students show that the students' classrooms are partially student-centered. Overall, variation in the responses of the teachers and learners is insignificance and can be ignored.

Table 4.26

Teachers Encourage the Students to Work in Groups

		S26					Total
		SD	D	N	A	SA	
group	Teachers	2	1	5	16	6	30
	Students	7	39	108	262	184	600

Group Statistics

group		N	Mean	Std. Deviation	Std. Error Mean
S26	Teachers	30	3.77	1.040	.190
	Students	600	3.96	.923	.038

Table 4.27 shows the statistics of responses about encouraging attitude of the English subject teachers. 468 (out of 630) participants agreed to the statement that the teachers encourage students to work in groups. The mean values of 3.77 and 3.96 for

the teachers and students respectively shows an incline towards the reflective behaviour of the English teachers. There is an insignificant difference between the responses of the teachers and students.

The English teachers are more concerned about developing collaborative skills of the students. The reflective approach of the teachers are well recognized by the students and responses of the students verify the reflective attitude of the English teachers. Development of collaborative skills is the need of this age where students have to compete regionally and internationally for better higher educational opportunities and professional forums.

Table 4.27

Teachers Arrange Activities to Improve Learners' Communicative Skills

		S27					Total
		SD	D	N	A	SA	
group	Teachers	2	2	5	14	7	30
	Students	19	46	119	235	181	600

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S27 Teachers	30	3.73	1.112	.203
Students	600	3.86	1.036	.042

437 respondents agreed to the statement that the English teachers arrange classroom activities to improve communicative skills of the students. The mean values of data collected from the students and teachers are 3.86 and 3.73 respectively. The p-value of .532 and .562 for teachers and students show that there is an insignificant variation in responses of the teachers and students and can be ignored.

Table 4.28

Teachers Play the Role of Facilitator (Student-Centered)

		S28					Total
		SD	D	N	A	SA	
group	Teachers	2	5	5	11	7	30
	Students	30	57	208	208	96	599
Total		32	62	213	219	103	629

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S28 Teachers	30	3.53	1.224	.224
Students	599	3.47	1.031	.042

Another quality of reflective teacher is that they act, as facilitator in the classroom and their classrooms are student-centered. Table 4.28 shows that the students as well as teachers validate the fact that teachers teaching at graduate level are playing the role of facilitator instead of being dictators or conventional teachers. The mean values of 3.53 and 3.47 for teachers and students respectively are clear indication that the English teachers are reflective in approach. Variation in the responses of the teachers and students is highly insignificant and can be ignored. Authoritative attitude can be very helpful to control students but it was never appreciated by the advocates of reflective teaching. Reflective teaching helps teachers to act as facilitator and a reflective teacher do not undermine the abilities of the students and acknowledge the efforts of students.

Table 4.29

Teachers Change Teaching Methods very Often

		S29					Total
		SD	D	N	A	SA	
group	Teachers	2	5	2	16	5	30
	Students	36	128	226	143	63	596
Total		38	133	228	159	68	626

	group	N	Mean	Std. Deviation	Std. Error Mean
S29	Teachers	30	3.57	1.165	.213
	Students	596	3.12	1.052	.043

227 respondents agreed to the statement that the teachers change teaching methods often while teaching different genres of English. The responses of the students did not show a visible difference in agreement, neutral and disagreement. The variation in responses of two groups is significant with the p-value of .023 the teachers and .046 for students.

It is possible that the teachers are changing methodologies but these changes are more implicit and the students are not witty enough to see the variations. The responses from the teachers prove that the teacher mull-over teaching methodologies and keep revisiting the methodologies considering the genre of subject they are teaching.

Table 4.30

The Teachers are Annoyed if Students Ask Questions

		S30						Total
		SD	D	N	A	SA	45	
group	Teachers	5	12	8	3	2	0	30
	Students	164	198	116	80	40	1	599

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
S30	Teachers	30	2.50	1.106	.202
	Students	599	2.46	2.118	.087

A good teacher, a reflective teacher acts as a facilitator for students and welcomes students' queries. Above table 4.30 shows that majority of the students and teachers disagreed to the statement that the teachers are annoyed when the students ask questions. This was a negative statement and greater disagreement by the students and teachers authenticates that the teachers act as a facilitator for the students. These are the qualities of a reflective teacher. The lower mean value of 2.50 and 2.46 for the

teachers and students shows reflective behaviour of the English teachers. The p-values of the both samples are highly insignificant and can be ignored.

Table 4.31

Teachers Are Only Concerned about Students' Attendance

		S31					Total
		SD	D	N	A	SA	
group	Teachers	2	3	5	13	7	30
	Students	185	175	115	73	52	600
Total		187	178	120	86	59	630

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S31 Teachers	30	3.67	1.155	.211
Students	600	2.39	1.273	.052

The statement no. 31 intended to know about the primary concern of the English teachers. A routine teacher is only concerned about the attendance of students unlike a reflective teacher who is more interested in developing the conceptual understanding of the students. Responses from the teachers show that the students' attendance is primary concern. There is a significant difference in responses of the teachers and students.

Table 4.32

Syllabus Completion is Teachers' Primary Concern

		S32					Total
		SD	D	N	A	SA	
group	Teachers	7	12	5	5	1	30
	Students	69	106	164	171	89	599
Total		76	118	169	176	90	629

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S32 Teachers	30	2.37	1.129	.206
Students	599	3.18	1.220	.050

The second last statement intended to know whether the syllabus completion is primary concern of the English teachers or not. Majority of the teachers disagreed to the statement that syllabus completion is their only concern. A greater number of the students either disagreed or remained neutral in response to the statement. The responses of the teachers and students are highly variable. There is a significant variation among responses of the students and teachers with the p-value of .001 and .000.

Table 4.33

Improving the Learners' Conceptual Understanding is Teachers' Primary Concern

		S33					Total
		SD	D	N	A	SA	
group	Teachers	2	1	1	16	10	30
	Students	23	15	80	236	246	600
	Total	25	16	81	252	256	630

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
S33 Teachers	30	4.03	1.066	.195
Students	600	4.11	.989	.040

The last statement addresses the importance of conceptual understanding of the students. The mean values of 4.03 and 4.11 for teachers and students show that the English teachers are highly reflective and their main focus and primary concern is to improve the conceptual understanding of the students. The students validate the responses of the teachers. Although there is great variation in responses of the teachers and students, both the groups confirm the reflective attitude of the English teachers teaching at graduate level. A variation in responses of the teachers and learners is highly insignificant and can be ignored.

4.1.3 Discussion III (S23-S33)

These statements gathered feedback of the teachers and students on the issues of teachers inviting other teachers to class, sharing current researches with the students, development of students' collaborative skills, improving students' communicative skills, changing methodologies as per need, authoritative or

facilitating attitude of teachers in classroom and finally the major concerns of the English teachers (syllabus completion, attendance of students or conceptual understanding).

About inviting other teachers, the mean values (Table 4.23) of both groups show that this reflective behaviour is not prominent. The possible reason could be institutional policies, lack of trust among faculty or some other unforeseen reasons. About the acquaintance with the recent researches and sharing it with the students, the students as well as teachers validates the fact that teachers keep students updated about the recent trends in researches. In the statements about teachers being authoritarian, data presented in 4.25 and 4.28 shows that there is slight tilt towards the reflective behaviour. Probably, it's a culturally embedded behaviour of our classrooms that convinces the teachers to remain moderately authoritative, but still the teachers are trying to cope with the demands of the 21st Century and are not totally authoritative and that is visible from responses of the students.

About developing the collaborative and communicative skills, two main skills listed in the 21st century skills, table 4.26 and 4.27 validate that the English teachers teaching English students use this reflective technique. Teachers' responses show that they change teaching methods as per need but the responses of the students are different from the teachers. May be, students are not well aware of changes made by the teachers.

The main concern of a reflective teacher is to develop the conceptual understanding of the content. Attendance and the syllabus completion can be of secondary concern. Some of the teachers surpass the importance of the conceptual understanding and keep a focus on syllabus completion. A reflective teachers is well aware of the core ideas and importance of the content and can skip less important ideas, and his/her main concern is to improve learning of the students.

As discussed in introductory chapter of the thesis, research acclaimed that the teachers who are teaching English as a subject in nonnative English country, carry the dual responsibility. English teachers are giving cultural, political, historical and religious knowledge about the evolution of the subject; at the same time they are preparing the students to be a good communicators of the English language and a good collaborative worker. The reflective teachers are taking special measures to

meet the challenge of preparing good students and are futuristic in approach when they are focusing on holistic development of English students.

Last three statements of questionnaires tried to seek to understand the primary concern of the English teachers when they come to class. There were three priorities given including attendance of students, syllabus completion and the conceptual understanding of students. The highest mean value can be seen in table 4.33. Both the groups agreed that learners' conceptual understanding is the primary concern of the English teachers, which means the teachers are reflective and they are more concerned about the learning of the students and give secondary importance to attendance of students and 100 % syllabus completion.

Concluding the feedback of quantitative data, it is certain that English teachers are reflective. Researcher constructed questionnaires for the students and teachers, keeping in view the list of indicators provided by Pollard (2002) and Killen (1995). Responses of the students and teachers ascertain that the English teachers teaching at graduate level are not conventional teachers, they are concerned about students' learning, they are motivators and facilitators for the students; they answer students' queries and do not get annoyed if the students ask questions, they are inspiring the students; they integrate recent researches in English teaching, keep revisiting teaching methodologies keeping in view the need of the genre and address classroom heterogeneity and behavioural issues intelligently. This is a clear indication that the English teachers teaching at graduate level use reflective practices and these practices have a positive impact on learning of the students. These teachers arrange different activities to make their students more communicative and collaborative workers.

4.2 Efficacy of the Reflective Teaching

Finding a correlation between reflective practices used by the teachers and its impact on learning of students was the pivotal element of the present research. SPSS was used to find the correlation between the reflective practices of the teachers and the students' scores in the examination. Bivariate correlation tests having value less than 0.5 means that there is a weak correlation; values between 0.5-0.7 indicates moderate correlation and the values between 0.7-0.9 shows that there is strong correlation between the two variables. The value of .804 (in the table 4.34) shows that a strong correlation exists between the reflective strategies of the English teachers and

scores of the English students. It proves that the reflective behaviour of teachers can have a strong impact on students' scores. Since examination scores are considered to be the only criteria to measure the achievements of students in Pakistani education system, it is validated from the results that reflective attitude of the English teachers helps them to heighten students' learning.

Table 4.34

Correlation Between Reflective Practices and Students' Scores

Correlations			
		Reflective Teaching	Exam Results
Reflective Teaching	Pearson Correlation	1	.804**
	Sig. (2-tailed)		.000
	N	29	29
Exam Results	Pearson Correlation	.804**	1
	Sig. (2-tailed)	.000	
	N	29	30

Table 4.35

Correlation Between Responses of Students and Teachers

Correlations			
		Mean Ts' Reflection	Mean of Ss' Reflection
Mean Ts' Reflection	Pearson Correlation	1	.257
	Sig. (2-tailed)		.170
	N	30	30
Mean of Ss' Reflection	Pearson Correlation	.257	1
	Sig. (2-tailed)	.170	
	N	30	600

Table 4.35 shows that the correlation in the responses of students and teachers is non significant and can be ignored. Both teachers and students agree that teachers teaching at graduate level are reflective. A positive correlation exists between the responses of students and teachers.

4.3 Discussion about the Interviews

The interviews were semi-structured, having total seven questions. The questions were prepared in order to have a deeper understanding of the reflective strategies used by the English teachers. The responses of the teachers are analyzed thematically. The researcher has added narrations of participants' teachers in order to provide a direct description and explanation of ideas. Responses of questions are as follows.

4.3.1 Rephrasing and Simplifying the Content

The first question of the interviews was that what specific things the English subject teachers do to help the students understand difficult parts of English lessons.

One of the professors said that

Sometimes I change my words, like I rephrase the things, and if I feel, this has not helped either, then I change techniques e.g. I involve students in pair discussion... I ask them to go through the text themselves, when they have gone through the text, they develop kind of understanding, and then I repeat the things again with them. In this way, I feel they understand things in a better way.

The teachers rephrase difficult parts of the contents to clarify the concepts and make them easily understandable for the students. The researchers of native English countries or experts of linguistics and literature mostly write syllabus books and the jargons used in the content are not easily understandable for the non native English students as they have limited knowledge of lexical items and idiomatic expressions used in the contents.

I need to go over very carefully over the linguistic intricacies, linguistic subtleties and the way poet use language. So what I do is, I write most of the times, I write difficult words on the board.

The respondent in above response shared that she focuses on the linguistics aspect of the content more. She shared various ways of teaching and developing the vocabulary of the students. Better English vocabulary is very essential for the graduate students. Moreover, English classrooms are the only places where most of Pakistani graduate students make use of English language, develop vocabulary and refine English oral and written communication skills. The English teachers make maximum use of the available time to teach content, help students to understand the settings of content and improve vocabulary of the students. Another teacher shared that

I discuss different connotations, annotations; I also refer to as what part of the speech they are, and how the words have been used in their respective context. So there is lot of give and take on how the words are used by writers, poets, novelists, dramatists etc.

English is the second language for most of Pakistani speakers and the English subject teachers have dual responsibility i.e. to provide conceptual understanding of the text as well as to improve language skills of the students by discussing grammar, vocabulary and linguistic uses in the text for literary purpose. Teaching English literature and linguistics means help students to envision some foreign culture through the use of language. While interpreting foreign text, the teachers teach different genres of foreign culture and at the same time they focus on improving linguistic abilities of the students. They write difficult words on board as spelling and pronunciation relationship of English vocabulary is not well understood by our students and English subject teacher has to do the duty of ESL teachers at the same time.

It depends on the course I am taking. Lot of times students, Pakistani students' issues is with vocabulary items. We are teaching them stuff that is carrying unfamiliar vocabulary, so what I've recently started doing is that I make them see how different words within the text they are studying are related.

This adds to the point that English subject teachers teach grammar of the language as well as familiarize students with the vocabulary and syntactic and semantic aspects of English. Since the different genres of English have geographical,

cultural and historical events, which are unfamiliar for Pakistani students, the teachers use maps and images in order to help the students understand where the events took place and what was the cultural and social scenario.

The students who are studying English as a subject at master level expect to earn degree in literature, linguistics or ELT and at the same time it is expected that at the end of course, they will have command on English language as well. So, the university teachers use variety of techniques to enhance linguistic skills of the students. According to Pollard (2002), reflective teaching implies an active concern with aims and consequences, as well as mean and technical efficiency. The teachers are not concerned with teaching assigned subject only; they are doing extra efforts to make their students well equipped with the knowledge of the subject and English language in order to help students to get well equipped with the language skills.

4.3.2 Stereotypes Attached with English Language

One of the professors discussed that they have certain stereotypes attached with English language, which cause a hindrance for students to study English subjects.

As far as English is concerned, unfortunately in Pakistan it is considered to be a demon because few years back it was a foreign language. We do not speak English.

We cannot isolate teaching of English as subject from teaching English as a language. Firstly, if the students have developed a certain perspective about English language, they need some motivation from the teachers in order to study English as a subject. As a result of fear of English language, the affective filters act as a hindrance in learning the content of the subject and acquiring or learning oral and written communication skills by the learners. Here, it is the job of English teachers to help students in lowering down the affective filters and making learning of the subject easier for the English students.

4.3.3 Connecting Foreign and Local Contexts

The text of English books especially literature is full of genres written in foreign contexts. Poetry, novel, drama, plays and short stories provide information about the evolution of English culture. Since most of the students never had an experience to live and visit any native English country, it becomes difficult for them

to contextualize the text. In order to cope with this difficulty, reflective English teachers use multiple strategies. A teacher shared few strategies used by English teachers in the proceeding paragraphs.

The teacher has to be very intelligent and very clever and he/she should use different techniques and strategies...But they have to be rightly motivated and then whatever the lesson is, it depends on the situation, the lesson and the topic but as far as I believe, the teacher should give a concrete example relating English, whatever the lesson is, he should relate it to the local context.

It is important to relate examples of foreign culture in local context in order to develop a better understanding of the concept discussed in class. Providing examples from the local context helps students to better visualize the context of the text and understand the concept. Therefore, it is the responsibility of the English subject teachers to help students to overcome the fear of English from learners' mind. At the same time, the English teachers should be able to draw a distinction between foreign and local culture to give better understanding of the events and ideas discussed in different genres of English.

4.3.4 Addressing Students' Issues

A senior teacher shared that

In fact, since reflective teaching is kind of very inclusive and it focuses on teacher-taught relationship in a very productive way, what it takes in my view is playing a little bit of Sherlock Holmes into the minds of students and try to get to know their issues, have private counseling issues with them and talk to them in private. e.g. what I do is that I ask my problematic students, I ask them to give things in writing, in black and white, and get those things checked by me regularly, so that in those writings they can discuss their personal issues also and also their problems they face while doing academic things. So, it becomes kind of inclusive thing that you are going over both the academic and the personal things. But largely, I try to ask my students to keep the medium of communication only English, so that addresses both ways."

According to Killen (1995), a reflective teacher should be well organized,

should have enough knowledge of the subject and should ask questions to check students' understanding. As mentioned in the above paragraph, the English teachers use different techniques in order to know whether the students understood the lesson or not. In addition, they also try to solve students' personal issues. Strengthening the English communication skills is an important aspect of the English teaching, which is not ignored by the subject teachers. Another important aspect of reflective teaching involves enthusiastic attitude of English subject teachers.

4.3.5 Relearn for Better Teaching

Reflective English teachers are ready to learn more in order to develop conceptual understanding of the students. Similar views were given by one of the respondents when he said that:

The most important thing for any teacher is to be reflective one. I think he should think that I am not a perfect teacher I still need to learn because throughout our lives we are learners. If you have to unlearn, what you have learnt you should forget it, try to get more knowledge. Your level should be well above your students, if you are studying extra material, and you are not only depending on recommended books, so I think you will be having lot of ideas. These ideas will help you when you are actually in a classroom, e.g. in university we have to deliver a long and lengthy lecture for hour or so. You have to have lot of ideas, and then you use them and relate them, so that your students can understand you. You should explain and interpret things in your own way.

The responses of the university teachers show that they are aware of the fact that teaching requires competence in methodologies and they gather evidence, review relevant existing literature and incorporate the newly gathered information to make their teaching more effective. Pollard (2002) emphasized the requirement of evidence-based classroom enquiry in order to support the development of higher standards of teaching. If English teachers use multiple resources to increase their knowledge, this will have a positively impact on the learning of English graduate students. Additional knowledge helps teachers to develop learners' understandings. Killen (1995) argues that a reflective teacher gives satisfactory answers to students' questions, it is not possible until and unless teacher is knowledgeable enough to satisfy students' queries.

4.3.6 English Teachers as Facilitators

In response to same question, a female professor shared her strategies.

I especially ask them if they have any difficult issues, sometimes students are not very confident in telling that they are facing difficulty in one thing or the other. I quiz them and whatever feedback I get back from that I try to make things easier, but I really like students to do things on their own, so that they get to know, what they are doing? My part is to explain to them what they don't understand; after the lecture, even after the things they have done on their own. I try to facilitate them.

Here in this response particularly, the teacher is acting as a facilitator instead of being authoritative. It is expected from a reflective teacher that s/he will facilitate the proceeding of lesson. She gets feedback from the students and discovers ways to help out students in understanding the concepts in a better way. Her classroom is student-centered unlike conventional classrooms, which are teacher-centered and teacher has authoritative role. The teacher allows students to do things on their own, to develop better understanding of ideas for them. The attitude of a reflective teacher shows the open-mindedness, responsibility and wholeheartedness of the teacher. The teacher listens to the students' ideas, give full attention to what they say and act accordingly. This is one of the qualities of reflective teachers that have been described by Pollard (2002). In addition, reflective attitude of teachers promotes reflective behaviour in students as well. They think about different perspectives of content and ask questions, it also helps to improve critical thinking abilities of the students.

In addition, the teachers act as facilitator instead of being authoritative.

The teacher should not be afraid of asking students if they do not understand something that she has explained. Because students are students, we have to sometime modify the text according to their level and sometimes we have to raise the bar so that they come to our level. Being a reflective teacher, I think that the most important things is that I do not end the class after the time has finished, meaning, once the lecture is over, its not that lecture has finished or my task is finished; a bit of recapitulation is required in next class, and facilitating students and giving them confidence that even after the class they need to ask

something, if sometimes I explain to them separately, because sometimes some students are not confident in asking about some difficult areas, in front of the class. But they want that teacher should explain to them, so give them that.

Meanwhile, teachers are aware of the fact that the students need continuous motivation in order to learn in a better way. The teacher addresses the individual learning differences of students by paying individual attention. The teacher is responsible for all students in a class. We know that our classrooms are heterogeneous, especially in Pakistani context; the students come from diverse backgrounds and have difference of perceptions and learning. The teacher should be well aware of the individual difference of the learners and should facilitate each student of the class by bringing variety in ways of teaching. An English classroom should have multiple ways of teaching which may include role-plays, direct method, group activities, presentations, paired activities and demonstrations.

4.3.7 Changing Teaching Methodologies

A linguistic professor added that he teaches mostly courses related to TEFL, methodologies, vocabulary, grammar and do error analysis. All these foundation courses are included in the syllabus of MA English linguistics and the purpose of adding such courses is to provide teachers' training to the students who are going to be professional teachers soon.

The teacher is concerned. By concern I mean, I mostly ask them, have you understood the things? And if I feel that they do not understand then I use different strategies, I change my methodology. By changing methodology I mean, I involve them in activities different than normal activities.

As shared by the respondent in above paragraph, it can be assumed that changing methodologies provides students an opportunity to conceive ideas in a better way. As Howard Gardner says that there are multiple intelligences and different people have different styles of learning. When teachers use multiple ways of teaching, they address the needs of different types of learners. So, this process can enhance the overall learning of students.

I am not very strict in the classroom; the main reason behind not

being strict is that I want my students to feel free. When they feel free, they truly tell you whether they understood the concept or not. Another feature that reflective teacher should have is that they should engage the students in classroom activities. And they can be involved students in pair activities and group activities also.

Firstly, the teachers ask questions from the students in order to know whether the students have understood the concept or not. Secondly, the teacher involves the students in classroom activities, give confidence and provide freedom of speech to the students. The leniency shown by the teacher gives confidence to the students and encourages the students to ask questions and share the lesson-related issues with the teacher. Thirdly, the teachers are aware of the fact that different students have different learning styles and in order to address the individual differences, they pay individual attention by asking questions in the middle of lesson. This leads to classrooms, which are more interactive and suitable for a better learning of the students. Addressing the students' queries provides confidence to the learners. These are the qualities of a reflective teacher that he uses evidence-based practices in the classroom by giving feedback to students, by asking questions and allowing the students to participate in the classroom activities. The teacher goes to classroom with concrete evidence by preparing lesson well, consulting multiple sources for clarity of idea and provides concrete evidence to satisfy students. Moreover, reviewing the lesson at the end of the class in order to recapitulate the proceedings of the class and links it with the students' previous knowledge, which they have already learnt.

There are other techniques, which we use e.g. I, review the lesson, when I start teaching, what I do is that I try to connect what I teach today to what I taught yesterday, in previous class.

The students' involvement in learning has a positive impact on the learning outcomes of the students. Involving the students in paired activities provides extrinsic motivation to the students and in this way students feel confident while learning with the fellow students. A reflective teacher addresses the individual learning styles of all the students and do not think only about one kind of students. Another teacher shared that:

Similarly, one should be good at 'thinking on the feet, during teaching.

When I prepare something for my teaching, then during my preparation I get an idea that this is an easy topic for my students and this is difficult topic for my students. When it is difficult topic, what I do I even think about what I have taught after the classes? Also there are sometimes deceptive behaviours in the classes, which distracts the classroom, now for that kind of things, what you do, you think what should be done in the classroom when you go to class tomorrow. When teacher takes names of individual students, they feel kind of association, and they feel that they are valued.

A reflective teacher's wisdom comes into play when s/he deals with a class having heterogeneous group of students. In a typical Pakistani classroom, especially at university level, students come from diverse backgrounds, having different native tongues, learning styles and academic and cultural exposure. University students are more vocal and teachers teaching at this level should be witty enough to address discipline issues as well. A reflective teacher is always prepared ahead of time, and knows how s/he is going to tackle disruptive behaviours of the students. When a teacher calls students by name, it alerts students to behave in the class because the teacher knows them individually. At the same time, it gives the students confidence that the teacher is paying individual attention to the students and they feel more confident and this might help in learning and attention level of the students. Reflection-in-action or thinking on feet are the terms used for the reflective teaching, which were initially used by Schön (1987). According to Schön (1987), a teacher should be attentive enough to tackle the situation and should be able to think during the action. A reflective teacher in above paragraph has shared the same idea.

The classrooms are places where the teachers and the learners are involved in a teacher-taught relationship and like any other subject teacher, English teachers are playing the role of a subject teachers, facilitator as well as the role of counselor for the students. In response to question about teaching methodology used by English teachers, a professor replied that

This question can be interpreted in two ways. What I understand of this question, the first understanding may be that when you use different teaching methods that are by changing methodology. Yes, it is good when you are changing teaching methodology, it is good for the

learners, and the reason is that in the classroom, you do not have homogenous students. You have students of different learning abilities, of different learning styles, so this is like very important to change your teaching methodology, to change your teaching techniques in order to suit different styles, in order to suit different learners. Because the levels of the learners are different, and their learning styles are different, so definitely when you are using one methodology, one method or one technique than it will help some of the students and it won't help other students whose learning style/s does not match with the technique the teacher is using. Teacher should keep changing his methods or her methods. I also try to change my teaching methods e.g. mostly I teach like through lecturing, but I also teach sometimes through pair discussion, sometimes through small group discussion, and sometimes through presentations.”

In above paragraph, respondent shared that teachers use multiple strategies or teaching techniques in order to address the learning styles of different students. A reflective English teacher is well aware of the fact that any classroom has students of different learning styles and different learning abilities. The teacher further added that teaching different genres of English demands use of different teaching styles e.g. for teaching poetry they have different methods as compared to method used for teaching novel.

When we are dealing English as a subject, it has variety of genres including novel, drama, poetry etc. There could be lecturing and their can be practical demonstration also. There could be role-plays and there could be different scenes that could be acted upon. It depends on what genre is being taught. Different methods would be more appropriate for the better understanding of the learners.

Reflective teachers are the most important resources in any class. They are psychologists, facilitators and educators at the same time. They do not teach only, they teach and make sure that the students learn the ideas too. They modify their teaching methodologies in order to benefit the students.

4.3.8 Reflection: A Cyclic Process

According to Pollard (2002), 'Reflective teaching is applied in a cyclic or spiraling process, in which teachers monitor, evaluate and revise their own practice continuously.' The same views were shared by one of the teachers when she was asked about important features of being reflective English teacher,

It is a cyclical process, and don't think it is limited to English only, but teaching is a sort of cyclical process. Disseminate a topic in the classroom, discuss and then go back. Even when you are marking papers, you are thinking, what could I have done better? I have noticed that every time I repeat a course, being reflective help, it helps me to fill in the gaps.

This provides evidence that when an English teacher teaches same subject over and over again, it helps the teacher to revisit teaching techniques and grey areas of his/her teaching. Graduate English teachers are aware of the importance of cyclic process and they try to re-fill the gaps every time. Another teacher shared that she allows her students to ask questions and she modifies text according to the level of students. Like many other English teachers, she says that reviewing the lesson is an essential element of every lesson. Another teacher added that:

Actually all these things are cyclic in nature. These are in the continuum. One is connected to other and connected to first one. Now when you are going to the classroom, you reflect upon your teaching like what will be appropriate, you can see the genre which you want to teach, you want to see the nature of material you want to teach, then accordingly you prepare your planning, so that is reflection before going to the class, to prepare for the class. You see level of the class; you see what you taught and what was achieved, what was not achieved. What was previous level of understanding of the students of the learners? Were they comfortable or were they stressed. Were they not comfortable with the teaching? I think a good teacher is a good psychologist also. When he goes to the classroom, when he/she teaches, they are capable of understanding their students, psychology of their students. They also understand whether the students have

learned, what they wanted to teach or they taught.... According to all these things, when you go to class, you go prepared, you go well planned and this is what you do before going to the classroom. And then when comes reflection in action, its actually when you are actually teaching in the classroom, when you are involved in teaching, when you teach, then a good teacher is always prepared for unanticipated things.

As explained by Pollard (2002) teachers admit that reflection is a cyclic process and before going to the classroom, the English teachers are conscious about nature of the material they have to teach and they also have estimation of how much students already know. A reflective teacher goes to the class with certain goals in mind, no matter if they have lesson plans or not, they have intellectual understanding and think about what they are going to teach, how much they are going to teach and what is the level of understanding of the students. Teaching content is the prime concern of any reflective teacher, there can be variations in deliverance of the lesson but objectives are uniform for reflective English teachers. They tell students about the objectives of lessons clearly and have sufficient knowledge about the lesson they are teaching. These points are also mentioned by Roy Killen (1995) in appendix B of his article, when he explains self-evaluation indicators for a reflective teacher.

4.3.9 Purposes of Adopting Certain Teaching Methodologies (content, learner's behaviour, avoiding monotony)

The third interview question was intended to know that why teachers change English teaching methodologies according to contents' demand, in response to students' behaviours or in order to overcome monotony in teaching. Most of the teachers agreed to the fact that all three are equally important when it comes to changing teaching methods. Here are some responses:

Purpose of reflection in teaching is that it covers all these things... because all these things are interrelated. If there is distraction in the classroom, if there is attitude problem, then first one can't take place in a better way. So, for every teacher, s/he has to keep all these things

in mind, changing his/her teaching methodology or to reflect on his teaching, he will consider all these aspects.

Another respondent shared that:

In fact it is all three, but what I focus is content, most focus is the content. It is the content out of which everything flows. So once you are focusing the content, and you are able to engage the students attention in class because of the content. And the way you are trying to come up with interpretations, you use your personal harmonistic sense, you use your techniques. By the time you feel that students are completely engaged, once you engage them, then you have this comfort to deal with their behavioural issues also. In fact students give you room for all kind of corrective measures if there are some kind of issues. Once you make them conscious that you mean business, you are seriously trying to do your job, and once they get to know that you are not somebody who is a shirker, or who is just trying to make do certain things. So once they get to know this, you achieve this communication level with students.

So according to the second respondent, no matter all three things mentioned in the question go side-by-side, but content is the priority for changing teaching methodologies. If methodology is according to the needs of the content, it has room for all types of corrective measures. If the teacher has mastery over the subject and uses appropriate methodology, s/he can definitely overcome the monotony issue and can address the behavioural issues of the learners. Moreover, the English teachers are well aware of the fact that monotony doesn't have any positive impact on learning and they try to use such strategies, which helps to overcome the monotony. Another teacher shared the following views in response to the same questions.

Yes, actually I myself believe that monotony kills the spirit, it kills the motivation level of the students also the teacher as well. I usually keep on changing my strategies... I get feedback from the class, they were very happy; I engaged them for presentations. They said that we really enjoyed that because we were actually listening to our colleagues (fellow students), discussing different points and they were well

prepared. So these things you know, the variation creates lot of interest.

Considering the fact that monotony lowers the spirit of teachers as well as learners, teachers look for additional books and resources, which are easily understandable for the students and they enjoy learning some material. The behavioural issues arise when the students do not understand the lesson, or if the teacher is not well prepared for lecture. Here, the English teachers shared that they plan ahead of time, they look for multiple resources, look for material that is interesting as well as easier for students, material which helps teachers to generate discussion and interaction amongst the students and teachers. Pollard (2002) refer to the reflective teacher being able to justify protective mediation to defend existing practices; engage in innovative mediation by working within the spaces and boundaries provided by new requirements; contribution to the collaborative mediation whereby externally developed ideas are scrutinized and adapted in a professional, mutually supportive environment; or even engage in conspirational mediation, where teacher's appreciative system form the basis of a judgment or judgments that resistance in implementing external requirements through the use of subversive strategies is desirable.

Another professor said that she starts new lesson using one method i.e. lecturing, then she allows the students to discuss the ideas and later the students give presentations towards the end.

The way I go about in my class is, at the beginning, when the subject is new, they are starting a new lesson, I start of with lectures, then at later stage we go into discussions, and at third stage that is towards end of the session, mid to end presentations. Presentations, students give their presentations and then I recap their presentation and explain to them. Sometimes, they explain a concept nicely, sometimes they might not be able to convey the message properly, so I make a point that after the presentation has been wrapped up by the students, I make sure that each and every point is covered. Therefore, I don't keep doing the same things over and over again like reading and lecturing, reading and lecturing.

It is persuasive use of multiple teaching methods where every one has something to play. In the start of lesson, teacher is the one who is dominating, later the focus of attention is shifted to the students as team workers and towards the end; every individual gets a chance to speak up. This kind of classroom might be more interactive where every student is engaged in learning and teaching process. It helps to overcome the monotony issue and behavioural issues as well. Every student participates and pays attention.

In a supplementary question about how change of methodology helps in teaching different genres of English, one of the respondents said:

A number of times e.g. if I am teaching short stories, one of the assignments I gave to my students while teaching Ms. Brill by Katherine Mansfield, she is a woman who sits in the garden, looks at people and has ideas in the mind, she likes to speak to people. One of the assignments I gave to my students was to sit outside just like 'Ms. Brill' does; she observes everything in the environment. I told them to do that, and they have to write what they saw and, whom they saw? What they were doing? And it helps them in expressing and they can relate to the story as well. Once I was teaching BIRCHES that is a tree, so first and foremost we started of with opening of the books and I asked them to look outside the window, the trees, the play of wind with the trees and all that and then write 4 or 5 lines, they should be able to write a verse, any rhyme or verse or any piece, a small poem on a tree, or the trees they see outside the window.

In fact, this is a very interesting example to tell how different genres of English demand applying suitable methodology in order to provide better understanding of the ideas. In above paragraph, the teacher illustrated a comparison to show the teaching technique used for teaching a novel and a poem. In teaching novel, re-creational thinking and reflective approach of a teacher might help students to have a feeling of characters portrayed in the novel. On the contrary, visualizing, feeling and trying to express in verses about the wind and trees might develop aesthetics of students and will help the student to understand the description of *BIRCHES*. Routine teachers might not provide such demonstrations of text and only reflective teachers attempt multiple ways to improve learning understanding of students.

4.3.10 Getting Feedback from Students

A reflective teacher encourages students to be involved in a lesson (Killen, 1995 p. 139). It is the job of a reflective teacher to facilitate the students and welcomes students' ideas. The following views show the friendly and positive attitude of reflective English teachers where one of them says that

Probably, I being just one person have one mind. I have my way of looking at things, students can bring relevant and a new perspective to the same text. So which is very refreshing and enlightening also. Plus it helps in paired learning. So students might not be understanding what teacher says, but will understand from someone in the their own class, someone in their own pair or group, the way he says, the way he will say it. Discussion also help me understand how much they have understood and what they have understood. Whether it is relevant or irrelevant. Where I can plunge in and facilitate them.

This is a responsible attitude of any teacher when s/he accepts students' ideas, values them and provides peer-learning opportunities to students. It is true that the teachers' caliber is mostly higher than students. If some of the students do not understand certain idea, they might be able to understand from their classmates in a discussion.

4.3.11 Teaching about Historical, Biblical and Cultural Concepts

Teaching English, as a subject is a real challenge for nonnative English teachers as it is full of social, historical, political and biblical references of a foreign culture, a culture which is unfamiliar to most of the students. Firstly, the teachers are trying to teach about language, which is nonnative for the learners. Pakistani learners are already carrying the burden of multiple languages as they have native language, which they learn as kids, the second language they learn is Urdu as national language. The third language for most of the students is language of the Holy Book, which they start reciting at the age of 4 or 5. At the same time, they start learning fourth language that is English. The students' learning abilities are quite saturated and they remain reluctant to learn English as a language. When they are opting MA English courses in order to pursue some career, usually in teaching, they face difficulty in learning the content. Religious, historical, social and political references are abundantly used in

different books of English. No matter it is poetry, novel, prose or play, the students have a difficulty in understanding these references. The researcher intended to know about strategies English teachers use to overcome the issue. Here are responses given by different teachers.

A teacher replied to the question in a very interesting way.

I think it varies from course to course and discipline to discipline. Since we teach many different genres like poetry, drama, novel, criticism, theory etc. etc. our teaching methodology goes changing accordingly. But what I can say, applies on all of these subjects is that we try to situate foreign texts culturally. And e.g. when I teach Modern Poetry, I teach Drama, I teach Post Modern fiction, drama poetry etc. etc. even when I teach poetry, I try to situate those ideas, which are culturally kind of strange to us and I try to bring examples from the local context/native context. So that we can make things understandable e.g. when we talk of 'daffodils' of Wordsworth, I tell them that since Wordsworth had always lived in the Lake District, which was so beautiful place, he had never gone to deserts and wild places, he had never been to Sahara desert, he never knew what happens in third world countries, where people do not even have drinking water, so teaching Wordsworth, teaching daffodils is very different from what we do here in Pakistan. That's when I teach 'Daffodils', I try to explain this cultural context also and geographical context. And same is the case with poetry, drama e.g. Shakespearean drama is culturally quite remote from us though there are certain universal human concerns, which are same everywhere." But apart from that e.g. Shakespeare's postcolonial, the way he subscribes to the British Empire through his plays; we need to be alive to those things when we are teaching. So What I would say is that I as a teacher of English literature, I try to situate all genres in the indigenous culture.

It is the creativity of a reflective teacher how he plays with the ideas. As above teacher shared that how he tries to situate poetic examples in the local context. He helps students to visualize and understand the logic about poetic writings. He actually draws an imaginary sketch in the minds of his students about the geographic

information of the poet in order to make it easier for the students to understand the core idea. Students are given background about poetic writing and are also told that why poet actually wrote about a particular topic.

And I try to bring examples from indigenous culture. So that things are understandable for our students. And also, since we are living in a times when there is not only RP there are Englishes with small e. therefore, I also make it a point that we are not supposed to speak RP when we are dealing with English as second language, so we may use our indigenous Pakistani accent, we have liberty to that, so that students don't feel constrained and handicapped when they are trying to speak in class. So we try to give them space, we give them room for free play of ideas and the use of language, so that they don't feel hesitant. It lowers down their anxiety level and they feel relaxed. Sometimes I try to intersperse my lecture with cultural jokes that is like comic relief in a very serious lecture. So that people are at home.

Fear of an alienated language creates paranoia for the learners, the learners who have opted English subject for degree program. Definitely, the teachers are well aware of the fact and being a reflective teacher, they look for different ways, which help students to overcome the fear of the English language. As I discussed earlier, English subject teacher are dealing at two forums i.e. teaching content of a subject (English), and developing the language skills of the students. As mentioned in above views shared by a very senior teacher, teachers are not emphasizing on RP while teaching English as a subject, they motivate the learners and accept the Pakistani accent in oral communication going on inside the classrooms. Since classrooms of the reflective teachers are interactive where students have liberty to respond, share and discuss the ideas related to the content. The medium of discussion and interaction is mostly English; by allowing the learners to speak in a language, which is easier for them, it lowers the anxiety level of the students and they feel more confident in participating the classroom activities. Professor shared that in his classroom, 80-90 percent of the lecture is in English, especially when it comes to content presentation, class discussions and he only uses Urdu language when he share any jokes in order to provide a comic relief in the middle of lessons. This is a very good technique, which could be used by other teachers teaching at graduate level; as most of the time,

teachers in Pakistani classroom settings use code-mixing and code-switching techniques to develop conceptual understanding of the learners, especially while teaching English as a subject. Another teacher shared his views in response to the same question:

Yes I think this question is very much related to university teachers. First, I would come to literature, e.g. now I am teaching Pride and Prejudice, Charles Dickens novels and Thomas Hardy, and so they have different themes, different context and especially when it comes to novel... It depends on teacher, he will have to be very intelligent enough, and also in a sense careful that how to relate these people, these western scholars and authors to our own context. There are many religious contradictions, but what I tell my students is to give them clue and also instructions that you should not read whatever is in the lesson, but you should between the lines. That how you relate these things to your own situation, e.g. if Darcy on one side shows pride in Jane Austen's Elizabeth she shows prejudice, so you should make it positive for yourself and do these things are available in our society, they exist in our own society. If they are, because some of the things are universal, so we have to eradicate them from all our society.

Two points have been re-affirmed. Firstly, the English subject teachers should be intelligent enough to localize the societal, political and religious examples/references in order to enable the students understand English content. Secondly, a few ideas are universal and no matter if we are studying foreign text, we being human and socialized beings can understand certain values and behaviours like the example of pride and prejudice example discussed in the above paragraph.

In Pakistan, English language sometimes acts as a barrier while teaching English as a subject at graduate level. This issue becomes more prominent at graduate level in Pakistani because till undergraduate level, teaching English is a limited phenomenon, where students have multiple subjects to study. At graduate level, students have to master in English subject as matter of concentration. At this level, English language issues start interfering the content learning and which affects overall learning of the students opting English as a concentration of study. Another teacher, while responding to the question about how they deal with different

historical, social and religious references given in the text, added that;

Being second language for our students, the stuff they read in the English, the language act as a barrier for them. The best way to overcome this is to provide kind of parallel reference from their own social, political, economic or religious context. Once you develop that you take them to known from the unknown. Or rather from unknown, what they have read, to known context of the known. At some point they can understand that it was like this, so here we have parallel in our own literature, so in our own politics, our own society or religion. That usually helps, drawing a parallel.

Drawing a parallel is re-emphasized by above respondent. She is of the view that if we draw parallel references from the native context, it becomes easy for the learners to understand the idea, since many human habits, ideas and attitudes are universal, as discussed in previous paragraphs, so drawing a parallel usually helps in teaching contents of different genres.

4.3.12 Reflection Before, in and on Action

The next interview question was about how teachers reflect before, in and on action. The idea was initially presented by Schön (1989) and he discussed in detail about what are the different ways by which teachers reflect on different points. The idea was further discussed by different theorists including Pollard (2002). He emphasized that ‘Reflective teaching is applied in a cyclic or spiraling process, in which teachers monitor, evaluate and revise their own practice continuously’. The researcher intended to know about the reflective pedagogies used by the English subject teachers teaching at graduate level.

Like there might be different behaviour from the learners. Sometime that happens that there might be distractions and some students may not be paying attention and particularly in these ... All these things not only distract learners and class fellows, but these things also distract teachers... sometime it happens that when teacher gets distracted, what he wants to teach, like he loses his focus and then what happens that he start...it is like managing the classroom controlling classroom and teaching without being disturbed and without class being

disturbed. A good teacher is good at thinking. He understands things quickly. This is something that comes with experience. Initially what happens that it becomes difficult for teacher to deal with class when there are lots of distractions? When you get experience, when you teach for sometime, you get exposure, you can manage your classroom in a better way. Teacher thinks about what went well and what went wrong, and then what they do, they follow things, which work better and avoid things, which didn't work better for them. This is how teachers improve their teaching.

Besides teaching contents of the English lessons, the teachers are well aware of class distraction manipulated by certain students and they avoid these distractions or organize lessons in such a way that the students do not get time to think about anything else except the lesson. In previous paragraph, the teacher admits that these things are developed with experience.

More than one teacher reiterated the fact that the teachers should be well organized and well prepared before going to the class. Following paragraph adds to ideas already explained by other teachers:

Well, for any teacher, it is foremost necessary thing that he should be prepared that what I am going to teach, and what content I have to cover. If there is no specific lesson plan, but s/he should have a plan in his mind, I think if you have some plan in your mind, and you remain successful throughout your lecture that I have done justice, then you would come confident and you know satisfied, when you come out of the class.

4.3.13 Thinking on the Feet

In a response to question about thinking on feet, another professor shared that:

About thinking on feet; yes, sometimes it happens usually, people, teachers as well as students they are very sensitive about teaching learning process, I will give you one example of the time table, if you are going early in the morning to the class, the students will be very sharp to take things and absorb things. But if it is fourth class, from

12:15 to 1:00, from very beginning, at that time you have to change your strategy, some humorous talk, but remaining within the morality, have some humor, some jokes, asking some people, engaging them in discussion rather than depending whole time on lectures, this strategy works a lot, but I think, slowly and gradually, if teacher comes to know with passage of time that how knowing the psychology of different students and handling them accordingly.

Teachers not only have to think about the content of the subject, they also have to keep in mind the different strategies to ensure learners' interest in the lesson. English teacher should be able to think on feet i.e. during the action. As one of the English teachers shared that the students are energetic in morning and learn easily and pay more attention to lesson unlike the students who have classes in the afternoon. So, the English teachers handle the situation in such a way that they keep students awake. Teachers should be good psychologist. He should be able to understand the body language of the students and respond accordingly. In a supplementary question about 'reflection on action', (especially about behavioural issues) another teacher shared that:

I myself as a teacher, I always try to improve myself to actually handle lot of students, from BS from ELT, depending on their mentality and their attitudes, learning styles and there are some people in the class who create disturbance, but you have to handle them or make them or give them some responsibility that you will be delivering presentation tomorrow what I have taught, you should be focused on that very individual e.g. what we have learnt, just to recapitulate your lesson, but you have also some another thing in your mind that you want to engage a particular individual, so that there should not be no disturbances in the class.

In above example, the teacher handles behavioural issues by shifting responsibility to the students who are troublemakers. Instead of getting distracted again and again or being annoyed on distracted behaviour of certain students, the teacher assigns responsibility of re-capitulation to such students, and this might have overall positive impact on teaching learning process. Yet

another teacher shared that while teaching any topic, she uses secondary resources, organizes content in mind and thinks about what she is going to present in the class.

Yeah, this is very important question. In fact I always try to make a point that even if I have taught some course for many times over, I try to look at things afresh. Every time I teach them. I always try to add some secondary sources so that I may come up with different interpretive levels, different approaches. It is not always the same, so when e.g. I am driving from university to home or from home to university, I keep thinking about the things that I am going to discuss in class. There is kind of putting things in order before I enter the class. It is like ventilating your mind, and bringing fresh things in, organizing things.

The strategies to tackle behavioural issues vary from teacher to teacher. One of the professors shared that instead of being offended by distractive attitude of a few learners; they have positive approach and become friends with such students.

Sometimes there are problematic students, they have attitude issues, I generally try to befriend with those students instead of losing my patience with them. I shake hands with them, I try to talk to them after the class and if there are certain attitude issues of students, I try to make friends with them. So I don't have egotistical issues with them, with my students. Since my job is to deliver the goods in class, so instead of making enemies, one had better make friends with students. So that is how you neutralize things... they start accepting you.

In response to additional question about 'thinking on feet', in a situation when teacher realizes that learners are not unable to understand certain concept, how teacher deals with situation. The respondent added,

It happens often that you have to change your strategy, you try to simplify things, you try to discuss one thing in many ways, you try to bring up synonyms and antonyms and multiple examples. Though it does not happen very often in my classes, but whenever it happens, I

try to make things easy. Most of time when you come out of class, most students, they come running after you and sometimes they start discussing their personal issues and sometimes they also refer to something that you said in class that was not good and that was really good. So they make comments on that and this kind of interaction with students after the class keeps you reminding how you are supposed to carry yourself as a teacher. That is kind of immediate feedback from students. You know what I see is the feedback is always coming immediately when you are looking at the faces of students and you are engaging them, and they are engrossed in your lecture and sitting with wrapped attention, so that is also kind of feedback.

Thinking practically during the action/ situation, is one of the quality of a good reflective teacher. It can be seen in the proceeding example that how teacher is concerned about explaining things and making it understandable for students. A routine teacher would not bother to take extra pain, as s/he is interested only in delivering planned lectures and leave class. On the contrary, a reflective English teacher uses synonyms and they try to make vocabulary learning easier for their students. Another quality of reflective teachers according to Killen (1995) is that they get feedback from the students. In above example, an English teacher shared that he how he receives verbal and non-verbal feedback from the students and teacher uses the feedback in order to render her/himself in a better way.

On same question about reflection before, in and on action, a female literature professor shared her experiences. She said that she uses brainstorming techniques as a tool to remind the students about previous lesson. In order to do that effectively, once students are mentally alert, teacher can carry lesson in her way. From her very own words:

I go for brainstorming. Literature is part of life, it comes from life, it depicts life. And therefore, going well prepared in the class is first thing, and next thing is like you have to have brainstorming session and ice-breaking session. This might seem very childish, but brainstorming is very important. And sometimes you have to tackle the subject matter headlong, but mostly it helps when first you jog up their minds/brains and prepare them implicitly or explicitly does not matter,

it really helps, once their mind starts working on a particular path. So from there it becomes easy to deal with the rest, to reflect on it, to revise it or to start a new lesson.

It emphasizes that one lesson does not end at the end of lecture and in order to make sure that students have understood the lesson, teacher should summarize the lesson at the end of lecture. Before starting the new lecture, he should ask the students questions from previous lesson. This is again an example of feedback from the students and is the quality of a reflective teacher.

4.3.14 Sharing with the Fellow Teachers

Killen (1995) talks about the reflective partnership. Researcher was interested to know whether English teachers share their class experiences with fellow teachers or not, if they do then how this has an impact on the teaching of a reflective English teacher. Although many teachers do not practically use reflective partnership as explained by Killen (1995), but getting feedback from fellow teachers could be one aspect of it. In a response to questions that whether feedback from fellow teachers helps English teachers any way or not, here are some of the viewpoints shared by different professors.

Sometimes if you consult with fellow teachers, when you have such kind of partnership, this helps a lot. Because this is quite possible that the problem I am facing in the classroom, other teacher also in the classroom faces same problem, the teacher who shares same class with you. Now if you are discussing with them then their experiences can help you. Definitely, if there is any problem, I try to resolve that issue myself. But it is always better that you ask a fellow teacher, who is trustworthy and reliable, and you discuss problem with that teacher, and when you discuss it with fellow teacher. Then you can overcome those problems easily.

Firstly, respondent agrees that he discusses classroom problems with fellow teachers, the teachers who are teaching same classes, and might be facing same issues. Secondly, the respondent admits that he discusses it with teachers who are trustworthy and reliable. The idea of feedback as discussed by Pollard (2002) summarizes the ‘reflective teaching, professional learning and personal fulfillment are

enhanced by dialogue with colleagues.’ Dialogue with faculty in institutions, collaboration across staff grouping is an integral aspect of ‘intelligent school’. Killen (1995) argued that reflective teachers can develop a partnership with reliable and trustworthy fellow teachers and should discuss classroom issues with them in order to improve teaching experience.

While answering same question, a senior professor had a different viewpoint about sharing classroom issues with fellow faculty until necessary. Here is what he said:

Generally, I don't like to discuss my issues in class with colleagues, because I think I am solely responsible when I am in the class and I have to take care of my problems myself. Since I as a teacher, I call the shots, I rule the rules there, I make it possible that students behave, so I think it is like partly my failure if I cannot address issues in class myself. And if I take lot of counseling from other teachers, but it is not always the same. Sometimes, since you are human being, and you can not do things all by yourself all the times, sometime it happens that out of my liking for one of my colleagues, I would be discussing certain issues with them and they come up with certainly good ways out. And I accept their advice, but most of times I really believe in taking care of issues in my class myself.

Now this was very interesting to find out that teacher is accepting full responsibility of tackling the class issues on his own. It does not make this teacher less reflective English teacher. Taking responsibility for one’s own doings symbolizes independence and sense of responsibility. The teacher does not show egoistic attitude and takes suggestions of fellow teachers. The idea is that teacher shows serious concerns when it comes to learning of the students. In response to same question, another professor was of the view that

Definitely it helps, I myself, you know I m in habit of sharing things with my colleagues that I do not feel any shame that if I ask a person... Because the person having experience, having a seat, you should regard them, you should respect them. It is the case here. We are ten to eleven members who sit here in this place, some of them are specialists

in literature... we do share lot of things. Sir X teaches phonetics and phonology, and we actually all of us, we think him above us, so if we pronounce some word, because we as teacher we should be ideal one. If you make some mistake in front of the class, so it is embarrassing. So before that when you are preparing, we help each other and we do share what happened in the classroom and what I taught, so different views, different thoughts, different opinions, different points come from one another. So it is very good learning place for us as well. It improves us a lot.

It is once again in agreement with the above ideas shared by different professors. English teachers are not reluctant to ask fellow teachers about anything that is not their specialty. Since English is a subject that is multi-disciplinary; on one side, we have phonetics and phonology which involves a good understanding of human anatomy as well as the science of sounds, on the contrary we have grammar, semantics, syntax etc. the courses need a good understanding of English history and how different conquests in Britain had an impact on the development of English grammar and how classical languages left imprints on English language. Sociolinguistics is all about social set up and its effect on the language of different individuals, genders, sects and social classes etc. one teacher can be expert in one field or few courses of English but can not be expert in all. Individual English teachers having expertise in different fields can help each other and instead of being embarrassed in front of students, as one of the teachers shared, it is better to get some suggestions from fellow teachers.

One female lecturer was of the opinion that:

Yes it is of great help. Whenever I share my experiences with them, and they in return share their experiences with me, we can exchange ideas, regarding different activities, activities that were more successful. Even in term of posing questions, giving explanations basically, generally understanding the mindset of students, and background of, a lot of time you are completely oblivious to the fact that the background, that there is quite a gap between your linguistic background and their linguistic backgrounds. Your colleagues can really help you great to understand things.

Sharing is a two way process, in which everyone gets some benefit somehow. From above paragraph, it is evident that teachers not only talk about students' behavioural issue, they also share how different activities should be carried out in certain classroom, what kind of explanation is better for a particular class and how to deal with linguistic background or L₁ interference issues in learning English as a subject. Many other teachers shared that they do not feel any hesitation in sharing their class experiences, when needed, with fellow teachers. Sharing issues and proceedings of the class with fellow English teachers has multiple dimensions. In one way, it helps to groom teachers, and it also provides other viewpoints about certain issues and activities of the class. In addition, it enlightens teachers about the abilities of English students in certain class. Teachers can cross-check whether a student is not doing well in his/her subject or s/he is an average, good or slow learner.

When different teachers are teaching different courses in the same class, they sit together sometimes to talk about a problem area, a problem with one of the students and it helps us realize like e.g. sometimes we find out that probably in our own subject the performance of the students is not good. At times we find out that it is an overall view of all the teachers about the performance of different students, whether it is good, average or bad performance. It could be anything. Doing something about students' problem area, if s/he has a problem area we can address it. Once we are aware of the need of the student, first we identify the area and we try to see how to tackle it, whether students requires more attention in our own particular area, or student requires attention from all the teachers. So it basically facilitates the teachers in conducting the class in a better way, knowing the students in a better way. It helps us in mapping out the performance of the class on the whole. And then whoever wants to devise activities to facilitate further in teaching we facilitate.

4.3.15 Primary Concern of Reflective English Teachers (Grades, Communication or Collaborative Skills)

The last interview question was an effort to know about what is the prime concern of English teachers; either they are more concerned about students' performance in the class or they want to make students

communicative and collaborative and more critical learner. The 21st century demands that students should be all rounder i.e. along with having good grades in relevant subjects, English in this case, students should be very good communicator and collaborative worker, they should be eligible to compete for better work opportunities and to adjust in continuously transforming globalized world. Same idea was presented by Pollard (2002), when he talks about a reflective teacher saying that such teacher takes responsibility for aims and consequences. Imparting knowledge in the minds of students is the responsibility of a good reflective teacher. The responses of the teachers are as follows:

Actually, what I personally feel is that student's understanding is more important. I advise them sometimes that you should focus more on understanding things, and you should not be worried much about your grades. If you have better understanding of the ideas, if you can practically apply them in future, then that is more important than getting the grades.

The first teacher shared that the understanding of the ideas is more important than grades. The main focus of their teaching is developing conceptual understanding of the students and grades are also important but they should not be the only on the priority list. Another professor shared very interesting idea he was of the view:

In fact I think both of these things are not on my priority. What I think should be the job of reflective teacher is to inspire students for life that they become responsible members of the society. Grades, cgpa does not matter, what matters is your understanding of the subject, because cgpa is simply qualification, it is not education. So there should be difference in qualification and education. Many students are qualified, but they are not educated. So what a reflective teacher should try to do is 'to inspire', that is the only one word that I want to keep in my mind. I want to inspire my students for life, for great things, for going beyond their personal grids, their biases and try to be something that is great. I want them to be dreamers, to be futuristic in approach.

That is something very different; it shows the seriousness of faculty, reflective English teacher is concerned about overall grooming of the learners. Students can study books at home especially in a Pakistani setup, where many students appear for private exams and can study at home. For most of the students, graduation is the terminal degree and most of students start their career at the end of this degree, the graduate English teachers are dealing with a subject having a different language than native, a subject that is non native to the learners, content that is totally alienated to the learners and the level of student that is terminal for most of students. The English teachers carry an extra burden i.e. to prepare students for their careers. The teachers acts as a role model for such students and tries to inculcate pedagogies, which will be beacon of light for future setters.

A teacher in previously quoted text reiterates the same idea that he wants to be an inspiration for the students and CPGA and other skills come at secondary level. This is something, which comes with the passage of time, when the teachers are interested in holistic grooming of students and just enabling students to acquire good grades is not the primary concern of a senior professor who is more futuristic.

But these communication skills come next after that. I mean, I really think that, I try to do this from my own example, I rarely do this switching from one language to the other, I generally try to deliver my lectures largely, largely in like 98 percent in English and whenever I slip into Urdu or any other language, may be that is for cultural jokes only. What I have in mind is that I need to make my students focus on this flare of language. So that they develop this flare for language and they try to copy the comma skills of their teacher. It is in fact part of inspiration that I have already mentioned.

The same professor shared that after inspiring students, development of communication skills comes afterwards. As discussed previously, English subject teachers have dual responsibilities i.e. to teach content and to develop communication skills of the students. In order to develop communication skills, English teachers have to act as ideals so that students get inspiration and try to imitate their teachers. So, the teacher in above example shares that he uses only one language in class for teaching that is English, interactions and communications in class is done in English. Once the teacher maintains English communication in the class, students do not have any

escape as they are aware that in order to participate in classroom activities, in order to interact with teacher in English and only in English.

In addition, professor shared that the only use of Urdu (the national language) comes into an action when teacher wants to provide a comic relief to the students. That is yet another quality of a good reflective teacher that he tries to maintain the interest of the students because the classrooms of English teachers are student-centered and student is main focus of attention. So, teacher uses comic relief and ice-breaking techniques in between the lectures to keep the interest of the students.

Another English teacher had a different view about setting priorities.

We cannot negate the importance of grades at all at this level because right after this they have to start up their careers and grades are considered very important even if they want to continue their academic careers or work careers, grades do matter. But teaching in such a way that involves communication and collaboration. Learning that is essential part of learning and earning scores.

This particular teacher is of the view that grades are very important. Whenever students are applying for a career, grades are of prime importance. In addition, they do value communicative and collaborative learning of English students. A good English teacher is not only interested in finishing syllabus, s/he thinks about the other aspects of learning of the students. The same idea is being discussed in the above paragraph.

In trailing section, in response to same question about what are the priorities of English subject teachers teaching at tertiary level, a professor shared his personal example before coming to the point.

One year back when we were in PhD class, one of our teachers, you know, he is a teacher here, he was a student as well. So in one paper, he and me actually, we got less marks as compared to what we were expecting. Somebody asked him that your marks are not satisfactory, he said that I do not actually learn for earning marks, I am just learning for the sake of learning, for getting knowledge. This is something psychological in the mind of every student that he or she

would like to pass the exam with good cgpa or whatever you think grades. This is something you keep, cannot be separated from mind.

Since the professor had been in the same situation as students are, he can better understand that conceptual understanding is more important than getting good grades. So, he said that learning of the students is more important. Since a reflective teacher is more concerned about learning of all the students in the class, they are more interesting in developing the conceptual understanding of the students and building their communicative and collaborative skills. They try to motivate students in order to make them confident and excel in life, so they are more holistic in approach.

I think you should and any teacher, and I myself believe that we should learn knowledge and knowledge gives you satisfaction. Learning, learning in the right direction, I think you are making, you are inculcating different things in your students, ok, trying to create confidence in them by presentations. There were some students in BS 8th semester... I found them lacking in confidence, and I wished they would have actually been, some teachers should have worked upon them so that their weakness should have been removed, making them communicative, enabling them to expose themselves before the people. You know the fluency, sometimes one of your writing drawbacks may be overcome by your speaking, if you are a good speaker. Many institutions, they want fluency in English. So it is I think not very difficult, basic English and have command in different situations, so this is I think communicative approach is more preferable.

While discussing about developing overall skills of students, teacher shared that some students were lacking in confidence. The learners need a boost from a reflective teacher, and that's what a reflective English teacher in above paragraph has discussed. The teacher is of the view that communicative skills are equally important and should be kept in focus by English teacher. Teaching in a way provides supportive environment for learning as one of the qualities mentioned by Pollard (2002).

CHAPTER 5

FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

The feedback from participant students and teachers shows that the majority of the teachers use reflective techniques at graduate level. They are very concerned about enabling the students to learn the content well, to develop their communicative and collaborative skills. The English teachers teaching at graduate level are reflective and critical in teaching.

5.1 Findings

5.1.1 Impact of Reflective Teaching

After analysing the data, it is found that the reflective pedagogies have a role in improving the learning of students. Although, a general criterion to measure the achievements of the students in Pakistani Education system is CGPA, the English teachers mostly showed concern about holistic learning of the English students. The learning of the students according to the teachers of English is the learning of contents by students, as well as the development of learning and communication skills of the graduate students. There is no gauge to measure the learning of communicative and collaborative skills of the students, still the teachers are the best evaluators in order to check whether there is any improvement in overall learning of the students or not. All the reflective teachers interviewed by the researcher, acknowledged the fact that the reflective teaching definitely has a positive impact on learning of the English students.

5.1.2 Effectiveness of Reflection

One of the objectives of the study was to focus on the factors, which make reflective teaching less effective or more effective at graduate level. It was found that factors like motivation of learners, discussing about the students' classroom behaviour with fellow teachers, feedback from the learners, using local examples in order to develop conceptual understanding of the foreign cultural references, revisiting the teaching methodologies while teaching different genres and focusing on

the conceptual understanding of the content instead of completion of all topics turn out to be key factors on which the English teachers focus. Feedback from the learners helps the teachers to find the grey areas in his/her teaching. It helps the teachers to know about the conceptual understanding of the students. Feedback from learners is an essential element of syllabus implementation, and the role of this feedback cannot be denied.

Moreover, when the teachers discuss class issues with the fellow teachers teaching to the same classes, it educates them about the learners' academic performance or students' behaviour. Teacher develops an understanding whether a particular learner or group of learners are not learning or behaving in a certain way in his/her class or other teachers of the class are facing same issues. This reflective practice provides guidance to the teachers to act according. S/he might try to help the student/s to overcome the problems or address the learning issue of the student in a better way.

The practices of using examples from native context to familiarize the foreign text are used by most of the English teachers. The teachers have a view that it helps in better understanding of the key ideas explained in the text. Using examples from local cultures might help the students, but it might risks the critical ability of students to visualize the text in real context. Since a reflective teacher is more concerned about developing the conceptual understanding of the students, using technique of using local examples from Pakistani culture could be a helpful tool.

5.1.3 Appropriate Use of Teaching Methodologies

In addition, the English teachers are well aware of the importance of the teaching methodologies. Majority of the English teachers shared that they use different teaching methods to teach different genres of English. English subject is amalgamation of different types of texts. Classical poetry, drama, novel, grammar, phonetics, TEFL, research methodology, morphology, semantics, stylistics, essay writing, plays and syntax etc. appear to be very different in composition of content, there is no ideal teaching method to be used for all the genres and the reflective teachers are well aware of the point. It depends on the teachers' intellect to choose a method, which suits the genre or course best. Lecture method and GTM cannot be taken as an eventual method for teaching different types of texts. A reflective teacher,

one acting as a facilitator for the learners, is a learned person and keeps on updating and revisiting teaching methods in order to develop the conceptual understanding of the students and to help them learn well.

5.1.4 Measuring Learning through CGPA

About performance of students, some very senior teachers disagreed to the view that learners' CGPA should be the only criteria to judge students' learning. Reflective teachers are well aware of the demands of the 21st century; they know that CGPA is not the only yardstick to measure performance of the students. Unfortunately, in Pakistani education system CGPA and examination scores are the only devices to grade how much students have learnt. The researcher agrees to the viewpoint of such teachers but the English teachers have to develop an assessment system in order to measure the communicative and collaborative and critical skills of the students.

5.1.5 Teachers' Claim of being Reflective

Conventional teaching approach of the teachers to control the students can act as a hindrance/ barrier for the learners. There is a difference in responses of the students and teachers when asked to tell whether a teacher should be the final authority to control what to be taught and what not to be taught. In reflective teaching, certain actions are explicit and can be easily observed and experienced in the teaching of the English teachers. Teachers claim to be reflective and not authoritarian in the classrooms but there is a significant difference in the responses of the teachers and learners.

Teaching English as a subject is considered a demanding job for the English teachers at any level, especially at graduate level. The students of nonnative English countries (Pakistan in this study) encounter difficulties in dealing with the content and skills of English. The teachers who are involved in teaching have studied English as second language and they do not have full command on English language and native-like expertise in the subject. Still, the teachers teaching at graduate level are well qualified and are aware of the demands of the 21st century. The teachers use various reflective techniques in order to improve the learning of the English graduate students. The researcher in this particular research wanted to find correlation between the teaching methods of the English teachers and learning outcomes of the English

students. Statistical analysis of the quantitative data shows that a strong correlation exists between the two variables. At graduate level, the students study one discipline (e.g. linguistics, literature, ELT, Mathematics, History etc.) in order to excel in the subject; most of the students pursue their career after master's degree and for majority of the students, it is considered as a terminal degree. The majority of graduate students studying English as a subject at masters' level do not go for additional functional courses to improve English communication skills and rely on the graduate classroom activities in order to learn the content and to improve the language skills. The results of this study are contradictory to Rarieya (2005), he said that reflective teaching practices are mostly used in the West. He claimed that Pakistani teachers are generally unaware of what the term reflective practice mean. The present study proves that Pakistani English teachers are very well aware of the reflective pedagogies and they use them in classroom.

5.1.6 Generalizing the Results

A study conducted by Tariq, Ahmed and Jumani (2011), they investigated the reflective activities undertaken by teachers for their professional development using a mixed methods inquiry. They concluded that in the context of Pakistan, teachers at the elementary level do not undertake the extent of professional development required by their employers and the government, which may hamper their performance and their engagement with innovative and creative pedagogy. They do not have positive motivation towards learning the profession continuously as mentioned by master trainer in the above qualitative analysis. Present research has contradictory results as compared to the above study.

The spectrum of reflective teaching is very broad and different theorists have identified different ways of being a reflective teacher. The results of one study cannot be generalized. The reflective practices are context oriented and are multifaceted in application. The application of reflective practices depends on various factors including the exposure of teachers, availability of resources, goals of teaching, context of the classroom, the location of institutions, availability of time and trainings of the teachers. Moreover, the results obtained from studies conducted at primary and secondary levels cannot be generalized for tertiary education system as the rationales of teaching changes moving from college to university level and university teaching is more research oriented and prepares students for future professions. This study proves

that Pakistani graduate English teachers use different reflective strategies to motivate students, to integrated recent researches in their teaching and they get feedback from students to order to satisfy the queries of English learners. University teachers are trained as compared to school teachers and they are better equipped with demands of contemporary trends in English teaching.

5.1.7 Developing Critical and Creative Thinking among Students

Probably, elementary teachers have a packed schedule and more workload as compared to the university teachers; as a result they do not get enough time to reflect on their teaching. Another possible reason could be the trainings attended by the university teachers, which enables them to be more reflective in their approach. The use of situating the examples from foreign text to local settings is a strategy used by many teachers. The university teachers make use of reflective strategies e.g. by helping students to envision the context of Miss Brill and the William Wordsworth. So, it can be said that English teachers are reflective in their approach. On envisioning the characters and situations one can become creative and more critical when they think in primary role of a character. Experiencing the roles of characters, giving feedback on the lessons, inquiring about the content and situation improve the critical aspects of an individual. Reflective pedagogies provide a stimulus to stir students' thoughts and evoke inquisitive behaviour of learners, which is the ultimate goal of a successful reflective English teacher.

5.1.8 Unconstructive Aspects of Reflection

Some teachers shared that they use different methods to make content easier for the English students by using rephrasing techniques and sometimes teachers use the code-switching and code-mixing techniques. More frequent use of Urdu language while teaching English can have an adverse effect on the development of students' oral communication skills and proficiency in English speech. Warsi (2004) claims that the use of Urdu language in teaching English has a stultifying effect on the linguistic needs of students. She further adds that students fail to develop proper communication skills. When students do not try to think in English and use Urdu as an escape to understand the idea, their critical and creative skills are emasculated. The emerging trends in English teaching create difficult circumstances for these teachers, they face difficulty in teaching, designing syllabus, specifying syllabus and

choosing the best approaches for English teaching (Wettle, 2011). Many other researchers (Murray, 2005; Kamhi-Stein & Mahboob, 2005; Coleman, 2010) report that the use of Urdu by English teachers leads to various problems and the postgraduate students cannot express themselves due to poor oral communication skills. Those students who have studied at good colleges 'do have effective communication skills but those who have come from the mainstream are disadvantaged' (Siddiqui, 2007, p. 168).

5.2 Conclusion of the Study

5.2.1 Use of Reflective Practices

The first objective of the study was to find out whether English teachers teaching at graduate level are reflective or not. The data acquired from quantitative part of the study affirms that English teachers are reflective. The teachers as well as learners agreed that teachers act as facilitators, they motivate students to ask questions, teachers get feedback from students and make learning environment helpful for students. In addition, the results show that English teachers integrated technology and recent researches into teaching, they feel concerned about students' performance, which has a positive impact on teacher-taught process. The results of the research contradict the research done by Umar 2016, which proved that majority of the teachers teaching at intermediate level in federal government colleges are non-reflective. The researcher found that 90 percent (27 out of 30) of the English teachers, who are teaching at graduate level, use reflective approaches in their teaching. Only 10 percent that makes only three out of 30 participants had mean value 3 or less than three. Among reflective English teachers, 13 percent (4 out of 30) teachers are highly reflective, as mean value of their responses lies between four and five. 77 % teachers are moderately reflective.

5.2.2 Unveiling the Efficacy

Unveiling the efficacy of reflective practices was second main objective of the present study. The correlations test results validate the fact that a strong correlation exists between the reflective approaches used by the English teachers and the learners' grades. Table 4.34 shows the results of correlation having value of .804 telling that there is strong correlation between the two variables. Similarly, the feedback from the teachers in the interviews show that adapting the reflective

strategies in English teaching at graduate level has an influence on the learning behaviour of the students.

In Pakistani context, this empirical study provides evidence that reflective teaching has remarkable influence on the learning of students. It does not only help students to earn good grades, it also helps students to enhance critical, communicative and collaborative skills. The teachers are well aware of the needs of this century. There are some grey areas in reflective approach of the students. Firstly, the respondents felt that teachers do not feel concerned about students' performance. According to Pollard (2002) teachers should feel responsibility for consequences of their teaching. If students get good grade or bad grades, in both cases some responsibility goes to teachers who are teaching English. Secondly, there is need to make English classrooms more innovative to evoke the interest of the learners. Thirdly, the mean value of 2.3 in response to statement number 33 shows that teachers should allow the students to explore and interact more. Teachers should welcome students' queries in order to equip them conceptually.

5.3 Suggestions and Recommendations for Future Researchers

Due to time constraints, the researcher could not add class observation part in the research, which turns out to be the limitation of the study. Here are few areas that can be explored by further researchers.

1. An experimental study in English classrooms to have an in-depth understanding of reflective partnership and its impact on learning of students.
2. Observation sheets, recordings (with consensus of teachers and students) to know the effectiveness of reflective pedagogies.
3. Pre and post-tests strategies to show the improvement in learning of students especially at conceptual level.
4. The idea of reflective partnership presented by Killen (1995) can be a good strategy to be used by reflective teachers. An experimental research can be conducted to see the impact of this reflective practice on developing the critical and communicative skills of students.

In addition, there is a need to develop certain tools to measure the impact of reflective teaching on learners' communicative and collaborative skills; the tools will help the researchers to understand the effectiveness of reflective teaching especially in teaching of English as a subject at graduate level.

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QUESTIONNAIRE FOR THE TEACHERS

Dear Sir/Madam

My name is Hajra Arshad. I am an M.Phil. student at NUML, Islamabad. I am conducting a research on the topic “Unveiling the Efficacy: Exploring the Impact of Reflective Teaching on Learning of English at Graduate Level in Pakistan”. Appendix ‘A’ is based on the indicators of reflective teachers proposed by Pollard (2002) and Killen (1995). Kindly fill out the questionnaire by choosing one of the five options for each statement. Your valuable feedback will help me in the completion of this research. Feel free to contact me if there are any queries regarding the questionnaire.

Best regards,

Hajra Arshad

Student of M.Phil. Linguistics

1144-MPhil/Eng/S16

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APPENDIX A

Demographic Information (Teachers)

Name: _____ (optional)

Subject Specialist: 1. Literature 2. Linguistics

Institution Name: _____

Instructions: Please read each statement and tick () your response to each statement as per scale mentioned below:

Scale: (1= Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4= Agree (A), 5 = Strongly Agree (SA))

Item	Statements	SD	D	N	A	SA
1	I enjoy teaching the same subject for several years in a row so that I could develop a series of lesson plans.					
2	I encourage my students to explore new things about the subject on their own.					
3	If I encounter difficulty in handling a particular student, I take help from fellow teachers.					
5	I motivate my students to share their doubts about the content with me.					
6	I can make the least motivated students to like the classroom.					
7	I feel concerned about my students when they do not perform well in the exams.					
8	I am committed to my teaching profession.					
9	I take pride in my students' academic accomplishments.					
10	I rigidly adhere to a syllabus-guide provided to me by the					

	authorities.					
11	Sometimes, I revise my teaching methods after trying them in a class.					
12	As a professional teacher, I have great influence on the personality of my students.					
13	If students have trouble in learning in my class, it's up to me to find the solution.					
14	I motivate my students to ask lesson related questions in the class.					
15	When confronted with a sudden change in a student's behavior, I try to recall similar cases that may help in determining underlying causes.					
16	I get feedback from my students about my teaching methods.					
17	I feel that it is important to integrate theory and research into classroom practices.					
18	I pay individual attention to all the students in my classroom.					
19	It is mandatory for me as a good teacher to be familiar with recent researches in my field.					
20	I like to have exceptionally intelligent students in my class.					
21	My professional ability comes into play most effectively in the midst of chaotic situations.					
22	I talk to other teachers about how they teach.					

23	I take advice from fellow teachers.					
24	By using internet, I look for new researches to improve my students' learning.					
25	In my classroom, I should be the final authority to determine what to teach.					
27	I arrange different activities in class to make my students more communicative.					
28	Classrooms should be student-centered.					
29	I revisit my teaching methods very often.					
30	I get annoyed if students ask question in the middle of lesson.					
31	I only feel concerned if students' attendance is low in my class.					
32	Competing syllabus is my primary goal, whether students grasp the concepts or not.					
33	I use multiple strategies to ensure conceptual understanding of my students.					

FOCUS OF EACH STATEMENT (Indicators)

Item	Statements	Pollard	Killen
S1	I enjoy teaching the same subject for several years in a row so that I could develop a series of lesson plans.		Teachers' Enthusiasm
S2	I encourage my students to explore new things		Ability to

	about the subject on their own.		involve students
S3	If I encounter difficulty in handling a particular student, I take help from fellow teachers.	Dialogue with the colleagues	Feedback from fellow teachers
S4	I ignore unnecessary problems in class.		Well-organized
S5	I motivate my students to share their perspective about the content with me.		Motivation
S6	I can make the least motivated students to like the classroom.		Makes classroom experience interesting
S7	I feel concerned about my students when they do not perform well in the exams.	Aims & consequences, Responsibility	
S8	I am committed to my teaching profession.		Teaching styles
S9	I take pride in my students' accomplishments.	Aims and consequences	
S10	I rigidly adhere to a syllabus-guide provided to me by the authorities.		Authoritative
S11	Sometimes, I revise my teaching methods after trying them in a class.	Cyclic Process	
S12	I have a great influence on the personality of my		Maintains

	students.		students' interest
S13	If students have trouble in learning in my class, it's up to me to find the solution.	Responsibility	
S14	I motivate my students to ask questions in the class.		Motivation
S15	When confronted with a sudden change in a student's behavior, I try to recall similar cases that may help in determining underlying causes.		Class organization skills
S16	I get feedback from my students about my teaching methods.		Check students' understanding
S17	I feel that it is important to integrate theory and research into classroom practices.	Evidence- based teaching	
S18	I pay individual attention to all the students in my classroom.		Awareness of different learning styles
S19	It is mandatory for me as a good teacher to be familiar with recent researches in my field.	Evidence- based teaching	
S20	I like to have exceptionally intelligent students in my class.	Responsibility	
S21	My professional ability comes into play most effectively in the midst of chaotic situations.		Ability to deal problems in class
S22	I talk to other teachers about how they teach.	Dialogue with	Feedback

		colleagues	from fellow teachers
S23	I take advice from fellow teachers.	Dialogue with colleagues	Feedback from fellows
S24	By using internet, I look for new researches to improve my students' learning.		Changing methodologies to make lessons Interesting
S25	In my classroom, I should be the final authority to determine what to teach.		Authoritative attitude
S26	Sometimes I encourage my students to work in groups.		Motivation
S27	I arrange different activities in class to make my students more communicative.		Motivation
S28	Classrooms should be student-centered.		Democratic classroom
S29	I revisit my teaching methods very often.		Using different teaching methodologies
S30	I get annoyed if students ask question in the middle of lesson.		Encouraging students
S31	I only feel concerned if students' attendance is low	Responsibility	

	in my class.		
S32	Competing syllabus is my primary goal, whether students grasp the concepts or not.		Syllabus completion Authoritative
S33	I use multiple strategies to ensure conceptual understanding of my students.		Conceptual understanding

APPENDIX B

Demographic Information (Students)

Name: _____

Teacher's Name: _____

Class: Masters in 1. Linguistics 2. Literature Institution

Name: _____ Questionnaire

for Students

Instructions: Please read each statement carefully and tick () your response to each statement as per scale mentioned below:

Scale: 1= Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4= Agree (A), 5 = Strongly Agree (SA)

Item	Statements	SD	D	N	A	SA
1	Your teacher makes your learning experience amusing.					
2	Your teacher encourages you to explore new things about the subject.					
3	Your teacher deals with every unexpected situation					

4	in class calmly. Your teacher ignores unnecessary problems of class.				
5	Your teacher gives satisfactory response to your queries.				
6	Your teacher motivates every student in class to learn the subject well.				
7	Your teacher shows concerns about your grades and motivates you to improve.				
8	Your teacher is very committed to teach you in the best possible way.				
9	Your teacher takes personal pride in your achievements.				
10	Teacher rigidly adheres to syllabus-guide provided by the authorities.				
11	Your teacher tries different teaching methods to make your learning better.				
12	Your teacher has a great influence on the personality of students.				
13	If students have trouble in learning, your teacher shows concern and tries hard to improve students' learning.				
14	Your teacher motivates students to ask questions in the class.				
	When confronted with a sudden change in a				

	student's behavior, your teacher handles it intelligently.					
16	Your teacher gets feedback from you on his teaching methods.					
17	Your teacher teaches you practical application of theories using examples of real life situations.					
18	Your teacher pays individual attention to all the students.					
19	Your teacher integrates recent researches in his teaching.					
21	In chaotic situations your teacher handles things wisely.					
23	Sometimes your teacher invites other teachers to your class for lecturing.					
24	Your teacher shares current researches from internet to improve your learning.					
25	In your classroom teacher is the final authority to decide what to teach.					
26	Sometimes your teacher encourages students to work in groups.					
27	Your teacher arranges different activities in class where you get ample opportunity to communicate and share your views.					

28	Your classrooms are student-centered.					
29	Your teacher change teaching methods very often.					
30	Your teacher is annoyed if students ask question in the middle of lesson.					
31	Your teacher is only concerned about your attendance in the class.					
32	Your teacher is more concerned about completion of syllabus.					
33	Your teacher helps you to completely understand a concept before moving to the next.					

APPENDIX C

INTERVIEW QUESTIONS FOR THE TEACHERS

1. What specific things do you do to help the students understand difficult parts of the English lessons?
2. In your opinion, what are the most important features of being a reflective teacher of English?
3. What is the main focus of reflection when you think about revisiting teaching techniques? Is it content, methodology suitable for topic, students' behaviour, or to overcome monotony in teaching?
4. How does changing the teaching methodology influence students' conceptual understanding while teaching different genres of English (especially about the historical, social, political and religious references used in different forms)?
5. How do you reflect on your teaching before, during (in) and after the lesson?
6. How does the feedback from the fellow teachers help you to make your teaching more effective?
7. What is the primary and most important concern as teacher if you have to set priorities for being reflective?
 - a) To help students in passing exams and earn good grades.
 - b) To make your students more communicative and collaborative learners.

APPENDIX D

Tables of Paired Sample Test for Each Statement

Table 1. Paired Sample Test Result for Statement 1

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S1	Equal variances assumed	162.471	.000	-4.576	624	.000	-.449	.098	-.642	-.256
	Equal variances not assumed			-1.755	29.289	.090	-.449	.256	-.972	.074

Table 2. Paired Sample Test Result for Statement 2

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S2	Equal variances assumed	.424	.515	-1.799	627	.073	-.284	.158	-.593	.026
	Equal variances not assumed			-1.342	30.536	.189	-.284	.211	-.715	.148

Table 3. Paired Sample Test Result for Statement

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S3	Equal variances assumed	4.782	.029	-2.583	628	.010	-.480	.186	-.845	-.115
	Equal variances not assumed			-2.162	30.989	.038	-.480	.222	-.933	-.027

Table 4. Paired Sample Test Result for Statement 4

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S4	Equal variances assumed	.040	.842	.058	626	.954	.012	.213	-.406	.431
	Equal variances not assumed			.056	31.769	.956	.012	.220	-.436	.461

Table 5. Paired Sample Test Result for Statement 5

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S5	Equal variances assumed	.936	.334	-1.309	626	.191	-.232	.177	-.580	.116
	Equal variances not assumed			-1.022	29.591	.315	-.232	.227	-.696	.232

Table 6. Paired Sample Test Result for Statement 6

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S6	Equal variances assumed	.062	.803	-3.535	627	.000	-.573	.162	-.891	-.254
	Equal variances not assumed			-3.278	30.337	.003	-.573	.175	-.929	-.216

Table 7. Paired Sample Test Result for Statement 7

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Q7	Equal variances assumed	.444	.506	-8.604	628	.000	-1.465	.170	-1.799	-1.131
	Equal variances not assumed			-8.789	32.115	.000	-1.465	.167	-1.804	-1.126

Table 8. Paired Sample Test Result for Statement 8

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S8	Equal variances assumed	17.298	.000	-2.479	628	.013	-.387	.156	-.693	-.080
	Equal variances not assumed			-1.541	30.005	.134	-.387	.251	-.899	.126

Table 9. Paired Sample Test Result for Statement 9

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S9	Equal variances assumed	.363	.547	2.322	627	.021	.471	.203	.073	.869
	Equal variances not assumed			1.951	31.010	.060	.471	.241	-.021	.963

Table 10. Paired Sample Test Result for Statement 10

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S10	Equal variances assumed	.059	.809	-4.520	626	.000	-.800	.177	-1.147	-.452
	Equal variances not assumed			-4.082	30.206	.000	-.800	.196	-1.200	-.400

Table 11. Paired Sample Test Result for Statement 11

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S11	Equal variances assumed	.073	.787	-1.194	627	.233	-.503	.421	-1.331	.324
	Equal variances not assumed			-2.214	41.984	.032	-.503	.227	-.962	-.044

Table 12. Paired Sample Test Result for Statement 12

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S12	Equal variances assumed	.000	.987	-3.921	627	.000	-.670	.171	-1.005	-.334
	Equal variances not assumed			-3.874	31.893	.001	-.670	.173	-1.022	-.318

Table 13. Paired Sample Test Result for Statement 13

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S13	Equal variances assumed	2.008	.157	-2.642	626	.008	-.429	.163	-.749	-.110
	Equal variances not assumed			-2.409	30.253	.022	-.429	.178	-.793	-.065

Table 14. Paired Sample Test Result for Statement 14

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S14	Equal variances assumed	1.490	.223	-.847	628	.397	-.140	.165	-.465	.185
	Equal variances not assumed			-.615	30.441	.543	-.140	.228	-.605	.325

Table 15. Paired Sample Test Result for Statement 15

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S15	Equal variances assumed	.181	.671	-1.210	628	.227	-.210	.174	-.551	.131
	Equal variances not assumed			-1.210	31.966	.235	-.210	.174	-.564	.144

Table 16. Paired Sample Test Result for Statement 16

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
S16	Equal variances assumed	.140	.709	-.079	625	.937	-.024	.301	-.616	.568
	Equal variances not assumed			-.113	34.324	.911	-.024	.211	-.452	.404

Table 17. Paired Sample Test Result for Statement 17

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
S17	Equal variances assumed	2.468	.117	-1.433	628	.152	-.253	.177	-.601	.094
	Equal variances not assumed			-1.172	30.889	.250	-.253	.216	-.694	.187

Table 18. Paired Sample Test Result for Statement 18

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
S18	Equal variances assumed	.054	.817	-.270	626	.787	-.115	.426	-.951	.721
	Equal variances not assumed			-.618	52.839	.539	-.115	.186	-.487	.258

Table 19. Paired Sample Test Result for Statement 19

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
S19	Equal variances assumed	1.047	.307	1.379	628	.168	.257	.186	-.109	.622
	Equal variances not assumed			1.125	30.876	.269	.257	.228	-.209	.722

Table 20. Paired Sample Test Result for Statement 20

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
S20	Equal variances assumed	.029	.866	3.668	625	.000	.884	.241	.411	1.356
	Equal variances not assumed			3.579	30.628	.001	.884	.247	.380	1.387

Table 21. Paired Sample Test Result for Statement 21

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S21	Equal variances assumed	.138	.710	-.623	626	.533	-.109	.175	-.452	.234	
	Equal variances not assumed			-.675	32.572	.504	-.109	.161	-.437	.219	

Table 22. Paired Sample Test Result for Statement 22

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S22	Equal variances assumed	.879	.349	-.611	627	.541	-.117	.192	-.494	.260	
	Equal variances not assumed			-.538	31.229	.594	-.117	.218	-.562	.327	

Table 23. Paired Sample Test Result for Statement 23

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S23	Equal variances assumed	2.163	.142	4.766	625	.000	1.192	.250	.701	1.683	
	Equal variances not assumed			5.589	31.984	.000	1.192	.213	.758	1.626	

Table 24. Paired Sample Test Result for Statement 24

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S24	Equal variances assumed	1.186	.277	.851	628	.395	.165	.194	-.216	.546	
	Equal variances not assumed			.838	31.871	.408	.165	.197	-.236	.566	

Table 25. Paired Sample Test Result for Statement 25

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S25	Equal variances assumed	.023	.880	-2.755	627	.006	-.515	.187	-.881	-.148	
	Equal variances not assumed			-2.673	31.778	.012	-.515	.193	-.907	-.122	

Table 26. Paired Sample Test Result for Statement 26

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S26	Equal variances assumed	.363	.547	-1.123	628	.262	-.195	.174	-.536	.146	
	Equal variances not assumed			-1.007	31.326	.321	-.195	.194	-.590	.200	

Table 27. Paired Sample Test Result for Statement 27

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S27	Equal variances assumed	.085	.771	-.626	628	.532	-.122	.194	-.503	.260	
	Equal variances not assumed			-.587	31.566	.562	-.122	.207	-.544	.301	

Table 28. Paired Sample Test Result for Statement 28

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S28	Equal variances assumed	2.506	.114	.313	627	.755	.061	.195	-.321	.443	
	Equal variances not assumed			.268	31.094	.791	.061	.227	-.403	.525	

Table 29. Paired Sample Test Result for Statement 29

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S29	Equal variances assumed	.914	.339	2.278	624	.023	.451	.198	.062	.840	
	Equal variances not assumed			2.077	31.428	.046	.451	.217	.008	.893	

Table 30. Paired Sample Test Result for Statement 30

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
S30	Equal variances assumed	.374	.541	.105	627	.916	.041	.390	-.724	.806	
	Equal variances not assumed			.186	40.556	.853	.041	.220	-.403	.485	

Table 31. Paired Sample Test Result for Statement 31

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
S31	Equal variances assumed	1.820	.178	5.398	628	.000	1.280	.237	.814	1.746
	Equal variances not assumed			5.895	32.624	.000	1.280	.217	.838	1.722

Table 32. Paired Sample Test Result for Statement 32

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
S32	Equal variances assumed	.420	.517	-3.554	627	.000	-.809	.228	-1.255	-.362
	Equal variances not assumed			-3.813	32.488	.001	-.809	.212	-1.240	-.377

Table 33. Paired Sample Test Result for Statement 33

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
S33	Equal variances assumed	.440	.507	-.422	628	.673	-.078	.186	-.443	.286
	Equal variances not assumed			-.394	31.544	.696	-.078	.199	-.484	.327