

Reflective Teaching as a Practical Approach

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Abstract

Since the beginning of the 20th-century specialists have strived for ways that could comprise language teaching methods, which can ensure the best results in language training and teaching classes. And there are various methods, especially in the first half of this century. Some language teaching experts progressed further than methods with the hope of earning more results. Only some of teachers' encouraged towards what is known as reflective teaching (RT). The process of bridging the gap between experience and learning is called Reflection. RT teacher requires a good self-observations of self-assessment, the need to go on patrol in a way to ensure that teachers understand their classes so that they make their own classroom process improvements where needed. RT is the process by which teachers reflect on their classroom procedures for collecting and analysing the descriptive facts that will be modified to show where the change can be made. RT gives teachers material and professional flexibility for teachers. This paper elaborates on the process of reflection practice and deliberates the effects for foreign/second language educators.

Keywords: Reflective teaching, reflection in action, reflection on action, the reflective process

1. Reflective Teaching: Basics and Features

Perhaps the most influential discussion of reflection can be attributed to (Dewey, 1933) he argues:

“In every case of reflective activity, a person finds himself confronted with a given, present situation from which he has to arrive at, or conclude to, something that is not present. This process of arriving at an idea of what is absent on the basis of what is at hand is inference. What is present carries or bears the mind over to the idea and ultimately the acceptance of something else.” (p. 190).

Reflective thought can be well-defined as “persistent, active, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (Ali & Nodoushan, 2011).

It is essentially an ongoing process thinking and proactive assessment of own thoughts and practices, and their roots and effects (Stanley, 1998). Through reflection, it makes itself visible for teachers what is self-evident to others but a mystery to themselves. The process of bridging the gap between experience and learning is called Reflection.

Recently experts, however, criticised the concept of Dewey reflection for several reasons. (Cinnamond & Zimpher, 1990), for example, pointed out that the concept of Dewey no sense of pace and order means reflection as if it were a mirror image of an action plan. They also observed that his viewpoint on reflection is not a “collaborating or dialogical process” because he receipts it for ensuring that a given “specific apprentice educator studies to reflect on a specific skill independently” (p. 58).

Reflective practice can be considered as a compass which directs you when you are a real seeker of the way in your classroom practices. The metaphor of reflection as a compass empowers educators to stop, look, and determine where they are at that moment and then adopt where they need to go in the future professionally (Akbari, 2007).

Appeared to be over the years, a reflection of the conditions and contemplative practice is very popular in the sphere of teaching the English language to be used is almost mandatory in such programs. Yes, many language educators still agree that a form of reflection is the practice desirable among teachers. However, there is still almost no consensus what contemplative practice and practices that reflect the reality of promoting the development of teachers (Farrell, 2007).

The researchers have learned from their experiences in teaching and other teachers’ stories that every learner and every classroom is not the same. A lot of students respond to the conditions in a diversity of traditions, depending largely on the issues/events outside the classroom, and how these experiences, the moral, cultural and political conditions and conceptual culture of the school and the learners themselves formed.

The dominant question is, what is the Reflective practice? Most teachers think about their work either before they teach while they are teaching or after completion of the teaching class. While many people think this is a meditation practice and in fact only the fleeting thoughts that rely on hunches, guesses, improvisation, intuition, or more over some of the actions that have taken place in the classroom. It often happens in the classroom during class, despite the fact that teachers do not really know or see anything that transpires. Reflective practice is more than just a fleeting thought before, during or after class. It means studying what you do at school, and why teachers perform it. Reflective practice in the same time means the principles and standards of English language teaching associates think and see if teaching practice in accordance with those beliefs and values.

To get involved in reflective practice, teachers need to collect information on the events on a regular basis then analyse and evaluate this information and ranks and compares them with the basic presupposition and credence, so that they could make modifications and enhancements in the teaching (Farrell, 2007). It can be also reflective practice outside the schoolroom looking at the environment of the teaching, for instance when instructors wanted the influence of their teaching of the community or society, or how society or community see teaching. Considering questions may comprise who creates the curriculum? And What and whose standards does the curriculum symbolise?

Teachers may ask why their practices should be reflected beyond the quick after-class muse, and this may be the perception for instance "That class was good!" Or "That class was bad!" Or “the response of “the students were not satisfactory!” In spite of these considerations might be an essential beginning for most teachers, they have no real evidence if they are to produce lead perceptions are true or not.

For instance, few teachers happy ending class, since they consider it went very well. On the contrary, they might sense hopeless at the end of the class, as they look to have gone bad, and worse yet, spend a lot of time, they. In the preparation of the specific class

Some teachers respond on the basis of the original perception of education on the way learners (e.g. yawning) or did not interact during lessons. This type of indication cannot guide to precise understandings of the perception of the teacher, have since yawn may what to do with the class and the teaching and all pupils with fatigue somewhat. And if the student does not respond to teaching and lessons, the teachers need to be investigated why they are not without responding defensively.

It necessary for Teachers to know the reason why some classes appear to be well and others not so well, and how we describe what it means well. This is named the investigation evidence- based reflective practice. As such, teachers need to collect compact data concerning what is actually done during their classes not what they think happened. Reflective practice is significant since it assistances educators to make knowledgeable choices about the precise learning conclusions based on collected regularly over a period concrete evidence.

There are two forms of reflection:

1. Reflection in action.
2. Reflection on action.

Schön stated that reflection in action needs the teacher to permit himself to “experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique” (Schön, 1983, p. 68),(Reynolds, 2011).A teacher reflects on the task at hand as well as, understand the implicit behaviour. Then the teacher leads the experiment, however, a new understanding of this task to generate, and on the other hand, cause a change in the situation. This requires not necessarily adhere to the Apriority method for each task teachers, each case is unique in itself. The teacher may take advantage, from what has gone before (Schön, 1983).

In contrast, you think of the subsequent action that happens only after the task has already done. Think of work allows exploring teachers why they so acted as they did, what happened in this situation, etc. This leads to the development of the Repertoire of ideas, practices, and procedures.

Several criticisms addressed against Schön’s conceptualization of reflection, it survived the test of time (Eraut, 1994),(Usher, Bryant, & Johnston, 1997). Eraut, , for instance, claimed that when the mission is to be performed in a very short time, the latitude for reflection will certainly be very limited. (Munby & Russell, 1989) too, expressed suspicions about the psychological authenticity of reflection in action. Needless to say, Schön's conceptualization of reflection has been really significant in that many training and education programs adopted it not only in organising experiences but also in the teaching of content.

Many of the criticisms against Schön’s, a conceptual framework for reflection, he survived the test of time (Eraut, 1994),(Usher et al., 1997).For example, contended that when the mission is to be done in a very short time, the possibility for reflection will certainly be very imperfect. (Munby & Russell, 1989), too, stated fears concerning the emotional authenticity of reflection in action. Unnecessary to say, Schön's conceptualization of reflection has been really important so that many training and education programs adopted it not only in organising experiences but also in the teaching of content.

Recently, reflective teaching has influenced and has been affected by several philosophical as well as pedagogical theories. Recently, reflective teaching influenced and was affected by many philosophical theories, as well as pedagogical. The constructivism pedagogical theory which introduces learning as an active process which needs apprentices to reflect on their existing knowledge as well as past knowledge and experiences to create innovative notions and concepts.

In addition to constructivism, “humanism in education has found reflective teaching suitable for learners' personal growth in a way that serves the goal of liberating from values that hinder growth” (Kullman, 1998).

Critical pedagogy is affected, too, and the concept of reflection through its focus on considering, when reflection, bases and ideologies and conflicts, the underlying formation (Brookfield, 1995). Eventually became a reflective teaching of American pragmatism, which influenced the implementation of the active (a), (b) and (c) refine ideas through experiment stresses (Brookfield, 1995).

The reflective process

As it is a continuous process of Reflection require reflective practitioners (i.e. teachers and learners, etc.) to participate in a continuous cycle and self-assessment. Reflection and to help practitioners understand that their performance, as their reactions stimulated a conversation partner (Brookfield, 1995; Thiel, 1999), Think directly in the precise problem.

1.1 Collection of descriptive data

The first basic element reflects the process of ‘collecting descriptive data ’ what happens in the classroom. Collecting data from several diverse supplies hence, the most significant will be

- i. Autobiographies (i.e. teachers and learners write a record of their individual experience).
- ii. Learners' eyes,
- iii. Colleagues' eyes and experiences, and
- iv. Existing theoretical literature (Brookfield, 1995).

To gather data, teachers be able to approach numerous supplies of information. Colleagues might be requested to observe classes, writing notes, and discussing observations later. Students' learning diaries and journals are useful for this objective. The teachers' own audio diary probably used as sources of information for data collection. The Friesian Fishbowl is an excellent technique; students might be requested to reflect on the class actions and to write down their own opinions of pieces of paper without mentioning their names. The pieces of paper are then located in a hat in the middle of a circle so that no one knows which piece of paper was written by who.

More recently, other sources of reflective data became common. For instance, reflective essays written by students on precisely chosen subjects are one case.

Articles reflect official journal entries are concentrated in advance on specific topics and closed at certain times. Problems that work relating to class; can topics (Hatcher, 1996), Learning agreements and diaries can also be engaged as a supply of expressive data Students can be asked to devise a learning contract—a written form that

defines their objectives and the responsibilities they intend to complete.

This paper certain maturity learns all the tasks specified in the contract, can be reached. Then encouraged, records of individual learning in which to hold their experiences (positive and negative) as they step for the completion of each task step (Hatcher, 1996).

Other current sources of descriptive data include:

- i. E-Mail Discussion Collections: Electronic mailing list helps which tolerate participants to form discussion groups discussing their experiences.
- ii. Portfolios: Student-generated records containing managerial documents, proof of class outcomes, and the students' assessment of the learning capability that enable students to validate the knowledge and aptitudes they have acquired.
- iii. Presentations: PowerPoint presentations whereby students are asked to reflect on different features of the class action; and Photo Reflections.
- iv. Pictorial accounts of class accomplishments for which students might be requested to write reflective captions.

1.2 Data Analysis

When collecting the descriptive data, this data ought to be studied to detect situation, expectations, principles, objectives, power relations, and significances hidden in classroom action. As Crandall, (2000) claimed, in this stage enquiries like the next questions could be questioned:

- i. What happened that was predictable or astonishing?
- ii. What theories about teaching or individual proficiencies with learning are shown in the records?
- iii. How do such theories relate to the specialist's specified opinions and attitudes?
- iv. What is revealed about the relationships among the participants?
- v. What are the consequences of the practitioner's actions?

Data can be investigated and efforts can be made at identifying patterns in the data (Crandall, 2000; Florez, 2001; Stanley, 1998). For instance, the reflective teacher can examine the data to understand if a type of learner unwillingness to express during class actions arises from the data. In this case, the learners' can be asked why.

1.3 Reflection

At this stage, the specialist may reflect the situation or the activity may be different. (Stanley, 1998).

Alternatives and options for action, the class. In addition, beliefs and doctrines, which are behind these alternatives can critical evaluation in the light off. Reflective practitioners can also be requested other teachers to see how to deal with similar situations. This reflects the fact that asked whether the questions thinking in this phase (Al-issa, 2010). He will be able to observe colleagues' classes to understand in what way they resolve course difficulties.

1.4 Plan for action

After reflection, the instructor needs to develop a plan to allow and provide new ideas. Information and knowledge, and to the impact of the process should improve the work and instructional practice (Farrell, 1998). Changes and improvements do not need large radicals (Al-issa, 2010). Even small changes and additions can control the flow of the class action.

It is important to note that the process of reflection is endless. But, reflection ought to continue as the teacher offers his new action strategy in the class. It is the instructor needs to reflect the new planning to take into account the decision-making, to notice their influence, and to remain to perform the reflection process in a recurring method. Such, as the reflective procedure is not linear; rather, it is cyclical in nature. It is spiral in that it creates the impact of the hurricane effect. As the process continuous, it collects size and momentum.

2. Pros and Cons

Reflective teaching has certain advantages and certain disadvantages. The following is a summary of the benefits and challenges of RT as discussed by (Bailey, Curtis, & Nunan, 1998), (Crandall, 2000), (Farrell, 1998), (Stanley, 1998), (Thiel, 1999).

2.1 Pros

The basic advantages of RT fall under such headings as

- (i) Flexibility,
- (ii) Practicality,
- (iii) Professionalism, and
- (iv) Sustainability.

Flexibility:

Language teaching area varies due to the inherent differences in the study groups, curricula and resources available, and the amount and type of teacher preparation through education contexts. This variety requires attention and RT is the best that can be treated with these diversity candidates. Although the RT is collective in

nature, it can be constructed from the individual process.

RT whole process constructively in the new teacher who offers the possibility of success and /or failure of the working class in the light reflective study. In addition, the teacher can also talk to an experienced deepening self-confidence and expertise by RT.

Practicality:

It combines the contemplative teaching of theory to practice. That the teacher provides opportunities to reflect and new ideas, techniques and approaches. This is an integral part of the reflection process. As such, to teach the teachers with the ability in a variety of contexts they make because it requires the teacher to establish connections between their faith and what is happening in different educational contexts. It makes adequate teachers.

Professionalism:

RT requires teachers to participate in an ongoing process, where the reason professional responsibility. It is assumed that a reflection of the teachers to promote deliberate action in the planning and implementation of activities for the classroom, which in turn requires constant attention to theories of teaching and learning. Reflexive evaluates the instructor, revision and implementation approaches and activities educational process. This would lead to development.

Sustainability:

The teaching of foreign languages is impossible in the form of workshops, conferences. Instead, the language, especially when dealing with adults, require sustainable development (Burt & Keenan, 1998); (Leitch & Day, 2000). This is the best way RT since the creation of the process of regular time for reflection and adaptation and implementation of the control and follow-up.

2.2 Cons

It reflects the practice, perhaps because of the continuing nature emotionally (Burt & Keenan, 1998); (Akbari, 2007)). The teacher needs to think about that in the classroom. This means that the trainer can do some of the action or educational philosophy. These doubts and emotional, as some teachers may find it difficult, in view of the uncertainty.

Conclusion

For us reflective teaching like someone perform a holy task with a sincere wish or hope and desire to do his best to achieve his goals his way full of Bumps and holes, in order to reach his destination he has to observe where are bumps where are holes to avoid them always ask himself/herself how can I become a better next time what should be done next time to collect the fruits of our holy mission to enlighten the minds of our learners in any field of teaching especially in teaching languages. It was argued in this paper that RT has several important merits that make it an appropriate alternative for language teaching approaches especially where adult's learners are concerned. RT offers opportunities, both practically and theoretically, to ensure professional

progress. Moreover, due to its cyclical and additive nature, RT results in an ever-increasing class outcome. It can, therefore, be concluded that, if willing to invest in time and resources, adults' foreign/second language learners and teachers should resort to RT as the choice.

Reflective teaching is very important for teachers. Teachers should pay attention to everything inside the classroom while teaching. Their thought of the goals and the objectives to be innovative, perform objective observations and then diversify the methods with respect to the classroom atmosphere. The teacher has several roles in the classroom. They are the controller, information user, creator and information supply in the classroom. Reflective teaching plays a big role in teachers' self-development.

Reflective teaching is complex, as it is implicit and explicit, takes different shapes and forms, and has different levels. Reflective teaching has been considered in the literature on teacher education in general and ELT in particular as a substantial tool for student teachers and teachers to use to understand the complex contexts of the English language and the social conditions that influence its teaching.

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