CHAPTER – II

REVIEW OF THE

RELATED

LITERATURE

Chapter – II

Review of the Related Literature

2.0   Introduction

It was necessary for a researcher to keep abreast of the current knowledge about the quantum of work done in the areas of current research. This would help the researcher to know whether further investigation is required in the same area. Review of related literature was necessary for getting a deeper insight and a clear perspective of a researcher work. The review was needed for a clear understanding of the problem. The problem can be defined more precisely if review was done. As a result of the review of related literature proper relationship could be established between the work completed and the work that was going to be undertaken. This would help avoid the replication of the work that was done already. A proper review of related literature also would help to identify the problem, to develop an appropriate research design and to finalize the size and scope of the problem. Therefore, an overview of the past studies was very useful.

Special attempts have also been made in this chapter to present the usefulness of reflective approach in training secondary school teachers of English. The difference between the teaching of other subjects and the teaching of English has been highlighted. Even though reflective teaching is not a new concept, many people may not have proper awareness regarding the details and usefulness of this. Therefore, deliberate attempts have been made in this chapter to include a section on the review of theoretical background to reflective teaching.

The review of the related literature was carried out under two heads, namely,

1. Studies related to the theoretical bases to reflective teaching
2. Studies related to research work already done.

2.1 Studies Related to Theoretical Bases to Reflective Teaching

As seen in the introductory chapter many experts have tried to explain the concept of reflective teaching. Experts have attempted to come out with their own theoretical concepts and have advocated the use of certain reflective tools such as Journal writing, Lesson Report, Action Research etc. for reflection. They have discussed such concepts with special reference to English Language teaching also. The details regarding the tools of reflection will be dealt with in volume II.

An early twentieth century educational philosopher John Dewey (1933) made major contribution to educational thinking. He defines reflective action as "that which involves active, persistent and careful consideration of any belief or practice in light of the reasons that support it and the further consequences to which it leads". Zeichner and Liston (1966) are of the view that reflection involves intuition, emotion and passion for it is more than a logical and problem solving process. For Dewey (1933) integral to reflective action are attitudes of open mindedness, responsibility, and whole heartedness which lead teachers to explore, examine, question their own and others' beliefs and practices under the light of different prisms. As these attitudes play vital roles in reflection and actions, they need to be explained briefly.

a) *Open-mindedness*

This attitude may be defined as freedom from prejudice, partisanship and such other habits as close the mind and make it unwilling to consider new problems and entertain new ideas. In reality, this attitude is something more active and positive than the definition given above. It is quite different from empty-mindedness. Open-mindedness includes an active desire to listen to different viewpoints, to pay attention to facts from different sources, to give full attention to alternative possibilities, and to accept the fact that there can be errors in the beliefs that are dearest to us. Mental sluggishness is one great factor in closing the mind to new ideas. It requires troublesome work to change our old beliefs. Unconscious fears also derive us into purely defensive attitudes that may not only come in the way of forming new conceptions but also to prevent us from making new observation. All these may result in withdrawing from intellectual concepts that are needed for learning. Such things can be overcome by cultivating alert curiosity and spontaneous outreaching for the new which is the essence of the open-mind.

b) *Whole-heartedness*

The second attitude is whole-heartedness. When anyone is thoroughly interested in some object or cause, he throws himself into it; he does so heartily or with a whole heart. This attitude is very important in practical and moral affairs. But it is equally important in intellectual development. Divided interest is a greater enemy of effective thinking. This division unfortunately is often produced in school. A pupil gives an external attention to the teacher and to his book and lesson, but his inmost thoughts may be concerned with matters more attractive to him.

His approach is not straight forward and single-minded. When a person is absorbed, he will carry on with the subject. Many questions, suggestions, come to his mind spontaneously; inquiries and readings are indicated and followed. This may result in an onward impetus to thinking. A genuine enthusiasm may be developed in the learner and this attitude that operates as an intellectual force.

c)   Responsibility

The third attitude is responsibility. Like sincerity or whole-heartedness, responsibility is usually conceived as a moral trait rather than an intellectual resource. But it is an attitude that is necessary to win the adequate support of desire for new points of view and new ideas and enthusiasm for acquiring new subject matter. These gifts may run wild, or at least they may lead the mind to spread out very far. They do not ensure that unity is essential to good thinking. To be intellectually responsible is to consider the consequences of a projected step. It means to be willing to adopt these consequences as a result of following any reasonable stand already taken. Intellectual responsibility secures integrity that means consistency and harmony in belief. The attitude of intellectual responsibility is necessary to carry on something to its completion. For completing a task thoroughness is required.

The three attitudes that are mentioned above, say, open-mindedness, whole-heartedness or absorbed interest, responsibility in facing consequences are personal qualities, or traits of character. They are not the only attitudes that are important for developing thinking in a reflective way. The other attitudes are also traits of character, or attitudes and they are moral traits. These traits are personal characters that are to be cultivated.

Apart from those attitudes about which discussion is already made, Dewey (1933) also discusses five phases or aspects of reflective thought. These phases are :

a) suggestion, in which the mind leaps forward to a possible solution,

b) an intellectualization of the difficulty or perplexity that has been felt (directly experienced) into a problem to be solved, a question for which answer must be sought,

c) the use of one suggestion after another as a leading idea or hypothesis, to initiate and guide observation and other operations in collection of factual material;

d) reasoning, the mental elaboration of the idea or supposition as an idea or supposition;

e) testing the hypothesis by overt or imaginative action.

The five phases of reflective thinking noted above do not necessarily follow any set order. On the contrary each step is genuine, does something to perfect the formation of a suggestion and help change into a major idea or a hypothesis. It does something to promote the location and definition of the problem. Each improvement in the idea leads to new observations that will result in new facts or idea. The elaboration of the hypothesis may come in at any time, not necessary to wait for the final definition of the problem. Thus John Dewey is the pioneer in the area of reflective teaching and others have based their theoretical discussion on Dewey's ideas.

Another greater contributor to the reflective practice movement has been Schon of Massuchusetts Institute of Technology, U.S.A. His conception of reflection-in and on-action and the continuous cycle of appreciation, action, and re-appreciation have added much to the

matter. Schon (1983) suggests that we engage in "reflection-in-action", meaning we adjust our teaching to the feedback we receive from our students. Schon (1983) further suggests that we also engage in a process called "reflection-on-action". This occurs as we think about what we are going to do and later what we have done.

Stanley (2001) has studied both Dewey's and Schon's work on reflective teaching and he has summarized the process of reflection. These processes are 1) Teach, 2) Think back, 3) Describe, 4) Investigate reasons, 5) Re-frame events in the light of several theoretical frameworks, 6) Generate multiple understandings, 7) Decide what to do next, 8) Start it over again. It is desirable to elaborate each of these processes.

1) Teach

It is necessary to teach in order to reflect on what happened in the class, reflect on one's own experiences. Investigation should be conducted in our classes and it should be followed for a period of time.

2) Think Back

After each session is over one could think back or reflect to see what happened in the class. In order to reflect on what happened a number of questions could be asked of oneself. How was my session? Did something amusing take place? Did I accomplish my objectives? One could also ask questions about the students one taught. Did I teach the whole class? Did I teach only the front benches? Did I involve all the students? etc. One could ask questions about one's own competence.

Have I the necessary professional skills to handle the class? How am I growing as a teacher of English? Have I the necessary skills to make use of tasks and activities?

Such questions will help one write a diary or journal for reflection.

3) **Describe**

At this stage one can describe the chosen event in as much detail as possible. For example, while keeping a journal all the details regarding the sessions, students taught and one's own competence can be written. While observing lessons one should pay attention to not only of what is obvious facts, but also body language, tone of voice, verbal and non-verbal feedback one's students give and vice-versa.

4) **Investigate reasons**

At stage 4, a number of questions could be asked of oneself, that is, why questions. This is the time to question the reasons why something happened, questions one's values or beliefs.

5) **Reframe events in the light of several theoretical frame works**

At this stage one may try to see it from different perspective. One may try to understand the concepts in the light of some theories one has read or learned. The teacher/researcher may discuss the point with his colleagues to get a different view point.

6) Generate multiple understandings

In this stage one can ask oneself what one could have done differently in that situation and why. There could be a number of after thoughts questions, such as, was timing a problem? Why could I not check the exercises of all the students? Such questions will be helpful for further investigation. At this point either oral or written feedback of students could be obtained.

7) Decide what to do next

In this stage one may decide on what needs to be done in the light of the analysis of what has already happened.

8) Start it all over again

In the light of the reflection that is undertaken, it is possible to start the entire process of teaching in a different way. This will help yield better results.

The first section, the theoretical bases of reflective teaching is mainly concerned with the work of Dewey and Schon, Dewey's views on the importance of attitudes for reflection, and the five phases of reflective thought. Their work also led to the identification of some eight processes of reflection discussed above. These processes are very useful for the present study. Such theories have influenced many researchers and practitioners and as a result many have taken up the challenge of conducting research in reflective teaching. It is quite appropriate to review the impact of research work conducted by researchers and their impact before further studies are being undertaken. The next section takes up studies in reflective teaching conducted abroad and in India.

2.1.1 *Studies conducted Abroad*

There are a number of studies conducted abroad, however only a few studies are there in the area of English language teaching. Some of these studies are on general education. Some teachers conducted diary / journal studies for in-service self-evaluation. In one of the earliest studies, Telatnik (1977, 1978) did her master's thesis research on the introspective journal as a self evaluation tool. The findings deal predominantly with her struggles to articulate her philosophy of teaching and to define good teaching.

Butlerwall (1979) conducted a diary study. Butler-wall kept a record of her teaching in an upper-intermediate, university English as a second language class. Other major themes that emerged in Buller-wall's diary study were feedback, harmony, and community. These themes were included in the study since they were related to classroom language teaching.

Deen (1987) kept a diary of her experiences as she taught a project based course in Dutch as a second language. Deen was also taking a graduate seminar on project-based language teaching Deens' diary study combined her own observations about the course she was teaching with written comments from the professor of the graduate seminar.

Ho (1985) conducted a diary study on the use of English and Chinese to teach English remedial classes in secondary schools in Hong Kong. The objectives of the study were (1) to investigate the teacher's actual feelings and frustrations experienced in making the language choice (2) to collect survey data about other teachers' classroom language.

Jeffrey and Hadley (1997) conducted reflective teaching in Niigata University of International and information studies. The study took place in their university's communicative English programme. The programme was intended to encourage students to speak English in a relaxed and confident manner. The programme focused on Japanese issues. The sample included small classes of 22 learners and they were grouped into six levels of distinct levels of language proficiency. The diary study concentrated on the oral communication classes taught by Jeffrey. The findings of the study were (i) there was a good atmosphere in all the classes, (ii) the diary provided more evidence that the learners were pleased with the quality of the classes, (iii) the teacher became more confident (iv) diary gave the teacher a chance to realize that both the teacher and the students had come a long way.

Thomas and Montomery (1998) conducted a case study on 125 students for four months. The aims of the study were (a) to flesh out the uniqueness of children's perspectives on teacher preparation, and (b) to define the details of reflective teaching practice.

The main tool used for collecting data was interview. The researchers asked the children about their opinion about good teachers. Interestingly the children's concerns focused on four effective characteristics of teachers, namely gentleness, caring, understanding and fun loving. The students stated that they did not like teachers who yelled. Yelling made them feel guilty, it hurt their feelings and they felt embarrassed. Some children expressed the view that they felt ashamed and alone when the teacher yelled. They did not appreciate teacher's words like sit, still, be quiet, stay in line, hurry, since they were not soldiers in the army. They had a feeling that quite often teachers

punished the whole class instead of punishing the right person. This made them mad. Some of them were of the view that they wanted freedom to choose for themselves, it hurt them when they did not get opportunities to choose for themselves. One student was of the view that a good teacher has a sense of humour, s/he plays and jokes around". Children in many groups talked about the importance of a teacher having fun with his/her students. Almost every group expressed that the best thing a teacher could do, would be to give them a party everyday. They suggested that kids like parties and fun; teachers should loosen up. One student said, we like it when the teacher tells us her personal life. This case study clearly shows that shift in the way we teachers and classroom climate. Colleges of education must begin affective factors that are very important for reflective teaching and the focus in the classroom should be on the children.

Raija Airo (1998) participated in a Lingua-B project that concentrated on reflective teaching and classroom action research. It's aim was to develop an in-service training model for teachers of English in different countries. The national Board of Education launched this project in 1996 for the development of language teaching and learning in Finland. It was a five year project. All the teachers in Kuusiluoto Sixth form College (the School) were involved in this project. The common aim was to improve their students' readiness and willingness to use foreign languages as a means of communication. They wanted to make the students realize that language is a tool to handle meaningful information both in written and spoken form. While doing this, teachers focused on improving students' oral skills. The investigator wanted to take steps to change the learning environment. The details regarding the courses are given below.

There were six obligatory courses plus a couple of orienting courses say, speaking and writing listening, and drama club in this school. The speaking exercises started from practicing simple everyday situations. In course I, there were items like introducing yourself, how to be an active listener, giving directions small talk, being polite, agreeing, disagreeing, complimenting, etc. and in course 2, it was time to go shopping, travel and give a mini-presentation of your hobby or a trip. Course 3, consisted of items like making a telephone call, applying for a job and going to a job interview, etc. For purposes of research the investigator chose course 4, a new textbook, blue planet 4. There were two groups of students, Group A and Group B, the former had 30 students mostly girls and the latter had 17 students mostly boys. Both the groups had the same course.

The students of Group A were conscious of their responsibility. They were very serious about evaluation. The great amount of pair work and group made them feel responsible for their classmates. One of the students, Tuomo wrote in his self-evaluation form, "I have taken part in all the conversations, been active and done my homework encouraged and helped my friends' describe that dramatization and acting out of the text, instead of an oral presentation was alright." Self-evaluation was a success. Out of the thirty students, there was one girl who was modest. She expected a score of 8 but she deserved 9 since she did so well in the examination. Two girls and one boy thought too highly of their work and skill. The girls suggested 8 but the result was 6. In group B, nobody commented negatively about the use of internet. The pupils were really pleased with the exceptional methods. They also enjoyed the small groups, independent work and speaking. They were of the view that little less than half of the lessons on computer would have been enough.

The pupils felt that too little time was spent on language matters like text combing. One of the pupils made a valuable suggestion; had the method been used during the course mentioned in the curriculum, it would have helped the students select a certain course according to their choice. In this group as in A, most of the students liked the independent way of working. The course examination turned out to be difficult partly because their computer experiments took so much time of the whole.

Bain et al (1999) undertook a study focusing the facilitation of reflective thought in novice teachers. The sample of study consisted of 35 student - teachers doing a one-year graduate diploma in Education. They submitted weekly journal entries during their second week practice teaching. They were interviewed at several stages about their educational belief and practices. The finding suggested that students found it easier to write on experiential than cognitive journal but there were no overall differences in the quality of reflection achieved under the two conditions. Students receiving supervised dialogue did not attain a higher level of written reflection than those in the self analysis condition. It suggested that significant benefit could be achieved through journal writing, without the intensive involvement of a reflective supervisor.

The review of studies conducted abroad clearly shows that some of the studies were in the area of diary studies, some were case studies regarding children's attitudes towards teachers, some were in the area of action research and one of them was in the area of reflective teaching of novice teachers. Review of diary writing and reflective practices of novice teachers have positive impact on the present study.

2.1.2 *Indian Studies*

In addition to the studies conducted abroad some studies have also been conducted in India. However, any major scale studies have not been undertaken in our country. An attempt is made here to present the main findings of the studies conducted in our universities as these findings are more relevant than the findings of foreign studies. Some universities have started conducting seminars, M. Ed. Level studies and minor projects. This is a welcome sign.

Dabhi (2000) in the study "Journal Writing for Trainees Reflective Practice Teaching" put forward the following objectives: (1) To know the focus (content) of the reflection in the journals written by B.Ed. students of Bhavnagar university, (2) To know the trainees difficulties in becoming reflective for their practice teaching, (3) To know the trainees' difficulties in reflective journal writing for practice teaching.

A sample of 6 trainees was selected. The data collected were in the form of journals written by these six trainees and unstructured interviews with another three trainees and three teacher educators who observed the lessons of the trainees in the sample. The findings of the study included that the entries were categorized under four main categories, teaching, self, professional issues and student or class. Of these four, self and teaching were the major categories of reflection. Majority of entries under category of self were classified as feelings (83%). The trainees reported that they had no difficulties in becoming reflective. Moreover, they reported their belief that reflectivity helped them in their practice teaching. They admitted that they did not have sufficient time and practice for journal writing.

71

Andharia (2003) in the study 'A Study of Reflective Thinking Levels of Novice Teachers of Saurashtra Region' put forward the following objectives. (1) To know the process of reflective thinking (2) To adopt Taggart profile of Reflective Thinking Attributes into Gujarati. (3) To validate the adopted PRTA in Gujarati. (4) To measure RTL of novice teachers of Saurashtra. (5) To explore the relationship between sex, faculty, categories and residential area of the novice teachers and their RTL. The sample for the study was 625 novice teachers from 10 B. Ed. colleges and 2 Basic teaching colleges in Saurashtra, Gujarat. The main findings of the study included (1) A reliable and valid reflective thinking levels scale was obtained in Gujarati language using the Generalized Graded Unfolding Model (GGUM) in the framework of item response theory. (2) At present reflective thinking level of novice teacher was contextual level of reflection. (3) There was no effect of sex differences upon the reflective thinking levels of novice teachers. (4) There was no effect on the resident area upon reflective thinking level of novice teachers. (5) There was no effect of reserved and non-reserved category upon reflective thinking level of novice teachers. (6) There was no effect of the faculty of the novice teachers upon the reflective thinking levels.

It can be concluded, from the above review of literature and research that most of the studies carried out are in the area of teacher preparation and which are relevant for the present study. One of the studies conducted is in the area of English language teaching. It has been found that most of these studies have not used some of the components of reflective strategies used by the investigator for the present study. One of the researchers Dabhi has used journal writing for reflective purposes and this study seems to have some resemblance with the present study.

However, there is a need for using all the other useful tools like lesson report, peer observation, action research, etc., with special reference to English language teaching.

2.2 Implications of the Review of Related Literature on the Present Study

From the above review of related literature and research, both in India and abroad, it can be understood that they are concerned with some specific theory and practices. From the first section of the review, i.e., theoretical bases of reflective teaching it can be seen that reflective teaching/ approach can be defined in different ways. It can also be found that different thinkers have different views on reflective teaching. From this section it is also found that certain attitudes are vital to reflection. It is also realized that reflection has a number of important phases. Such relevant pieces of theory would give many an awareness about reflective teaching. It also gave the investigator a sound theoretical footing.

From the second section of the review of related literature i.e., the studies conducted abroad and in India it has been found that many of the reflective tools have not been exploited fully for the studies. The investigator could take such tools in the present study. The investigator found some sort of similarity between Dabhi's Studies and the present study. The tool used by Dabhi for the research work, i.e., journal writing has been used in the present study. From these studies it has been found that no systematic work has been undertaken in India as far as reflective teaching is concerned. The investigator has not come across any study which is carried out with the intention of finding the

impact of reflective approach to training on the pre-service secondary school teachers of English.

The present study is a modest attempt to highlight the need for reflective training for pre-service teacher development. A detailed account of the research problem, objectives, the procedure adopted by the present study and the statistical techniques employed for analyzing the data are presented in the next chapter.