CHAPTER – V

SUMMARY,

FINDINGS AND

CONCLUSIONS

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Summary, Findings and Conclusions

5.0   Introduction

This chapter deals with the summary of the research undertaken by the investigator, major findings, the conclusions and the suggestions for further studies. It presents all the aspects of the present study in a nutshell.

5.1   The Present Scenario

Education, as it is generally understood, is a process of sustained instruction through which learners are provided with the required knowledge, skills and attitudes that are needed for living life in the society as effectively and efficiently as possible. Education thus is preparation for life and teachers are the experts under whose care this preparation is carried out. The quality of this preparation depends to a great extent on the quality of teachers who do it. Unlike the people of a decade or two ago, people of today are leading a much more sophisticated life style. They have to handle sophisticated machinery and equipment that requires complex knowledge and skills. If the teachers are not well equipped with the needed knowledge, skills and communicative competence, they would not be able to carry out their duties at the expected level. So education of teachers is not something that can be written off as something insignificant.

Everyone who aspires to be a good teacher needs to have certain prerequisites. They should have content mastery in the area they

propose to work. They need to have pretty good knowledge about the goals and objectives of education, about the various techniques, methods and approaches to teaching and learning and knowledge about the learners and their characteristics. In addition, they need to acquire sufficient level of intrapersonal and interpersonal intelligence.

In short, teacher trainees require long and rigourous training if they are to pick up all these, in colleges of education, they have theory classes, practical work and practice teaching, etc. Among the various areas of their training the one that deserves the greatest priority is the area of learning to teach. Training teachers is a quite new phenomenon. Many approaches were used over the past few decades. For example, the Craft model and the Applied Science model were in use.

5.2   Need for Innovative Ways of Teaching

Some teachers have the ability to transfer knowledge or skills to their learners effectively but some others cannot. Some may have good knowledge of the subject but they fail miserably in making the learners understand. There are some others who may not be so highly qualified but who are sensitive to feedback from their students and are ready to adapt their teaching to the abilities and needs of their students. Teacher training can help all categories of teachers to do their job efficiently. As Hill and Dobbyn (1979) suggest that English as a Foreign Language teacher trainees' needs are, watching good teaching, being told how to teach and practicing what they have seen and learnt. In order to expose the trainee to the above mentioned aspects of training, practice teaching could include both micro and macro teaching. Micro-teaching, as Wallace (1991) defines, is a training context in which a teacher's situation has been reduced in scope or simplified in some systematic

way. It is a scaled down teaching since the teacher's task may be simplified and made very specific. The length of the lesson may be shortened and the size of the class may be reduced. This model was originally developed at Stanford University, the USA. Micro-teaching has the following cycles, viz., plan, teach, feedback, and re-teach. Micro-teaching is a training technique.

The other type of practice teaching is macro-teaching. As Hill and Dobbyn (1979) note, the micro-teaching can follow the same pattern as that of micro-teaching though here genuine practice teaching classes of pupils should be used. They further note that the sequence could be namely demonstration by a trainer, presentation of theory by the same person, practice teaching of the same item by the trainees, criticism by the trainer and peers and if possible re-teaching of the same item to another class. Macro-teaching is teaching a full-fledged lesson of 35-40 minutes which will have different stages like motivation, presentation practice, evaluation and home-task. A macro-lesson in English at H. M. Patel Institute of English Training and Research has, however, one more stage, i.e. the Communicative Practice Stage. In the Communicative Practice stage the students will do tasks / activities in pairs or groups. The trainees give practical lessons in order to get professional training. It is desirable to get exposure to various models of professional training, viz., the Craft Model, the Applied Science Model and the Reflective Model. In the Craft Model the master teacher tells the students what to do, shows them how to do it, and the students imitate the master. The trainee learns by imitating the expert's instructions and advice. The expertise in the craft is passed on to generation to generation. The Applied Science Model is the traditional and probably still the most prevalent model underlying most training or

education programme for the professions like medicine, architecture and teaching. This model derives its authority from the achievements of empirical science particularly in the nineteenth and twentieth centuries. In this model practical knowledge is very important since it is clearly related with the objective of achieving the means. This model is superior to the Craft Model as it gives a lot of importance to theory and practice and it follows a more scientific approach. There is yet another model, i.e. the Reflective Model. This model has room for self-reflection and it will result in one's own development.

5.3   The Reflective Model

Dewey (1933) defines reflective action as "that which involves active, persistent and careful consideration of any belief or practice in the light of the reasons that support it and the further consequences to which it leads." Reflection involves intuition, emotion and passion for it is more than a logical and rational problem-solving process. For Dewey integral to reflective action are attitudes of open-mindedness, responsibility and whole-heartedness, which lead teachers to explore, examine and question their own, and others' beliefs and practices under the light of different prism. What Dewey proposed was "…..a balance between reflection and routine, between thought and action." Schon (1983) defines reflective teaching as the process of learning from one's own experience. For Schon a reflective practitioner is one who can think in action and can respond to the uncertainty, uniqueness and conflict involved in the situation in which s/he works. Schon (1987), Cruickshank (1987) view reflection as an ability to analyse one's own practice, once it is completed. For Giroux (1988) reflective teaching is about using the wealth of opportunities a teacher has on a daily basis to

systematically explore, question, frame, reframe, challenge herself and her own teaching under a holistic view in order to make well-grounded interpretation. Cruickshank (cited in Richards Nunan, 1990, pp202) defines the term reflective teaching as the teacher's thinking about what happens in classroom lesson and thinking about alternative means of achieving goals or aims. Cruickshank sees reflection as a means to provide students with an opportunity to consider the teaching event thoughtfully, analytically and objectively. Pennington (1992.42) defines reflective teaching as "deliberating on experience, and that of mirroring experience." She also extends this idea to reflective learning. Pennington (1992.47) relates development to reflection, where "reflection is viewed as the output of development." Pennington further proposes a reflective/developmental orientation "as a means for (1) improving classroom processes and outcomes, and (2) developing confident, self-motivated teachers and learners." Richards (1990:5) sees reflection as a key component of teacher development. He says that self-enquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition or routine, to a level where their actions are guided by reflection and critical thinking." For Richards, "critical reflection refers to an activity or process in which experience is recalled, considered and evaluated, usually in relation to a broader purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision making as a source for planning and action." According to Zeinchner and Liston (1987:34) reflective action "entails the active persistent and careful consideration of any belief or supposed form of knowledge. Routine action is guided primarily by tradition, external authority and circumstances."

From the above definitions it can be understood that reflective teaching is about using the wealth of opportunities a teacher has on a daily basis to systematically explore, question, frame, reframe, challenge herself and her own teaching under a holistic view in order to make well grounded interpretation and then be able to make informed choices.

5.3.1 *Reflective Teaching – its history*

The notion of reflection is not new. Many generations of teachers had known and practiced this concept intuitively. But Dewey (1933) crystallized this concept. As time passed there evolved different approaches to the study of reflective practice. The first type of reflection, technical rationality examines teaching behaviours and skills after an event such as class. In this case the focus of reflection is an effective application of skills and technical knowledge in the classroom. According to Schon (1983, 1987) the second notion of reflective practice is called reflection-in-action. If this is to happen, the teacher has to have a kind of knowing-in-action. Knowing-in-action is analogous to seeing and recognizing a face in a crowd without listing and piecing together separate features. For Schon, reflection-in-action is concerned with thinking about what we are doing in the classroom. The third notion of reflection is called reflection-on-action. Reflection-on-action deals with thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected action. This includes reflecting on our reflecting-in-action or thinking about the way we think, but it is different from reflecting-in-action. The fourth notion of reflection is called reflection-for-action. Reflection-for-action is different from previous notions of reflection in that it is proactive in nature. The fifth notion of reflection is connected to action research.

Action Research is the investigation of those craft-knowledge values of teaching that hold in place our habits when we are teaching. It concerns the transformation of research into action.
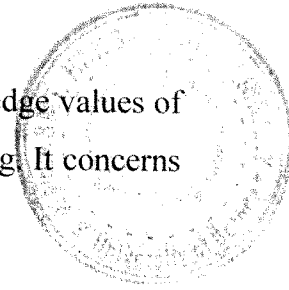
Many experts have made use of the above mentioned notions of reflection and conducted research studies. Although a number of research works has been carried out in this area they are mostly done in foreign countries. But in our country we have just started to undertake some research work. It is a fact that no major breakthrough has been achieved in our country. However, it is becoming increasingly popular in some parts of our country.

The reflective model of teaching if employed can benefit teachers in many ways. This model has mainly to be free from impulse and routine behaviour. At present we follow the traditional methods of the feedback mechanism when the trainees give their practical lessons. The tutor comments written on their practice teaching journals are not adequate to give the trainees awareness about his or her strong and weak points. Many a time the comments written are null and hollow. Under such circumstances reflective approach would be useful. This approach has a number of advantages. Firstly, it helps teachers behave in a different way. Secondly, reflective teaching allows teachers to act in a deliberate intentional manner and avoid the "I do not know what I will do today" syndrome. This will equip the teacher to deal with any classroom situation. Thirdly, reflective teaching distinguishes teachers as educated human beings since it is one of the signs of intelligent action. Teachers tend to behave in a mature intelligent manner. Fourthly, as a result of reflective teaching teachers gain experience in the company of professional educators and this will be beneficial for survival even outside the classroom. On the whole, it would give the

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teachers opportunity to examine their relations with students, their values, their abilities and their successes and failures in a realistic context. In short reflective practice would help the teacher become an expert. As has been discussed earlier, the reflective approach to training of teachers as compared with traditional approaches to training has several advantages. Therefore it is quite imperative that a strategy involving reflective approach if designed and administered for this purpose would bring in many an advantage for the trainees. So the present study is an attempt in this direction.

5.4 Review of Related Literature

It is necessary for an investigator to keep abreast of the current knowledge about the quantum of work done in the area of current research. This will help the investigator to know whether further investigation is required in the same area. Review of related literature also is necessary for getting a deeper insight and a clear perspective of a research work. The review is needed for a clear understanding of the problem. The problem can be defined more precisely if review is done. As a result of the review of related literature, proper relationship can be established between the work completed and the work that is going to be undertaken. This will help avoid the replication of the work that has been done already. A proper review of related literature helps 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 found useful.

In the present study the review of related literature was carried out under two heads, namely, studies related to the theoretical bases to reflective teaching and studies related to research work already done.

The investigator included two types of studies, namely, studies conducted abroad and studies conducted in India.

From the review of related literature and research, both in India and abroad, it was understood that they were concerned with some specific theory and practices. From the first section of the review, i.e. theoretical bases of reflective teaching, it was noticed that reflective teaching / approach could be defined in different ways. It was also found that different thinkers have different views on reflective teaching. From this it was also found that certain attitudes are vital to reflection. It was also realized that reflection had 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 was found that many of the reflective tools had not been exploited fully for the studies. The investigator could take such tools in the present study. For example the investigator found some similarity between the study conducted in India by Dabhi and the present study. As in Dabhi's studies, the investigator also used journal writing as one of the tools. From the studies reviewed by the investigator, it was found that no systematic work has been undertaken in India as far as reflective teaching is concerned. The investigator did not come across any study which was 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 an attempt to highlight the need for reflective training for pre-service teacher development.

5.5 Rationale for the Study

It is a known fact that teachers need to undergo training in order to function effectively in the class. In ancient times there were no teacher-training institutions and students used to go to the teacher for acquiring the basic skills for teaching. There were not any specific approaches for training teachers. As time passed, situation started changing and teacher-training institutions came into being. The institutes followed specific syllabuses and approaches for training teachers. As discussed earlier, some models like the Craft model, Applied Science model, etc. were used for professional training. These models were not found effective for training teachers. Attempts were on for evolving new approaches to training. As a result of this, way back in 1933 John Dewey came out with Reflective Teaching. Even though this approach was in existence for the last many years, a majority of people who are in the field of teacher training are not aware of this concept and a microscopic section of the educationalists started practicing this approach for teacher-training purposes. Even though some of them started using it, a vast majority of them remained in the dark. Attempt was made towards building some sort of awareness of the usefulness of this approach. Further, there is a tendency to adopt an idea proposed by someone elsewhere without finding out the usefulness of that in our own situation. Thus it was imperative that the usefulness or feasibility of the concept of Reflective Training to Teaching needed to be tested or probed.

As mentioned earlier, 'Reflective Approach' is not a new concept. Even though it is not a new concept, there are not any effective training strategies for training Secondary School Teachers of English. Hence

there was a need to develop a Reflective Training Strategy that could be used by both the Teacher Trainers and the Trainees.

It was not enough to develop a Reflective Training Strategy and leave it there; the task would be complete only if the effectiveness of the strategy was found out through reliable means. In the present study deliberate attempts were made to find out the effectiveness of the 'Reflective Training Strategy' in terms of the teacher-trainees' personal attributes and professional expertise.

It is a known fact that traditional teacher-training programmes have mainly two components, teaching of theory and giving a specific number of lessons. The trainees would be busy in learning some theory and completing the lessons. Trainees do not get proper awareness about the qualities of a good teacher and as a result less attention would be paid to develop personal attributes and professional expertise. Many of the trainees would not know the components of personal attributes and professional expertise. It was necessary that the trainee should know that personal attributes entail personality traits and attitudes. They should have a clear picture that personality traits entail features like confident and calm, hardworking, sincere, witty and has a sense of humour, humane, sensitive and sympathetic and attitudes entail qualities like patient and encouraging, tolerant of errors, learns from her students and can take criticism. Similarly the trainees should know that Professional Expertise entails components like professional skills and knowledge of the subject and the knowledge of the psychology of learning. They should also know the features of each of these components. It is necessary for the trainees to know that professional skills entail classroom techniques and skills, which has sub-

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components, namely allowing students to work at their own pace, good classroom manager, relates his/her teaching to everyday situations, building up a good rapport with his/her class. Trainer should also know that professional knowledge entails knowledge of the subject and the knowledge of the psychology of learning.

The trainees needed to be made aware of the qualities of a good teacher. Thus deliberate attempts were needed to develop the trainees' personal attributes and professional expertise.

Any new approach should be used to ascertain whether it would be better than the present methodology being practiced. In order to find out this one of the reliable means was to measure the performance of the students. There could be positive correlation between the method used and the learners' performance. Therefore some attempts towards this were to be made.

It was desirable to adopt new methods and strategies for training purposes. But these new strategies might not be liked or accepted by all, as there might be differences of opinion. These differences might be due to various factors, namely, opposition to change or innovative ideas, fear of not getting success, etc. Hence it was thought important to get the opinion of the teacher trainees about the strategy.

The teacher-trainees generally give their lessons under supervision. It would be difficult to supervise all the lessons of all the trainees by the supervisor. The supervisor may involve some regular teachers of English from the school for that purpose. In that case these cooperating teachers were to be apprised of the details of Reflective Training and get them watch the lessons of the trainees. It would be imperative to

study the opinion of the cooperating teachers regarding the feasibility of this approach.

As far as pre-service training is concerned the trainees get practice in lesson giving during practice teaching sessions. As per the norms of the National Council for Teacher Education, every trainee has to give forty lessons in order to qualify for the award of B.Ed. degree. These forty lessons were given under the guidance and supervision of method master or cooperating teachers from practice teaching schools. Giving lesson in English is difficult as compared with other subjects. English is a skill-based subject and the trainee has to get training in the use of language. Due to practical problems the tutors may not observe all these forty lessons completely. Some of these lessons are observed partially and in that case the trainee does not get full guidance from the tutors. Even the tutor comments which appear on the lesson plans may not be constructive or positive. Under such circumstances the trainees do not get complete feedback and this may result in poor performance. In such situation what was reliable and useful was reflective teaching. The trainee could reflect on the lessons given and for this a number of questions about the sessions, students taught and one's own competence could be asked by doing reflective practices and can become good teachers, especially for dealing with learner-centred curricula.

Moreover from the review of related literature it was noticed that a lot of literature is available in the area, particularly in foreign countries (Thomas 1998, Gore 1987, Schon 1983, Giroux 1988, to cite a few). Some research work was also been undertaken in other countries. But in India, no systematic work has been done so far. This clearly showed the need for undertaking a study. The present study may help researchers, classroom practitioners in various ways.

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5.6 Statement of the problem

Impact of Reflective Approach to Training on the Pre-Service Secondary School Teachers of English.

5.7 Objectives of the Study

The main objectives of the study were as follows:

1. To develop a reflective training strategy for Pre-Service Secondary School Teachers of English.

2. To study the effectiveness of the strategy in terms of :
   a. teacher-trainees' personal attributes
   b. teacher-trainees' professional expertise
   c. the students' performance in English
   d. teacher-trainees' liking for the strategy
   e. the opinion of the cooperating teachers regarding the feasibility of the strategy

5.8 Definition of the terms in Operational terms

➤ *Reflective Approach to training*

It means one specific way of training in which the trainees will teach, they will sit back and reflect on their strong and weak points, they will further plan their future lessons incorporating necessary changes. This process will continue till the end of the completion of the teaching.

➤ *Impact*

The effect or influence of reflective approach to training in terms of the trainees' personal attributes such as confident and calm, hardworking, witty and has a sense of humour, patient and encouraging, tolerant of errors, learn from his/her students, etc.

and professional expertise, such as allowing students to work at their own pace, good classroom manager, building up students' confidence, good knowledge of his/her subjects, etc. This also means the impact on the students' use of English, teacher-trainees' liking for the strategy and the opinions of the co-ope rating teachers regarding the feasibility of the strategy.

5.9 Hypotheses

There is no significant difference between average scores on personal attribute of teacher trainees after lesson 1 and lesson 40.

There is no significant difference between average scores reflecting professional competence of teacher-trainees after lesson 1 and lesson 40.

There is no significant difference between the mean scores of Pre Test and Post Test of class VIII and IX students in their achievement in English.

5.10 De-limitation of the Study

The study was confined to a group of 13 Pre-Service teachers of English only. (B.Ed. Eng.) students of H. M. Patel Institute of English, Training and Research).

5.11 Design of the Study

The present investigation is an intervention study carried out for one- month. The study aimed at finding the impact of reflective training strategy on the Pre-Service Secondary School teachers of English. The sample of the study consisted of 13 B.Ed. English students of H. M.

Patel Institute of English Training and Research, Vallabh-Vidyanagar. These 13 students belonged to the 2001-2002 batch. These trainees taught the students of Standard VIII and IX of M. U. Patel Technical High School, Vallabh-Vidyanagar.

5.12 Development of the Software

The first of the objectives of the study was evolving a strategy for helping teacher trainees to pick up the art of teaching through reflection. It involved the development aspect of the study. For this purpose the content matter concerning both theory and practice was subjected to task analysis and the various concepts involved were placed in their proper order so as to ensure adequate sequence of the various teaching points. Then the terminal behaviours for each unit were specified. The next step was the elaboration of the various teaching points in such a way in order to realize the various instructional goals laid down. Making ample use of the experiences of the investigator who himself is a teacher educator, training teacher trainees of English and in the light of the experiences, knowledge gained while reviewing the related literature, the investigator developed the present software for the present study.

Thus, through proper utilization of various concepts and techniques that would help the teacher-trainees to reflect, the investigator prepared the software materials for the study. The same was subjected to refinement, on the basis of opinion, comments and suggestions offered by a few teacher trainees, content experts and methodology experts who had gone through the material. The material was then subjected to field try out and further revision on the basis of the observation was made.

5.13   Tools Used

For purposes of collecting data for the present study different tools were prepared. A five point personality test was prepared to study the effectiveness of the strategy in terms of the teacher-trainees' personal attributes. To study the effectiveness of the strategy in terms of teacher-trainees' professional expertise a five point rating scale was used. Pre-Tests and Post-Tests were administered to students of M. U. Patel High School in order to study the effectiveness of the strategy in terms of their performance in English. A five point opinionnaire was prepared to study the teacher-trainees' liking for the strategy. With the help of an unstructured interview schedule the cooperating teachers' opinions regarding the feasibility of the strategy were collected.

5.14   Statistical Techniques used in the Analysis of Data

The data collected were analysed by using qualitative as well as quantitative analysis. In order to study the significance of difference in personal attributes of the teacher-trainees over the intervals 10th, 20th, 30th and 40th lessons, the t-test was employed. Similarly to study the effectiveness of the strategy in terms of teacher-trainees' professional expertise a t-test was used. The investigator has employed 'Single Group' 't-test' to find out the difference between the pre-test and the post-test scores of VIII th and IX th standard students achievements in English as a result of reflective teaching. In order to study the opinion of the teacher-trainees liking of the strategy Standard Deviation and percentage of their opinionnaire scores were calculated. Investigator has used qualitative analysis, viz. content analysis for studying the opinion of the cooperating teachers regarding the feasibility of the strategy.

5.15   Major Findings of the Study

1. As the result of the t-test shows, the reflective training strategy was found to be effective in improving the personality traits of the teacher-trainees.

2. The t-test result also shows that the evolved strategy was effective in improving the professional competence of the teacher-trainees.

3. The calculated value of t-value of Pre-Test and Post-Test shows that reflective approach to training had a positive impact on the performance of pupils of class VIII in English.

4. The t-test calculated value of Pre-Test and Post-Test shows that the evolved strategy was successful in enhancing the performance of pupils of class IX in English.

5. The results of standard deviation and the percentage show that the majority of the teacher-trainees liked the new strategy.

6. The trainees were found to have affinity for reflectivity on the lessons they gave.

7. Trainees had high positive regard for journal writing and other techniques.

8. Trainees found action research a fine tool for reflection and awareness building.

9. The cooperating teachers had strong liking for the strategy and they themselves expressed their wish to use it for their own classroom teaching.

10. The Teacher-trainees liked to observe the lessons given by other trainees.

11. They liked to record their own teaching using audio-video devices.

5.16 Overall Observation and Conclusion

The main purpose of the present study has been to create awareness in the pre-service teachers of English to use reflective teaching strategy in various classroom situations. The aim has also been to help the trainees develop a taste for such innovative teaching strategies. The quantitative and qualitative analysis of data reveals that the strategy to develop reflective thinking in students of B.Ed. (English) using various tools of reflection has been successful.

Teacher-trainees were enthusiastic and active in the reflective teaching programme. From the trainees active participation in the lesson-giving programme and their improved scores on the check-list from lesson one to forty goes to say that the trainees had learnt the skill of reflective approach. Going through their diary writing, lesson report, action research and lesson observation it was evident that most of student-teachers who were involved in the study had acquired the habit of reflective teaching.

Considering the teacher-trainees' participation and involvement, it would not be out of place to state that all the trainees found the new strategy interesting, challenging and useful. It is a fact that most of them came to know about reflective teaching for the first time. Most of them expressed the view that reflection gave them a sense of satisfaction and achievement and it had been a novel experience. It was through journal writing, lesson report, action research and peer observation that the trainees got opportunity to reflect on the lessons that they were required to complete. Pupils of Classes VIII and IX showed a lot of interest in the classroom interaction. The tasks and activities that the trainees used were novel and they could capture the

pupils' attention. On scanning through the pre-test and the post-test results, one could clearly notice the improvement on the part of the pupils.

If we can scan through the opinion given by the cooperating teachers, it would soon become evident that they all like the strategy. All of them had this kind of exposure for the first time and it was altogether a different experience for them. They expressed the view that observing lessons with a set of clear-cut criteria would bring forth better results.

Reflective teaching could be used by both novices and experienced teachers. It is necessary to make deliberate attempts to practice it in order to have self-development. All categories of teachers and teachers of other subjects could use this strategy. The present study employed a number of tools for facilitating reflection, namely journal writing, lesson report, audio-video recording lessons observation, action research, etc. All the concerned trainees used these different tools at some stage or other in a pre-determined manner to foster reflection and understanding. Although they were used at different times, their combined effect on the trainees was found to be significant as the study indicates. The strategy was able to lead them gradually from where they were in the beginning to a significantly higher level of performance as far as their teaching ability is concerned. The strategy was not only found liked by trainees but also by the cooperating teachers.

5.17 Conclusion

The main purpose of classroom teaching is to have better outcome. In order to have better outcome or results, it is necessary to employ innovative model of teaching. Considering the changing teaching-

learning scenario, it is imperative to employ innovative practices to cope with the expanding knowledge, as Wallace (1991) notes in Reflective model, where teachers reflect on experimental knowledge. Reflecting on teaching experiences helps teachers grow professionally. It helps teachers to theorise on their practice; think about why something happened the way it did and how it could be improved further. It is important to reflect on our own actions, in order to learn from our mistakes. Mistakes can be pointed out by peers or tutor, but it is also necessary to reflect and find out our own mistakes. All these were possible because the strategy succeeded in selecting, organizing and employing a number of time-tested techniques for reflection, understanding and action. The strategy therefore, is found to be effective.

Reflection is a good way to self-awareness. It is a better technique in getting to know about our strong and weak points. Trainees may get feedback from their peers as well as their tutors. But their guidance has limitations. They may be there today but tomorrow they may not be available. Once the trainees pick up the skill of reflection, it can be their perpetual comrade. It will give them company by night or day. It will be at their beck and call at all times. Even when their training is over and they are working as regular teachers, reflection can be their best friend. Reflection being a friend that gives constant company and assistance, all efforts should be made to encourage teachers to pick up the skill of reflection and make optimum use of it for making themselves better teachers day by day.

5.18   Suggestions for Further Research

Most of the Teacher-training Colleges follow the age-old practice of lecturing theory papers in the classrooms and spending the remaining time for dictating notes. Hardly anyone is interested in changing the prevailing patterns. Teacher-trainees give forty practical lessons in one or two methods of teaching and they also observe forty to fifty lessons as prescribed by the universities concerned. Lessons are being observed with the help of some structured checklists. While observing the lessons, tutors and peers write down some comments and many a time these comments are null or hollow. These comments more often than not give the trainees hardly any useful feedback. Under such circumstances what is useful would be reflecting on the various aspects of the lesson and deriving meaning out of it. Here reflective teacher-training can play a major role. The teacher trainer could make the trainees aware of the utility of reflection or meta cognition in their practice teaching and help them experience an inward spiral in their ability to teach.

Based on his study, the investigator would like to make some suggestions for further research with a view to enhancing the use of reflection for teacher preparation.

The present study being confined to a small sample, for getting more conclusive and comprehensive picture, a study involving a large sample may be carried out. Studies involving each of the tools used in the present study, namely, Journal Writing, Lesson Reports, Audio-video recording, peer observation, Action Research, etc. can be carried out in a more comprehensive way.

Present study being a single-group, studies involving two groups, controlled and experimental, may be undertaken.

The present study was confined to the training of teachers of English; similar studies may be carried out in the training of teachers of other subjects.

Preparation and standardization of a reflective thinking tool is another important area for research.

Comparative studies involving traditional approaches and reflective approach to training may be another area that needs to be explored.