TEACHER REFLECTIONS AND PRAXIS: A CASE STUDY OF INDIAN TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

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By

Sakilahmed A. R. Makarani

Dissertation Committee:

Jeffrey Moniz, Chairperson
Doris Christopher
Kathryn Davis
Patricia Halagao
Thomas Christ

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DEDICATION

To

all my teachers for inspiring

and motivating me.

खुसरो दरिया प्रेम का, उलटी वा की धार,
जो उभरा सो डूब गया, जो डूबा सो पार.

Khusro dariya prem ka, ulṭī vā kī dhār,
Jo ubhrā so ḍūb gayā, jo ḍūbā so pār.

Khusro! the river of love has a reverse flow
He who floats up will drown (will be lost), and he who drowns will get across.

Amir Khusro

(13th Century Indian poet wrote these lines for the love of his teacher)
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ABSTRACT

This case study engaged Gujarati English as Foreign Language (EFL) teachers in video-based reflection with the goal of increasing their reflective abilities and uncovering their understandings about reflective teaching practices in the Indian pedagogical and cultural context. The study aimed to explore, and gain a deeper understanding of how structural, institutional, and social dynamics of the larger socio-political cultural context of India affected the classroom teachers’ thinking and their teaching practices. It was hoped that not only would the Gujarati teachers demonstrate an ability to reflect on their practice, but that they would also engage in a critical examination of the factors that impacted their context.

The computer-based qualitative data analysis software, Atlas.ti, was used to analyze data using a grounded theoretical approach. The findings indicated that participants successfully engaged in reflection about their teaching using video as the tool for their professional development. Initially teacher participants had mixed feelings about recording and watching videos of their classroom instruction; however, teacher participants later enjoyed the experience, explicitly stating that such reflection helped them. The study also revealed that teacher participants perceived parental, social, institutional, and economic factors as influences on their students’ learning, however these were simply identified as problems or conditions without any type of deeper critical analysis. Further, it was found that the teachers did not reach a critical level of reflection, nor did they consider taking action to address fundamental contextual issues.
While this study showed that teacher reflection using digital video recordings of classroom practice can be a productive approach to meaningful teacher reflection in India, the study also demonstrated that teachers need specific exposure to deeper critical pedagogical thinking to go beyond simply identifying or blaming the social or economic issues embedded in their context. The study concludes with recommendations on how to reach critical teacher reflection. It is hoped that this case study will add to the growing body of research literature related to teacher self-reflection as a means to improving teaching practice and preparing teachers to take on social challenges in the Indian context.
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CHAPTER 1

INTRODUCTION

One Indian Gujarati teacher of English as a Foreign Language (EFL) clearly expressed the importance of engaging in reflection that he learned through participation in this study. Tanmay said,

I think it [reflection] would add to the teacher's own personality, the teacher's own efforts, and teacher's own skills. It would add so many things too. Because… unless you see, unless you watch, what you yourself is (sic.) doing in the classroom… Unless you watch how can you get an opportunity to think over what you are doing…. It definitely helps. It definitely helps.

The above quote shows that reflection with the goal of increasing teachers’ reflective abilities helped the teacher participant. Teacher training in India largely follows a transmission model that rarely gives space for teacher reflection. Teachers in India also use a transmission model of teaching. Purposeful reflection in their practice is very limited. The study uncovered teachers’ understandings about reflective teaching practices in the Indian pedagogical and cultural context. The study also aimed to explore, and gain a deeper understanding of how structural, institutional, and social dynamics of the larger socio-political cultural context of India affected the EFL classroom teachers’ thinking and their teaching practices. One goal was that that the Gujarati teachers would demonstrate an ability to reflect on their practice, and engage in a critical examination of the factors that impacted their context. It was expected that as a result of using digital
video reflection and engagement with reflective exercises teachers would gain knowledge, and skills which would bring a pedagogical shift for them in terms of not only recognizing their own practice but also taking steps towards changing it. It was hoped that such reflection and action would help empower the teachers in the study. Because this study involves EFL teachers in India, it is important to understand the position of English in the education system in Gujarat and its impacts.

**The Role and Impacts of English in India**

In the state of Gujarat where the data for this study was collected, Gujarati is the vernacular language medium of the state school system. Ramanathan (2005, 2007) presented a detailed account of the English and vernacular divide in the state. The main argument she made was that students schooled in vernacular medium in Gujarat remain in less empowered positions because these students often fail to attain higher level of English proficiency by the end of 12\(^{th}\) grade. The students are largely denied access to higher education because universities use English for instruction in higher education in India. Parents also fear economic failure in terms of fewer career options for children who do not learn English. This leads to a huge increase in the number of English medium schools in the state. Gujarati medium schools often fail to attract students compared to their English medium counterparts. English medium schools provide better language proficiency and better employment opportunity for graduates. In Gujarat, all the English medium schools are privately owned, and those schools give more freedom to teachers. On the contrary, Gujarati medium public school teachers are often marginalized because they are more restricted within the classroom system with the prescribed syllabus, strict
teaching guidelines, and statewide exams. Often external assessments and evaluation decisions that are taken away from them and teachers’ skills, knowledge, and autonomy are questioned in India’s top-down education system.

English has been an official language ever since its introduction to India. The language has three broad effects. First, the language is associated with progress and development and even viewed as a unifying force in a multilingual country such as India (H. Ramanathan, 2008) which leads to its demand. Second, at the same time, it is also perceived as a killer of native or indigenous languages (Meganathan, 2011). Third, it is viewed “as the language of oppression, as yet another way to exclude larger population from participation in vital national decision-making process, and from various educational, political, and scientific domains” (Kachru, 1986, p. 14). Language policies of English in India serves, sustains, and reinforces the language discipline hierarchies between English and vernacular mediums schools.

There has been a shift from English as a language of empire to a language for increased economic advantages. The recent argument made against the rampant commodification of language is also associated with the symbolic capital of English because it helps the privileged few (Rubdy, 2008). Scholars made arguments against a language commodification (Tan & Rubdy, 2008), a linguistic market and a cultural capital (Bourdieu, 1991; Bourdieu & Passerson, 1977). Block & Cameron (2002) believed that in a post-industrial economy, linguistic skills of individuals are at new levels, and teaching communication skills has turned into a huge market. The recent advancement of a market driven economy promotes teaching of English language.
Although it is important to discern the school context of English in India, it is equally important to understand how the educational system in India is structured regarding teacher education. The next section presents the history of teacher education in India.

**History of Teacher Education in India**

A traditional and indigenous educational system known as Gurukul has long history in India. Much later, a modern English education system was introduced during the British Rule. Immediately after India's independence from British Rule in 1947, there was a need for a centralized educational institutions in order to integrate various princely states. Governing a continent size country like India was an enormous challenge that the government of a newly independent country had to face. India’s Ministry of Human Resource Development took the responsibility for education and is was divided into two separate departments: the Department of School Education and Literacy and the Department of Higher Education. The first deals with primary and, secondary education as well as other responsibilities such as adult education and literacy; the latter deals with university and technical education in the country. The State Education Boards across the country started working closely with appropriate departments.

Formation of the National Council Education Research and Training (NCERT) in 1961, announcement of the National Policy on Education (NPE) in 1986, and the establishment of the National Council for Teacher Education (NCTE) in 1993 were among the major developments that took place in the Indian education system after Independence. The Government of India formed NCERT as the apex body of education
in the country to assist and guide the government in academic matters of school education.

The government later announced the National Policy of Education as an official statement. The aim of the policy was to promote education among all sections of Indian society. Following the earlier developments led to the establishment of National Council for Teacher Education through an Act of Parliament. The Government of India sought to achieve coordinated development in teacher education throughout the country. The National Council for Teacher Education regulates and maintains norms and standards in the teacher education system through legislation. First, it coordinates and regulates teacher education programs and insures that certain basic standards are adhered by every institution and program in the country. Second, it provides support to teacher educators and inservice teachers so that pedagogical skills and competences are acquired at different stages of teachers’ professional careers.

In the case of Gujarat, the State Education Department, through Gujarat Secondary and Higher Secondary Education Boards, has the responsibility for enacting the guidelines set by the federal government of India and its associate agencies such as National Council of Educational Research and Training and National Council of Teacher Education. Once teachers enter in the school system, they have few opportunities for ongoing professional development.
Teacher Education and the Need for Critical Reflective Practice

There has been a growing sense of dissatisfaction expressed openly by teachers in India with a transmission model of teacher education because the mainstream top-down teacher training models neglect teachers’ knowledge and impose a preselected body of knowledge on them. Following these transmission models, the short-term teacher training programs in Gujarat do not give teachers authority and autonomy to reflect upon their teaching practices.

Dheram (2008) argued that there is a clear absence of a strong tradition of critical enquiry in English language education in India that prevents Indian teachers from believing in pedagogy as an intellectual tool and independent informed action. The intellectual tools, Dheram (2008) referred to include belief, attitude teachers possess, and the influence teachers have on students, teaching, and society. Dheram connected pedagogy with critical consciousness. She argued for the need to re-conceptualize the practice of English language education in India to include a critical dimension. Further, she suggested that language is an instrument of power in India. Thus according to Dheram, language pedagogy should have two aims. First, it should raise the awareness of the stakeholders, such as the examiners, learners, policy makers, parents, and teachers, of the political nature of their position. Second, it should initiate the process of their negotiation to empower themselves (2008). She suggested that both help teachers to understand the political nature of education. Once the association of education with power is understood, teachers will seek to empower themselves and better understand pedagogical practices in their wider socio-political context. Similarly Bashiruddin (2009)
argued that there is a need to empower teachers, and continue to improve their teaching practice by introducing reflective practices to challenge and to enact upon social inequalities following critical pedagogical perspectives. Ross, Cornett, & McCutcheon argued that “teaching is practical work carried out in the socially constructed, complex, and institutionalized world of schooling, which shapes teachers’ actions and gives context to their meaning” (1992, p. 3). The study incorporates a wider sociopolitical approach to teacher development by encouraging Gujarati medium English as Foreign Language teachers to examine and reflect on their contextual situated practice.

Being dissatisfied with the present mainstream teacher education, Pennycook (2004) argues that mainstream approaches to teacher education especially in Teaching of English to Speakers of Other Language (TESOL) “frequently lack social and political dimension that helps locate English and English language teaching within the complex social, cultural, economical, and political environments in which it occurs” (p. 335).

Criticizing the current state of language teacher education, Akbari (2008) considered it to be in a state of crisis. He suggests that change of orientation in teacher qualifications, and competences are needed. It is rightly argued that pedagogical efforts that ignore local exigencies and lived experiences prove to be counterproductive and thus are “so disturbing for those affected by them so threatening to their [teachers’] belief systems” (Coleman, 1996, p. 11).

To deal with such challenges, the realistic approach would be to strengthen vernacular medium schools by focusing on the quality of English teaching by providing quality teacher training to the teachers, and by targeting efforts for ongoing professional
development. Therefore, this study examines English as Foreign Language Teacher Development in Gujarat via critical teacher reflection of their practice.

**Critical Reflective Teaching in a Broader Context**

A review of the literature demonstrates that reflective practice improves teaching skills and practices yet there is a clear absence of teacher input when policy decisions are made. However, critical theorists such as Akbari (2008) argued that a cognitive approach to improving teaching and empowering teachers is not enough and teacher reflection requires connection with the environment outside of the classroom. Hargreaves (1994) warned that teachers who reflect on their teaching without connecting their practice to broader historical contexts, or local conditions results in a form of ‘parochial knowledge’ (p.74). This means that teaching needs to be connected to broader historical contexts and local conditions in which the teaching takes place; and without it, teacher knowledge is limited. Focusing on outside classroom conditions, critical educators emphasize the development of teachers as transformative intellectuals. According to Giroux (1988, p. xxxiii), teacher intellectuals “develop counter hegemonic pedagogies that not only empower students by giving them the knowledge and social skills they will need to be able to function in the larger society as critical agents, but also educate them for transformative action.”

This critical approach needs to work at multiple levels including giving more control of the curriculum to students and teachers, more freedom and ownership of their teaching (Pennycook, 1999). The investigation approach should not be reduced to teaching techniques, methods, or approaches that are sometimes used in teacher
education but to question the status quo and aim at transformation. In the same article, he suggested that critical approach to teacher education cannot be a static body of knowledge and practice, rather, it should be always in flux, always questioning, problematizing and bringing in new ways of politicization (Pennycook, 1999). Teachers are expected to develop a critical awareness not only about their learners, and teaching context, but also about their teaching practices. Teachers individually or collectively observe their teaching, identify problems and find solutions. In other words, they can discover what works and does not work in their teaching context. By raising awareness of their own teaching, cultural, and teaching contexts, teachers may be able to raise their voice.

Teacher reflection upon their own teaching leads to deeper understanding and insight about teaching, and is a way to continue to improve practices over time. Schön (1987) indicated that when teachers critically reflect on their practice, they make sense of the complexities of teaching and participate consciously and creatively in their own growth and development. I conceptualized a theoretical framework of critical reflective teaching by connecting reflective teaching with critical pedagogy because there is a need to empower Gujarati medium English as Foreign Language teachers to enact upon and continue to improve their teaching practices in order to challenge social inequalities in Gujarat. The present study aimed to provide the teachers with a space to continue to reflect, recreate and reinvent their teaching and to gain adequate knowledge and, skills to become critical reflective practitioners by taking both the roles of reflective teachers (Schön, 1983; Van Manen, 1991; Zeichner & Liston, 1996) and that of a transformative intellectuals (Giroux, 1988). There is a need for English language teaching in the Indian
context to connect with the broader outside classroom context where many complex social, cultural, economic and political issues affect classroom teaching.

**Roles of Theories**

The study included three levels of theories: (a) the pre-existing theories about reflective practices and critical pedagogy at a conceptual framework level to construct the framework of critical reflective teaching; (b) methodological and paradigmatic theories about truths, how knowledge is created, and the role of values in research (epistemology, ontology, and axiology) at a methodological level; and (c) theory that emerges directly from the data, a grounded theoretical approach that relies upon repeatedly analyzing data and comparing it to findings from other studies in different domains especially in second and foreign language teaching and teacher education literature at the data collection and analysis level.

The purpose was not to claim or to generate an explicit theory per se, but I aimed to provide useful analytical frameworks, which explained the findings of the study and teacher participants’ understanding of the critical reflective teaching process and engagement within an Indian cultural and pedagogical context.

**Purpose of the Study and Research Questions**

Maxwell (2005) distinguished between research goals and purposes in designing qualitative research studies. He views goals as broader motives, desires and purposes a researcher sets or aims to achieve. The goal for this research was to empower English Language Teachers who teach in Gujarati medium schools. The present case study is
aimed to achieve the following four purposes: (1) to empower Gujarati medium teachers after introducing a digital video-based reflection as a means to engage them in critical reflective teaching for increasing their teaching awareness; (2) to uncover what these teachers understood about critical reflective teaching practices in an Indian pedagogical cultural context; (3) to understand how these teachers viewed critical reflective teaching practices as a means of improving their own teaching and understanding the challenges of critically reflective ongoing professional development efforts; and (4) to explore, and gain a deeper understanding of how the larger socio-political cultural context in India affected the classroom teacher’s thinking, and their teaching practices. Three research questions guided the inquiry

1) How do purposefully selected EFL teachers understand reflective teaching practices, and how do they apply to Indian cultural and pedagogical context?

2) In what way do the EFL teachers from Gujarat view structural, institutional, and social dynamics as influencing their thinking and teaching?

3) To what level are EFL teachers of Gujarat aware of themselves as reflective practitioners and teaching intellectuals?

To answer the above questions empirical evidence was gathered in the forms of: (a) video recorded classroom observations for teachers to review their own teaching; (b) semi-structured interviews; (c) teachers self-reflection journal entries; and (d) the researcher’s written self-reflections on classroom observations.
Significance of the Study

It was hoped that the results of this study might lay a foundation for a model of Gujarati medium EFL teachers’ professional development. The researcher also sought to contribute to the process of curriculum reform and teacher professional development and training in Gujarat, thereby laying the foundation for future action and change in Gujarati EFL teacher practice. The next chapter presents literature review in detail.
CHAPTER 2

LITERATURE REVIEW

There are several areas to consider in understanding the theoretical framework for this study, including critical reflective practitioners in English language teaching, reflective practices, critical pedagogy, digital video observations, and second language teacher education.

The chapter begins with presenting the expansion of English and historical overview of language teaching methodologies. It presents a discussion of the different trends in the English Language Teaching (ELT) over time. It is necessary to define commonly used terms such as an approach, a method, and a technique because during the literature review, I found there has been inconsistency in the way the terms are used in the literature. In the next section, the development or emergence of a postmethod condition is presented along with its pedagogical implications for teacher education. Reflective teaching practice is in the center of the study, and the review of literature covers topics such as definitions of reflective practices, teachers as reflective practitioners, and models and methods of reflective practices. After presenting the reflective practices in the reflective trend in education, the chapter discusses a critical trend in education, and other developments such as the development of critical pedagogy and postcolonial theories that eventually led to the development of the concept of teachers as transformative intellectuals. Since the study utilizes video observation, the topics of digital video observation and teacher training are presented. Further, developments of second language teacher education are explored in terms of the teacher training models. Finally, this chapter concludes with the summary and focus of this study. The following section will
give a historical look at the expansion of English followed by the overview of teaching methodologies in more detail.

The Expansion of English

Over the decades, according to Crystal (1997), English has been used as an official or semi-official language in over 60 countries in the world. He observed that over two-thirds of the world’s scientists write in English. More than 80% of electronic data of the world is stored in English. Nearly 130 million children study English at the primary and secondary level. In addition to the incredible number of people who speak and use the language, the learning of English has become a valuable asset in developing countries, and it has emerged as a prominent language in the world. Kachru (1986) metaphorically refers to the English language as the Alchemy of English. To him, the language has the potential for material and social gain with other advantages, and competence in English and the use of the language signifies a transmutation in individual lives. It is true to some extent that many people want to learn English in order to access the vast amount of information available in English in addition to the economic, political, and social benefits that comes with learning the language. There is a shift in the way English has been viewed. It has been termed as the global (Crystal, 1997), international (Pennycook, 1994), world language (West, 1934), and the English languages (MacArthur, 1987), or has even been pluralized as World Englishes (Kachru, 2005).

The number of speakers of English has increased consistently. It is essential to look at the historical development of English language teaching methodologies since the
present study targets the EFL teacher population. Therefore, it is necessary to understand various trends in teaching and training.

**Historical Overview and Development of English Language Teaching Methodologies**

In the span of one century starting from mid 1880s to the mid-1980s, language-teaching professionals were in search of a method. Popularly called method, a single method or a generalizable principle, was given to teachers as a tool to guide their teaching (Brown, 2001). As a teaching practitioner and teacher educator, I noticed that in common usage often teachers and educators use such terms as *method, approach* and *technique* interchangeably. There remain ambiguities and inconsistencies about the terms even in TESOL literature. An explanation of the terms will help to understand development in language teacher training.

Five decades ago, British applied linguist, Anthony (1963) defined the trio of terms. Later, Richards and Rodgers (1982, 2001) proposed a reformulation of the concepts differently from what Anthony proposed. Most recently, Kumaravadivelu (2001, 2006b) rejected both previous efforts and redefined the terms in a new light. Anthony in his famous work (1963) described the trio of terms by showing the difference between *an approach, a method, and techniques*. He considered these terms hierarchical. He viewed an approach as a set of correlative assumptions that dealt with teaching and learning whereas a method is consistent with an approach. He argued that a method is an overall plan for orderly presentation of language material in classrooms, whereas technique is the smallest in the series, is more concrete, and is comprised of the activities done by teachers or learners in the classrooms. His framework was perhaps the first in modern times that is coherent and gives understanding of the terms.
Richards and Rodgers (1982, 2001) in their works were dissatisfied with the framework presented by Anthony and tried to revise and refine it. They also presented a three-part distinction of approach, design, and procedure by eliminating the term method from the hierarchy. They defined a method as the combination of all three concepts together: *approach, design, and procedure*. To them, approach was a theory of language and language learning. Design was a definition of linguistic content, a specification for the selection and organization of content, and more than a description of the role of teacher, learner, and teaching materials. Procedure was concerned with techniques and practices in a method. In his work, Kumaravadivelu considered both the frameworks just presented to be limited and hierarchical (2006b).

Kumaravadivelu argued that Anthony’s framework was flawed since it attempted to portray the entire language teaching operation as simple and hierarchical. He further argued that complex factors negate a strictly hierarchical framework since it did not consider “the complex connections between intervening factors such as societal demands, institutional resources and constraints, instructional effectiveness, and learner needs” (2006b, p. 85). Instead of method, Richards and Rodgers introduced a new term design replacing the term method. Kumaravadivelu criticized that model saying “the system is equally redundant and overlapping” (2006b, p. 86). I partially agree with Anthony’s definition that there is a clear distinction between terms method, approach and techniques. However, there is not any vertical hierarchy that exists in these terms, besides the meaning of these terms will depend on the philosophical assumptions and beliefs about language, language learning, and teaching that one believes in.
After presenting a detailed discussion on the terms approach, method, and techniques, the next section presents the comprehensive exploration of the development of ELT methodologies so that it will be easier to understand recent developments in Second Language Teacher Education. English teaching has a long history. Table 1 presents the historical overview of teaching method/approach and language teaching focus.

Table 1
*Dynamics of teaching methodology in 21st century*

<table>
<thead>
<tr>
<th>Method/ Approach</th>
<th>Language Teaching Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grammar Translation</td>
<td>translate from the target language text to students’ native language</td>
</tr>
<tr>
<td>2. Direct Method</td>
<td>use spoken language in a situation with no translation</td>
</tr>
<tr>
<td>3. Audio-lingual Method</td>
<td>oral drills and pattern practice</td>
</tr>
<tr>
<td>4. Natural Approach</td>
<td>make meaning clear through actions and visuals</td>
</tr>
<tr>
<td>5. Communicative Language Teaching</td>
<td>use information gap, negotiation for meaning, role plays, games, authentic material,</td>
</tr>
<tr>
<td>6. Task-Based Approach and participatory approaches</td>
<td>engage students in learning other subjects matter, tasks, or in problem solving</td>
</tr>
<tr>
<td>7. Learning strategy training, cooperative learning, and multiple intelligences</td>
<td>teaching learning strategies, cooperation, use a variety of activities that appeal to different intelligences</td>
</tr>
</tbody>
</table>

(modified from Diane Larsen – Freeman, 2000)

Historically, Grammar-Translation method was popular from the very start of foreign/second/other language teaching and this method is still used by classroom teachers in many classrooms irrespective of age, level, and country around the world.
Later many different methodological innovations achieved wide recognition in ESL/EFL such as the direct, audio-lingual methods and the natural approach. The developments and research in different fields such as linguistics, second language studies, education, and technology led to changes and evolutions in new classroom realities that paved the way for changes in the new teaching methodologies. The major turning point in the language teaching methodology came with “the shift from an explicit focus on a language itself to an emphasis on the expression and comprehension of meaning through language” (Lightbown & Spada, 1990, p. 430) with the introduction of communicative language teaching. Communicative language teaching became popular for a long time. Concise Oxford Dictionary of Linguistics (Matthews, 1997) describes communicative language teaching as a method of teaching a foreign language with the aim of developing communicative competence, rather than simply acquiring the knowledge of grammatical structures. However, according to Brown (1994), the definition was incomplete because the previous definition of communicative language teaching limits the CLT to a method and was not accepted as a teaching approach. He not only defined communicative language teaching but also described the following characteristics of communicative language teaching. First, the language teaching goals should contain the aim of developing communicative competence rather than grammatical or linguistic competence. Second, learners should be ‘engaged in the pragmatic, authentic, functional use of language for meaningful purposes’ (p.245). Third, organizational competence should not be the central focus but should be considered as a facilitator to accomplish the communicative purposes. Fourth, fluency should ‘take on more importance than accuracy in order to keep learners meaningfully engaged in language use’ (p.245). Finally, students
should ‘use the language productively and receptively in unrehearsed contexts’ (p.245).

Overall CLT emphasizes the extensive use of the target language in the classrooms and more importantly it emphasizes learners’ negotiation for meaning. Galloway (1993) suggested that CLT could be effectively applied to real-life situations as a way to promote communication. The use of CLT has been promoted among English as Foreign/Second Language classroom teachers throughout the world. Communicative language teaching (CLT) reached Asia during the early 1990s and influenced English language teaching (ELT) professionals. Overall, in the past few decades, Communicative Language Teaching (CLT) approach has been viewed as one way to prepare competent speakers of foreign, second, and other languages, and it has brought about a paradigmatic shift in language teaching. Over the past thirty-five years, starting in United States and to spreading to other parts of the world, CLT has become widely adopted and used, but it would not be an exaggeration to say that the approach is understood and misunderstood in almost all levels of teaching foreign or second language. The teaching approach has a profound impact on language policies, teachers, pedagogy, and trainings.

Recently, the task-based approach has gotten the most attention from the theorists and classroom practitioners in addition to various other methods, approaches and innovations such as brain-based education, cooperative language learning and teaching strategies, multiple intelligences and best practices. It would not be an exaggeration to say that some methodological innovations achieved wide recognition in the field very quickly, whereas others were forgotten in a short time. The methodological changes that have occurred in the context of language teaching in general and foreign/second language teaching in particular, suggest that different language teaching methods and approaches
have different focal points. The discussions clearly suggest that the field of language teaching changes rapidly and affects various areas such as language teacher education.

Before, I discuss the impact of these methodological changes on teachers and their teaching, it would be crucial to see how some of the recent developments not only question what we believed traditionally about learning and teaching, but also how they shaped our thinking, teaching and teacher education. Kumaravadivelu (2006a) traced the major trends in TESOL methods in past two decades. His work focused on TESOL professional development on language teaching methods by describing a three-fold shift, 1) from communicative language teaching to task-based language teaching, 2) from methods-based pedagogy to postmethod pedagogy, and 3) from systemic discovery to critical discourse. The 20th century witnessed dynamic change in teaching methodologies. This change is often associated with emergence of postmethod condition in English language instruction that is discussed next.

**Emergence of postmethod condition.** Prabhu examines the statement “There is no best method-why?’ and interrogates several possible explanations of the term method. He made three propositions: “(a) that different methods are best for different teaching contexts; (b) that all methods are partially true or valid; and (c) that the notion of good and bad methods is itself misguided” (1990, p. 161). In the study, he concluded that (a) different methods are best for discrete teaching contexts, (b) all the methods are partly valid, and finally (c) the perception of good and bad methods is misguided. Following the same path, the British applied linguist Allwright pronounced the “Death of Method” in his 1991 work. The emergence of postmethod condition initiated interesting discussion because it put the discussion of good or bad method to rest as it dismissed the notion of
good and bad method. It does not compare one method over other rather consider a
teaching method as a useful device in different teaching context.

To teach well, teachers are supposed to understand and implement effective
methods. Richards and Roger pointed out that methods and approaches are imposed on
teachers usually during and after the training as “teachers have to accept on faith the
claims or theory underlying the method and apply them to their own practice. Good
teaching is regarded as correct use of the method and its prescribed principles and
techniques” (2001, p. 247). Even earlier Richards (1984) presented a similar line of
thought that the secrecy of methods has to do with the fact that methods have a life
beyond the classroom. The rise and fall of the method depends upon a larger variety of
fads and fashions of profit-seekers and promoters, and the forces of the intellectual
market place. He connected classroom-teaching methodology with outside classroom
factors.

A number of limitations implicit in the notion of all-purpose methods were raised.
By the end of the twentieth century, mainstream language teaching no longer
regarded methods as the key factor of teaching. Some spoke of the death of
methods and approaches and the term “post-method era” was sometimes used

Ever since the expression and dissatisfaction with the limitation of the concept of
method in the teaching context, the idea of postmethod has been discussed as mentioned
in the previous quote by Richards and Rodgers. Kumaravadivelu (1994) argued for the
imperative need to construct a postmethod condition. Kumaravadivelu claimed to connect
the various elements of learning, teaching, and teacher education in the narrow field of TESOL to introduce the state of postmethod condition, which according to him leads to the construction of the postmethod pedagogy. Postmethod condition is often regarded as a shift towards eclecticism in teaching methods. According to Arikan (2004),

postmethod condition refers to the qualities of the contemporary era in English language teaching in which previous well trusted methods are put under serious scrutiny and in which a body of methods and techniques collected from all previous methods and approaches are used programmatically with a belief that such an eclectic practice leads to success (p. 1).

Scholars not only question the worth of teaching method as framework but also advocate for an imperative need of eclectic practices in language teaching as well. Kumaravadivelu defines pedagogy as more than just pertaining to classroom strategies, instructional materials, curricular objectives, and evaluation measures. His definition of pedagogy incorporates a wide range of historical political, and sociocultural experiences that directly or indirectly influence L2 education (2001). In his consistent efforts, Kumaravadivelu (2001, 2003, 2006b) defines three main parameters of postmethod pedagogy, which are the parameters of particularity, practicality, and possibility. The parameter of particularity means “postmethod pedagogy must be sensitive to a particular group of teachers teaching a particular group of learners pursuing particular set of goals within a particular institutional context embedded in particular sociocultural milieu” (Kumaravadivelu, 2001, p. 538). The parameter of practicality refers to the relationship between theory and practice. The author warns us about the harmful implication of a dichotomous view regarding theory and practice. He stressed viewing the relationship of
a theorist, and a teacher as recursive. He believed that the parameter of practicality goes beyond the deficient view of theory versus practice and of theorists’ theory versus teachers’ theory. Lastly with the parameter of possibility, Kumaravadivelu stressed that pedagogy be culturally, politically, and socially appropriate. The pedagogical settings are shaped not only by what is experienced in the classroom, but also by the broader social, economic, and political environment in which classrooms are situated. Kumaravadivelu (2001) summarizes that the boundaries of the particular, the practical, and the possible are inevitably blurred, and in one sense they interweave and interact with each other in a synergistic relationship in which the whole is greater than the sum of its parts. This explanation shows that the framework of post-method pedagogy is not only broad but also appropriate for different countries and conditions. Kumaravadivelu also argued that the theoretical framework of postmethod pedagogy is a sustainable state of affairs that according to him compels us to think and restructure our view of language teaching and teacher education (Kumaravadivelu, 2006b).

Thus, a postmethod pedagogy weaves together many facets that impact teaching and learning. By expanding the scope, this shows the importance of the social, economical, and political environment in which teaching and learning take place as well as social-economical and institutional factors that impact a given teaching context. However, there have been critiques of Kumaravadivelu’s constructs and these are presented next.

**Criticism of the claims of postmethod condition and pedagogy.** It is clear that the recent claims of postmethod condition and theories of postmethod pedagogy have not been welcomed by everyone in TESOL field. For example, Britto accepted that “the last
decade has been a turning away from the idea of methods as an organizational framework for research, analysis, and identity in the field of ESL” (2009, p. 82). However, she considered that a method as an analytical device is an organizing principle and one of the fundamentals which she believed is not only useful as an exercise of historicism, but also enables reification, or representation, of teacher and institutional identity. In a similar note, Liu considered Kumaravadivelu’s argument as flawed by questioning the usefulness of the framework of postmethod pedagogy. As Liu (1995) argued,

the fact that the methods cannot be realized in their purist form does not diminish their value. The fact that none of the methods works in all situations for all students does not mean that they are useless. On the contrary, these methods are invaluable because good teachers can select the best method for the specific situation (p. 176).

Liu stressed that although one method is not appropriate for all contexts it does not mean a method is redundant and asked Kumaravadivelu to revise the claim of postmethod condition. If the strategic framework does not encompass the procedures/techniques/skills, he then should revise his claim of postmethod condition. Liu called it ‘method redefining condition’ (p. 176). Similarly, Richards and Rodgers (2001) claim that teachers and teachers in training need to be able to use approaches and methods flexibly and creativity based on their own judgment and experience. In the process, teachers should be encouraged to transform and adapt the methods. Teachers need to make methods their own. Training in the techniques and
procedures of a specific method is essential for novice teachers entering teaching (p. 250).

As the quote indicates Richard and Roger favor the use of methods and approach and they are not only encourage teachers to use methods but also believe that they should make methods their own. They also stressed the need of methods for novice teachers as this will give the practitioners confidence in applying different techniques and strategies in teaching and develop their own repertoire of methodological tools and equip them to facilitate the learning of the students. The next section discusses the implication of postmethod pedagogy on teacher education.

**Implications of postmethod pedagogy on teacher education.** As Salmani-Nodoushan (2006) argued the postmethod era brought attention to three areas: 1) evaluation of the scope and the nature of methods, 2) redistribution of theorizing power among practitioners and theorizers, and 3) learner autonomy and language learning strategies. First, as Salmani-Nodoushan pointed out, the postmethod predicament forced teacher educators to evaluate the scope and the nature of methods. Second, we need strategies that will help teachers to theorize what they practice and practice what they theorize and importantly question the status quo. It is true that teachers do not have authoritative voices of their own in the field. Postmethod condition questions the theorizing power. It asks a legitimate question regarding how long teachers’ voices will not be heard. It is true teachers need to be autonomous individuals who have competence and confidence in their language ability and professional knowledge practicing liberal pedagogy (Freire, 2000). The teachers should start from their own competence and
confidence. The focus should be on subjective aspects of teaching and teachers. As Arikan (2006) indicates,

subjective aspect of teaching and teacher accounts of the principles underlying classroom practices offers an important perspective on what teaching is and how people acquire the capacity to teach since the making explicit of beliefs, principles, and values can be an ongoing focus of teacher development program (p. 8).

Clearly, whether one agrees with the idea of postmethod pedagogy or not would depend on how one defines methods and approaches and how one positions oneself in theoretical debate. One has to accept that in the postmethod pedagogy, teachers are involved in a complex situation with many factors. It has been important to examine the notion of method and its extensions since teaching and teachers are at the intersection of theory and practice. In the postmethod scenario, teachers need to understand that their roles become important because the development of teachers, how they know what they know, and their implementation in the classroom are areas impacted by the concept of reflection. Reflection helps teachers to become better teachers. Therefore, after presenting the historical overview and development of postmethod pedagogy the next section presents information regarding reflective teaching practices.

**Reflective Turn in Education**

First, this section describes the reflective trend in education. According to Salmani-Nodoushan (2006), the beyond method era is realized into two different trends 1) effective teaching, and 2) reflective teaching. These trends are distinguished according to who should be held responsible for theorizing. To the proponents of effective teaching,
theorizing comes to the linguists, and teachers should practice those theories. On the other hand, to the proponents of reflective teaching, theorizing or at least moderate responsibility should be placed upon the shoulder of teachers rather than applied linguists in the field of language teaching. Though reflective teaching has gained currency recently since the 1970s, Dewey (1933) was the first scholar who emphasized reflective thinking in his work. After Dewey it was almost forgotten and only a handful of researchers devoted their time to the idea until recently when Argyris and Schön (1974) furthered Dewey’s work. Later Schön (1983; 1987) continued reviving the reflective practices with his work. Much has been written in various fields from then onwards about reflection and reflective practices. More recently, Farrell (2003, 2007), Lyons (2010), Manen (1991), Richards and Lockhart (1994), Taggart & Wilson (2005), Valli (1997) and Zeichner & Liston (1996) are some of the few scholars worked on reflective practices and developed many tools to augment and foster teacher reflections.

**Definitions of reflective practices.** Since teacher empowerment with an understanding of reflective practices is at the heart of this study, this section presents different definitions of reflective practices. According to Gore (1987) reflective teaching is a term which is used in teacher education to convey various meanings and purposes. Richards and Schmidt (2002) define reflective teaching as an approach to teaching and to teacher education that improves teachers’ understanding of teaching and the quality of their teaching by reflection on their practice. The origin of reflective teaching is in reflective thinking. In the Deweyan view, teaching is seen as a context-sensitive action grounded in intellectual thought where teachers are seen as problem solvers instead of transmitters of received knowledge. Schön (1983) expanded Dewey’s concept of
reflection with bringing fresh perspectives on reflective practice principles, and processes in classroom instruction. He distinguishes between two types of reflections: reflection-on-action and reflection-in-action. He claims that reflection-on-action can occur before and after a lesson. Teachers plan a lesson and then evaluate the effectiveness of the lesson after conducting classroom teaching, whereas, on the other hand, reflection-in-action can occur simultaneously when teachers teach and monitor ongoing performances. Reflective teachers transcend beyond just teaching and think of ways in which their teaching techniques can be improved. When teachers become reflective, they ask ‘what’ and ‘why’ questions and by reflecting on these questions and their actions, they transcend their practice. Similarly Brubacher, Case, & Regan argued that with reflective thinking teachers make sense of the world around them (1994). Personal stories such as ones that are discussed in Griffiths are examples of reflection on experience in order to guide future action (2003).

Teachers as reflective practitioners. First, I presented definitions in the previous section and now examine them in order to define reflective practitioners for this study. In a review of the literature on reflective teaching practices, I discovered that researchers employ different approaches to study teacher reflection, and there are many variances in defining reflection and reflective practices. If I construe the meaning of reflection from the definitions presented, I find that there is no single meaning of reflection for the scholar in the field. Dewey (1933) was among the first few scholars who made the distinction between action and action that is reflective. For Dewey “[Reflective thinking was] active, persistent, and careful consideration of a belief or supported form of knowledge in the light of the grounds that support it and the further conclusions to which
it tends” (1933, p. 9). According to him, routine actions are guided by belief in traditions, and unfailing obedience to authority, whereas reflective action is promoted by conscious and cautious consideration of any belief. He further argued that beliefs are a supported form of knowledge that emerge as a result of cautious considerations. Schön expanded Dewey’s concept of reflection. For Schön, reflection was cyclical in nature. Schön believed:

It [the cycle of inquiry] is initiated by the perception of something troubling or promising, and it is determined by the production changes one finds on the whole satisfactory or by the discovery of new features which give the situation new meaning and change the nature of questions to be explored (1983, p. 151).

In this definition, Schön emphasized the continuous efforts and cycles of dialogues in reflections and called reflection as a cycle of inquiry. For Schon teachers were in the center as intellectuals and reflective practitioners. In his book, Schön mentioned that by viewing teachers as intellectuals, we can illuminate the important idea that all human activity involves some form of thinking…By arguing that the use of the mind is a general part of all human activity we dignify the human capacity for integrating thinking and practice, and in doing so highlight the core of what it means to view teachers as reflective practitioners (1983, p. 125).

Similarly while working on teacher’s theory of learning, Bigge and Shermis pointed out that reflective learning is problem raising and problem solving. Fact-gathering is combined with deductive process to construct, elaborate and test hypotheses
Brubacher, Case, & Regan argued that “[Reflective thinking is] our attempt to understand and make sense of the world” (1994, p. 36). It is a dialogue of thinking and doing through which one becomes more skilled. Jay and Johnson considered reflection as a process in which teachers are involved both individually and collaboratively. Reflection “is comprised of identifying questions and key elements of a matter that have emerged as significant, then taking one’s thoughts into dialogue with oneself and with others” (2002, p. 75). Richards and Lockhart introduced reflective teaching to second language teaching with their work (1994) by introducing critical self-examination and reflection as a basis for decision-making, planning and action by introducing classroom-based approaches reflective practice model to English as second and foreign language teachers.

The review suggests that reflective teaching has different definitions. Although there are several definitions, for the present study I present the following definition. Reflective teaching is a process in which teachers engage in cycles of inquiry by raising problems regarding their routine actions and solving problems. Thus, teachers become problem solvers and reflective practitioners rather than merely transmitters of the knowledge.

**Methods to study teacher reflection.** The review of the literature shows that there are many ways to empower teachers with reflective techniques in practices such as to do action research, write autobiographies, diaries, journal writing, and collaborative diary keeping as a way to reflect on their teaching.

**Models of reflective practices.** Dewey viewed teaching as context-sensitive action grounded in intellectual thought where teachers are seen as problem solvers
instead of transmitters of received knowledge. Schon (1983) expands Dewey’s concept of reflection. Schon brings fresh perspectives on the reflective practice and principles, process of classroom instruction. As discussed previously, he distinguished between two types of reflections: ‘reflection-on-action’ and ‘reflection-in-action’. Richards and Lockhart (1994) familiarize teachers with critical self-examination and reflection as a basis for decision-making, planning and action. The reflective trend was celebrated widely and embraced in education. One thing I noticed in the definitions presented here is that reflective practices lack a critical dimension of socio-political conditions in which both learning and teaching are situated. I found that reflection has many different terms in reflection studies. However, the classroom reflections without intentions to question sociopolitical change will be naïve. Hargreaves (1994) warns that when teachers are encouraged to reflect on their teaching without connecting the practice to the broader historical context, or when they are asked to reflect on their practices without theorizing the conditions in which the reflection took place, their knowledge will turn into ‘parochial knowledge’ (p.74). Teachers and their practices are strongly connected with the broader sociopolitical surroundings. In this study, I intend to add a critical socio-political component to reflection focusing on and using the term critical reflective teaching.

Schön’s work paved the way for other developments such as the idea of teachers as transformative intellectuals that can be equated with teachers as reflective practitioners. Earlier Schön mentioned in his book that, by viewing teachers as intellectuals, we can illuminate the important idea that all human activity involves some form of thinking…By arguing that the use of the
mind is a general part of all human activity we dignify the human capacity for integrating thinking and practice, and in doing so highlight the core of what it means to view teachers as reflective practitioners (1983, p. 125).

Similarly, Giroux argued that

if we believe that role of teaching cannot be reduced to merely training in the practical skills, but involves, instead, the education of a class of intellectuals vital to the development of a free society, then the category of intellectual becomes a way of linking the purpose of teacher education, public schooling and inservice training to the very principles necessary for developing a democratic order and society (1988, p. 155).

An examination of critical trend in education is therefore appropriate and is provided next.

**Critical Trend in Education**

After defining critical reflective practice following critical pedagogy tradition within the context of the present study, a discussion of Indian cultural context including the fabric of caste system, the debate about English in general, and specifically the legacy of the language in India is needed. The critical approach gained currency in the field of education with the publication of Freire’s *Pedagogy of the Oppressed*. The Brazilian educator earned the most prominent place among the critical pedagogues and his work is considered as revolutionary for many of his followers across the world. Freire, who is among the pioneers of critical pedagogy theory, promoted sociopolitical and individual empowerment through the democratic process (2000). There have been many types and
levels of discourses regarding critical pedagogy in the academic fraternity and scholars take different stances within a continuum. This study argued teachers to need critically reflective practices in India’s context because the current trend of looking at reflective practices and critical theories as dichotomous concepts is not compressive but rather incomplete and divisive. The critical pedagogy aims to prepare critically literate citizens. Interestingly, preparing critically literate citizens cannot be possible without teachers being critically literate themselves first. It is necessary to look at different definitions of critical pedagogy. Shor defines critical literacy as:

Habits of thoughts, readings, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social contexts, ideology, and personal consequences of any action, text, subject matter, policy, mass media, or discourse (1992, p. 129).

The definition of critical literacy is broad. The roots of critical pedagogy are in critical theory and the scholars and philosophers who were concerned with the dominance of positive science are scholars such as Max Horkheimer, Theodore Adorno and Herbert Marcus (Carr & Kemmis, 1986). According to Tollefson (2006), often three interrelated meanings are attached to the term “critical.” It refers to work that is critical of mainstream approach; second, it also includes research that aims toward social change; and, third, it is included in the critical theory. The term critical has gained currency in many fields including adult literacy (Freire, 2000), literature (hooks, 1989), education (Giroux, 1988, 2005) teacher education (Groenke & Hatch, 2009), critical whole
language practice (Edelsky, 2004), critical discourse analysis (Fairclough, 1993), critical language-policy (Tollefson, 2006), and critical classroom discourse analysis (Kumaravadivelu, 1999). The main contribution of a turn towards a critical stance in social sciences is to go beyond surface level meaning and to question received wisdom in the social context. This also adds a political dimension to an issue or subject rather than accepting everything as neutral and apolitical.

Freire contests the Marxist approach where Marxist intellectuals developed theories for practices or technical instruments for change. Freire redefines the idea of intellectuals similar to Gramsci, arguing all men and women are intellectuals. The idea of teachers as transformative intellectuals (Giroux, 1988) is derived from critical pedagogies. Instead of passive recipients of professional knowledge, teachers themselves create knowledge and consume it. The teachers must create ideologies and conditions in which they research, write and work to produce curricula and share power. Intellectuals combine reflection and action to transform themselves and their students in the interest of empowering students who can acquire the competences, skills, knowledge, and identities necessary to address injustices and the committed to developing a world free of oppression and exploitation (Giroux, 1988). The idea of teachers as intellectuals needs to be reconsidered because it transforms the fundamental condition of teachers’ work. Giroux (1988) argued in favor of rethinking and restructuring the nature of teachers work by viewing teachers as intellectuals. The idea provides a theoretical basis for examining teachers’ work with a new light. Transformative intellectuals critically examine their practices and the world around them and attempt to transform it. The essence of the idea is that teachers are recognized as taking an “active responsibility for raising serious
questions about what they teach, how they are to teach, and what the larger goals are for which they are striving” (Giroux, 1988, p. 126).

It is true as Edelsky pointed out that “critical education is not a unitary phenomenon” (2004, p. 121). Critical pedagogy is the discourse of liberation and hope since it questions the legitimacy of accepted power structures. It also gives hope to “marginalized groups to explore ways of changing the status quo and improve their social conditions” (Akbari, 2008, p. 277). Critical pedagogy in TESOL classrooms involves a critical attitude, a way of thinking (Pennycook, 1999). As a critical pedagogue, Freire questioned the banking model of education that turns students into receptacles to be filled by the teachers just like making deposits at a bank. He claimed that popular mainstream education models were nothing more than ‘the banking model’. The teacher deposits knowledge and students are the depositories. Students receive, memorize, and repeat. In the banking view according to Freire, the world is viewed as a passive entity, which results passivity. The banking model tries to control the thinking capacity of learners and lead them to the stage of hibernation that stops them from taking action and inhibiting use of creative power. It tries to maintain the submersion of consciousness and it makes learners merely spectators, not re-creators (Freire, 2000).

Similarly postcolonialism (often post-colonialism, also) is specifically postmodern intellectual discourse which consists of reactions and cultural analysis of the cultural legacy of colonial history in postcolonial societies such as commonwealth nations. Postcolonialism is an umbrella term. It comprised of a set of theories found among many disciplines and areas of studies. There are many notable influential postcolonial theorists such as Edward Said (1979, 1994), Homi Bhabha (2004), and
Gayatri Spivak (1988). They explored the multifaceted nature of colonialism and the effects of colonialism on cultures and postcolonial societies. Young called it a politics and philosophy of activism that contests that disparity, and so continues in a new way the anti-colonial struggles of the past. Postcolonial cultural analysis is concerned with the elaboration of theoretical structures that were previously popular and it contests the previous dominant western way of seeing things (2003).

Traditionally, education and language education are often taken as neutral, but both critical pedagogy and postcolonial scholars believe that they also have a political dimension. In any given society, the powerful/dominant groups decide what to teach and how to teach. In short, the implementation of the policies is in the hands of those who are in power. Their ideas are valued, accepted, and promoted while the values and ideas of others are not given voice. Thus, education becomes a political activity in which certain groups are systematically denied. Postcolonial scholars often argue against Western hegemony such as the British and mostly European colonial rules. However, postcolonial scholars often face criticism for their chosen silence regarding speaking up against age-old repressions and traditions such as caste systems in India context that exited even before Western rule took power.

On the contrary, Johnson (1999) presents an interesting critique of critical pedagogy citing some of the seminal work stating there is an oppressive myth (B. Johnson, 1999). He gives a personal reflection on the role of critical pedagogy in education. Overall critical pedagogy and postcolonial theories question social injustice,
expose the injustice, and claim to change it through education. In the next section, I present caste system and other inequality in education in India.

**Caste system and other inequality in education in India.** If we look with a political lens, we find that differentiation among individuals and groups in India are not discourses but a reality. In sociology, social stratification is referred as social hierarchy. The differentiations based on social status become the root cause to social differentiation. Individuals have ascribed status on a biological basis such as gender and race. In Indian society, caste status that is ascribed to individuals based on their birth in a family or a group. Those who are ascribed low status because of caste are subject to the disadvantages of social inequality. According to Aikara, “there are several socio-cultural aspects of social differentiations that have been affecting the education system in various ways… Caste and language continue to have their impact in contributing to social differentiation in education in India” (2004, p. 42). *Brahmins* are the upper caste people who were the only ones allowed to study and educate themselves in the Indian indigenous education system only. Though education in those days was mainly religious education, some other subjects and skills were also taught. But people from lower strata such as *Dalit* or lower caste people, also referred to as untouchables were not allowed to pursue formal education. The access to education was limited to some sections of the societies, as there were mechanisms to sustain power by not allowing others to be educated during that time.

Even today, the Indian middle class assumes a position of relative power through access to English compared to *Dalit* or lower caste and Other Backward Classes (OBCs)
and minorities. English language is often associated with colonial legacy and one of the forms of colonization by scholars. Ramanathan argues that there are educational and institutional practices negatively influencing the access of English for some students coming from Dalit or lower caste and Other Backward Classes (OBCs) who all remain relatively less powerful (1999). India is a multi-lingual country. There is a peculiar kind of competition between English and regional languages as a medium of instruction. There exists a dual system of education where prestigious English medium institutions cater largely to the upper section of the society, while lower sections are relegated to education in the vernacular language (Aikara, 2004). Ramanathan (1999) also confirms that there are hegemonic practices associated with English language (English medium education) in India. Ramanathan (2007) gives detailed account that how Gujarati medium schooled students remain in less empowered positions.

**Need of critical look at Indian pedagogy context.** Dheram (2008) argues that there is a need to reconceptualize English language education in India with a special focus on critical inquiry. Looking at language as the instrument of power, the author argues that in a country like India, language pedagogy must have two interrelated aims. First, it must raise the stakeholders’ awareness of a political nature of their position and initiate the process of their negotiation of politics to empower themselves. Teachers should examine their pedagogical practices in a wide sociopolitical context. Further, she argues that the state should identity research into language pedagogy and should support it.
Traditionally, schools are instructional sites, and teachers are mere transmitters of knowledge. In a positivist discourse, the mastery of pedagogical techniques and transmission of knowledge is important. On the contrary, critical educational theory challenges the dominant assumption that schooling is apolitical, and it uncovers how domination and oppression are present in various mechanisms in education. Giroux said, “Critical educational theorists argue that traditional educational theory suppresses important questions regarding knowledge, power, and domination” (1988, p. 111). Thus if education is political, this aspect should be recognized, as the next quote from Canagarajah indicates.

If language learning is ideological …the solution is not to run away from politics, but to negotiate with the agencies of power for personal and collective empowerment. If [English language teaching] is implicated in larger social processes and cultural practices, the corrective is not to eliminate the connection in favor of autonomy or ‘purity’, but to seek a holistic pedagogy that will enable learners to engage with those domains for a richer educational experience (Canagarajah, 1999, p. 197).

This applies to the teacher education models, which largely have a transmission model. In a top-down education, system teachers are marginalized. Their hands are tied down within the classroom system with the prescribed syllabus, teaching guidelines, and evaluation decisions taken away from them. The role assigned to teachers by theorists (linguists), and administrators are of practitioners and not as decision makers. Teachers’ skills, knowledge, and autonomy are questioned. I view teachers theories versus theorists (or linguists) theories as a form of social stratification similar to the stratification of class,
ethnicity, or gender that does exist at least in the literature and practices of people based on the contexts they are in. I do not view that there is dichotomy between theory and practice; rather, I try to understand the dialogic relation between theory and practice. Instead of looking at teacher theory as a shallow interpretation of the complex process, I believe the dialogic relation between the theory of teachers and the practice of teachers will empower teachers. The possible way out of this situation is pushing teachers to reflect upon their role and relationship to teaching. Through empowering teachers, they will be able to theorize their practices and practice their theories. Instead of a traditional way of knowledge production, Kumaravadivelu (2001) aims to enable practitioners of English language teaching to construct their own context-sensitive pedagogic knowledge that will enable teachers themselves to theorize from their practice and practice what they theorize. In short, there is a need to restructure teacher education so that teachers gain adequate knowledge, skills, and competences to continue to reflect, recreate and reinvent their identities as teachers.

In a study, (Dyer et al., 2002) argued for the need to adopt a participatory research-based approach to elementary teacher development in India. Drawing from the experience of a participatory project of teacher education in three states, the study showed the different aspects of collaborative action research in the Indian District Institutes of Education and Training context. The results focused on the development of teacher autonomy and critical reflexivity for developing a more democratic approach to elementary teacher education in India.

Critical pedagogy puts classroom context into the center and connects the classroom practice with outside classroom conditions because what happens in the
classroom cannot be in isolation of what happens outside the classroom. In context of language, teaching critical practice is “about connecting the word with the world. It is about recognizing language as ideology, not just system. It is about extending the educational space to the social, cultural and political dynamics of the language use” (Kumaravadivelu 2006, p70).

The recent pedagogical developments reject a transmission model of education. The previous theories (Kumaravadivelu, 1994, 2001, 2003, 2006b; Prabhu, 1990) were at the philosophical level of conceptual development and none of these theories emerged from empirical studies. Empirical evidence is needed to see the effectiveness of the theoretical developments.

**Critically Reflective Practitioners**

I conceptualized my theoretical framework by connecting reflective teaching practices with critical pedagogy and call it critically reflective teaching practices. There is a need to empower teachers to enact upon and continue to improve their teaching practice to challenge social inequalities. I would go further and explain what it means to be critically reflective practitioners in relationship to the present study. The reflective turn in education was embraced and cerebrated widely, but often scholars criticize it from a critical theoretical standpoint saying it clearly neglects a critical socio-political dimension of education. With reflection, teachers get a deeper understanding and insight about their teaching, and learn to take actions that continually improve practices over a period. Reflection is just one side of the coin because reflection without intention to act is not complete. Thus, teachers and their practices should be connected with the broader
sociopolitical surroundings because classroom reflections without intentions to question sociopolitical change would be naïve. Reflection with the bigger aim of transformation of students and societies in which teachers are surrounded is important when the question of reflection arises but the question is how to do it. First, as scholars have argued, teachers need to transform themselves and later the world around can be changed. An empowered teacher, argues Fosnot (1989), is a reflective decision maker who finds joy in learning and in investigating the teaching and learning process. The teacher views learning as construction and teaching as a facilitating process to enhance and enrich development. Critical reflective practitioners in the context of the present study are the ones who critically reflect and see their teaching and look at issues from different perspectives. Critical reflective practitioners analyze what they have assumed how things are and how things could be (Fook & Gardner, 2007). Participants articulate the value of knowledge generated from their own experience and efforts to learn from their practices which “validates practitioner’s theory-building” (Fook & Gardner, 2007, p. 10). They are better prepared to understand the classroom contexts and question assumptions in order to make changes in the social world. For such reflection to take place, a process or mechanism is necessary.

Stanley (1998) presents a framework for teacher reflectivity based on a longitudinal study of six experienced teachers who implemented reflection and reflective action into their teaching practices. The study presents a framework for teacher reflectivity particularly for university professors teaching courses on reflection and for school based administrators, who are interested in the teachers’ professional growth and development. The findings of the research led him to present a conceptual framework of
reflective teaching practices that is grounded in the direct teacher experience of classroom teaching.

Only one empirical research was found during the review of the literature that examined the reflective teaching pedagogy in Indian context. The study (Navaneedhan, 2011) focuses on the importance of innovative teaching and learning pedagogy in a teacher training degree program through open and distance education system. The teacher trainees were asked to use reflective teaching-learning methodology during their teaching practicum. This study employs the usage of digital video observation as the means through which participants engage in critical reflective practice. The next section presents literature on digital video observation.

**Digital Video Observation**

Digital video observation is an integral part of the study. This section of the literature review addresses different topics about digital video observation: the use of video in education, digital video for teacher training, and the relationship of digital video, and teacher reflection.

**The use of video in education.** Cummins (1989) pointed out that video has been integrated into the curriculum in various ways. Cummins (1989) discussed various issues related to employing technology for French teachers in the study. He rightly said that teachers used to employ rented films and use video as part of the curriculum. However, with the advent of the videocassette recorder the use of video in education has increased. Recent innovations in technology have produced the new form of digital video that has brought a whole new range of possibilities in education. The new possibilities and opportunities in different areas have emerged with the application of video beyond its use
in the curriculum to other purposes, such as its use in teacher education. The recent innovation has brought a shift in how video has been employed in education since its introduction. The next section presents discussion of digital video for teacher training purposes.

**Digital video for teacher training.** I found a consistent body of literature on the use of video in education including teacher education (Brophy, 2007; Ebsworth, Feknous, Loyet, & Zimmerman, 2004; Rosaen, Lundeberg, Cooper, Fritzen, & Terpstra, 2008; Santagata & Angelici, 2010). Sherian (2007) examined the role of video in teacher education since its introduction in the 1960s. Several methods of video have been promoted for teacher growth in education: micro-teaching video recording (Sherian, 2007), interaction analysis (Sherian, 2007), modeling expert teaching (Sherian, 2007), and video annotation software for teacher education (Rich & Hannafin, 2009).

Sherian (2007) discussed different phases of development of video in teacher education. He considered microteaching video recording as an early phase in the development. Later in the 1970s in a second phase, the use of interaction analysis started. The method was called interaction or lesson analysis because the video was used for training teachers and video observation was used to analyze teaching. In the third phase, later on in the early 1980s, modeling expert teaching was used in which excerpts of video were shown to novice teachers. The excerpts of video of expert teachers along with their videotaped commentary were shown so novice teachers could learn from them. In the early 1990s video annotation software began to appear. According to Rich and Hannafin, video annotation tools offer support for both reflection and analysis of teachers’ teaching with minimal video editing (2009). In the paper, Rich and Hannafin (2009) compared and
contrasted different video annotation tools available recently in the market, and described their application to support potential transformation in teacher reflection.

A video can be integrated into the curriculum in various ways as Cummins (1989) pointed out and that study discussed various issues related to employing technology for French teachers. However recently there is a shift in how video is employed in education since technological innovation has brought new possibilities and opportunities in different areas from using it within curriculum to other purposes, such as in teacher education. Digital Video Technology is used in education based on several things. The first is the availability of resources and second is teachers’ previous knowledge and ability to use the resources for effective teaching as well as for professional development.

Preservice teaching and teacher education often uses video as a tool for microteaching. However, video technology is rarely employed in inservice teacher training programs and by inservice teachers. The review of literature brought to light a consistent body of knowledge using video in teacher education (Brophy, 2007; Rosaen, et al., 2008; Santagata & Angelici, 2010) and video annotation software for teacher education (Rich & Hannafin, 2009) in the United States and other developed countries. I could not find a single empirical study on digital video-based reflection for Second Language Teacher Education during the literature review for the study showing a scarcity of studies in such major journals as the ELT Journal, the TESOL Quarterly, and the Journal of Teacher Education. Interestingly, during the long continuous review of literature for the present study, I did not find a single study that showed reflective teaching practice introduced in Indian teacher preparation or inservice programs. This gap extended to other developing economies; there an apparent gap in the present
literature. The present study tried to fill that gap in a narrow sense. The present study did not expect public school teachers to able to use advanced level video annotation software tools for video-based reflection of their teaching in the Indian pedagogical context. Therefore, simple video recording techniques for classroom recordings and teachers’ review were chosen to keep the cost down and availability of resources in mind. Employing an advanced level of video annotation software would require higher-level computer literacy, time, and preparedness on the teacher participants’ side. The video technique used for the study did not require any learning, new skills, or time to generate video recording on teachers’ part because I recorded classroom teaching for the participants.

The relationship of digital video, and teacher reflection. The previous section presented the use of video in teacher education. In this section, I discuss the relationship of digital video with teacher reflection. Cunningham (2002) reported the preliminary findings of a pilot project which used digital video and digital video editing to encourage preservice teacher candidates to engage in reflective practice. The results of the study supported that digital video tools help teacher candidates to reflect on their teaching practices.

Ebsworth, et. al.(2004) described the development and implementation of a series of videotapes of ESL classes for a preservice teacher education program grounded in experiential learning theory. In the study, the video included footage of ESL classrooms and tapes edited and supplemented with interviews of ESL teachers. The results showed that with relatively low presences of technology in preservice teacher education programs
could develop the use of video to give student teachers opportunities for critical observation and analysis.

The integration of video technology in teacher education is based on several things. First is the availability of resources and second is teachers’ previous knowledge of how to use resources such as video camera and other tools for effective teaching as well as for professional development. The review of the literature showed that video is often used as a tool for microteaching in preservice teacher education. However, video technology is rarely employed in in-service teacher training programs and by in-service teachers. Because video technology is not only available but has been used for teacher education, digital video technology was selected as the means by which teachers in this study would engage in critical reflective practice. Use of video technology with my participants also helps to expand on previous research since my participants are in-service teachers rather than preservice teachers, as is currently more common in the literature.

Because this discussion described general teacher education thus far and since my participants are language teachers specifically, the next section describes second language teacher education in particular and it discusses the developments in language teacher education.

**From Teacher Education to Second Language Teacher Education**

Teacher education is a broader term that encompasses different perspectives about knowledge, attitudes, and competences teachers have. It refers to the procedures that prepare teachers to perform their tasks. Second and foreign language (S/FL) teaching has undergone many changes in the last 30 years (Richards, n.d.) and so has teacher
education. In the English as a Second and Foreign Language (ES/FL) literature theorists present various approaches, strategies, and techniques for the practitioners but studies (Karavas-Doukas, 1996; Mangubhai, Marland, Dashwood, & Son, 2004, 2005; Sato & Kleinsasser, 1999) found that there is a disparity between prescribed theorists’ theories and actual classroom practices of teachers. Teachers, especially English as Second/Foreign language teachers are viewed as purveyors of facts and techniques rather than producers of their own knowledge. Johnson also points out (1996) referring to second language (SL/L2) teacher training that theoretical knowledge is given more importance and often viewed as more valid and superior to procedural or practical knowledge in practice. That is due to several reasons of which the most important is a dichotomous view regarding theory and practice. Peirce (1996), Schlessman (1997), and Kumaravadivelu (2001) have opposed a dichotomous view regarding teaching theories versus practice, and preferred to use the term praxis, and parameter of practicality. This should end the debate about theory versus practice since the notions of praxis and parameter of practicality (Kumaravadivelu, 1994, 2001, 2003, 2006b) consider theory and practice as process or praxis rather than being separate in a philosophical sense.

In the last two decades, many efforts (Freeman & Johnson, 1998; Tarone & Allwright, 2005) have been made differentiating second language teacher education from teacher education in general. Grossman(2005) presented a detailed report on research on pedagogical approaches in teacher education and gave a detailed account of how various approaches are used by teacher educators. There has been a lot of work done on language teacher education (LTE). Richard (2004) presents a compressive discussion of different areas related to language teacher education including social, political, and cultural
factors by highlighting the range of different issues LTE has to deal with. In the recent past, Richards (2008) took the discussion to the next level by using a second language teacher education (SLTE) term. The term is complex and encompasses a wide range of aspects, from English as a Second language (ESL) to English as a Foreign language (EFL), foreign language education, bilingual education, language immersion education, and also from different institutional to instructional contexts, as well as from national to international and global settings. Teacher educators often aim for the continuous professional developments of teachers. Richards (2008) gives a thorough review of second language teacher education (SLTE). The survey presents developments in the field at considerable breadth and depth starting from historical growth of SLTE to the professionalization of language teaching, the knowledge base of SLTE, the nature of teaching-learning, the role of context in teaching-learning, the role of teacher cognition, a focus on teacher identity, a rethinking of teaching methods and strategies, the need for accountability, and critical language teacher education.

Tedick (2005) also presents a wide range of comprehensive perspectives on the subject dealing with a variety of second language teacher education contexts, across languages, levels, settings, and geographic settings. The volume, comprised of 18 chapters, is divided in four sections: 1) the knowledge base on second language teacher education, 2) the context of second language teacher education, 3) collaborations in second language teacher education, and 4) second language teacher education in practice. Clearly there is a wide base of knowledge that is specific to SLTE that provides a guide to the various important aspects to consider in preparing and continuing to develop teachers of languages.
Murray (2009) critically examines the application of competency-based training to teacher education in Teaching of English to Speakers of Other Languages (TESOL). The paper provides evidence from the literature and argues that the narrow view of this competency-based training approach is fundamentally unsuitable for language teacher education; there is a need to find a viable alternative approach to course accreditation.

**Summary and Focus of This Study**

The review of the literature showed that there were very few studies in such major journals as *ELT Journal*, *the TESOL Quarterly*, and *the Journal of Teacher Education* to demonstrate in an empirical study connecting reflective teaching with critical pedagogy using digital video-based reflection and exploring outside of classroom dynamics for inservice teachers in the area Second Language Teacher Education. This study therefore can begin to address that gap and will provide an original contribution to the literature of an empirical study of inservice professional development investigating critical reflective practice for second language teachers in India via the use of digital video technology. The next chapter presents the methodology used for this research, followed by the presentation of the data in chapter four. The final chapter is discussion of the results that were obtained as well as presents insights and implications.
CHAPTER 3
METHODOLOGY

This chapter presents a complete methodological overview of the dissertation study, and includes the research questions, rationale case study design, overview of methodological and paradigmatic theories, the researcher’s philosophical assumptions, and procedures including the role of the researcher, credibility/trustworthiness, and ethical considerations.

Research Questions

Three research questions guided this inquiry:

1) How do purposefully selected EFL teachers understand reflective teaching practices, and how do they apply to Indian cultural and pedagogical context?

2) In what way do the EFL teachers from Gujarat view structural, institutional, and social dynamics as influencing their thinking and teaching?

3) To what level are EFL teachers of Gujarat aware of themselves as reflective practitioners and teaching intellectuals?

A qualitative exploratory case study approach was chosen to answer the research questions. In the next section, I present the rationale for using the specific methodology, and procedure for this study.
Design

Yin (2009) considers a research design as the logical sequence that connects empirical data to initial research questions and other components of the study. This study employs what Yin (2009) calls a case study design following a qualitative methodological approach.

Case study research has a long history in numerous fields including anthropology, economics, education, medicine, political science, social-work, and sociology (Mills, Eurepos, & Wiebe, 2010), yet there are inconsistencies in how this approach is defined and conducted (Gerring, 2006). According to Yin, a case study is a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context (Yin, 2003), a holistic picture of the phenomenon that emerges through analysis of thick, rich descriptions. Gerring (2006) notes that diverse methods including experimental, observational, qualitative, quantitative, and ethnographic techniques are successfully used in case study research. The present study was conducted in Gujarat India with the researcher collecting multiple sources of data.

The ongoing process of research as described by Maxwell (2005) evolved over the course of the study where the problem, purpose, research questions, conceptual framework, and issues related to credibility, trustworthiness, and ethical considerations emerged rather than being pre conceived. This approach is graphically depicted in a methodological concept map that summarizes how the various components interact (see Appendix A).
Scholars such as Creswell (2007, 2009) and Creswell and Plano Clark (2010) classify research design in two different categories: emergent and/or fixed. Emergent designs arise when a researcher feels the need to add different component(s) to change the research goals, purpose(s), research and/or interview questions, and procedures during the course of the case study. Although a fixed design approach is linear and might be easier for novice researchers, the emergent dynamic approach to research design provides flexibility and fluidity that gives priority to problem(s) and purpose(s) addressed by the study. Purposefully selected teachers in this study were introduced to two intervention techniques: (a) reviewing their video-recorded classroom teaching sessions; and (b) writing reflective journals after viewing their videos. The researcher then interviewed the participants to know their perspectives about the video review, reflective intervention, and the structural, institutional, and social dynamics as influencing teachers’ thinking and teaching.

Yin (2009) indicates commonly cited challenges to the case study approach: 1) case study research sometimes lack rigor; 2) case studies cannot be generalized; 3) case studies take too long; and 4) case studies have no randomized selection of participants so it cannot be categorized as experimental. To strengthen the credibility of the findings, researchers often ‘bound’ their case and use data triangulation techniques (Yin, 2009). This case is bound by participant selection, time, location, topic, and available data sources.
Methodological and Paradigmatic Theories

Creswell (2009) states that qualitative research employs different philosophical assumptions and various data collection, analyses, and interpretations techniques. This study includes three theoretical stances: (a) the conceptual framework rooted in TESOL literature; (b) methodological underpinnings (ontology, epistemology, and axiology); and (c) a grounded theoretical approach to data analysis that compares the emergent findings to those in second and foreign language teaching and teacher education literature.

According to Green (2007) “Paradigms comprise philosophical assumptions and stances regarding reality, knowledge, methodology, and values that are logically independent” (p.68). The researchers’ worldview is also a paradigm. Creswell (2007) points out that these assumptions, paradigms and interpretative frameworks often overlap.

According to Guba and Lincoln (2005), four philosophical assumptions define the paradigm: the ontological, epistemological, methodological, and axiological. First, ontological assumptions are concerned with the nature of reality for the research. They pose questions such as, what is real for researchers? The understanding of reality is more at a conceptual level than in a simple real sense. Second, the epistemological assumptions are concerned with a researcher and what is researched. In other words, it deals with the relation between a knower and would-be-known. Third, methodological assumptions are connected to the appropriate methods a researcher chooses for studying the phenomena in question. Finally, axiological assumptions are the nature of ethics a researcher believes in (Mertens, 2007). Below I present in summary my worldview matrix, which has my paradigmatic assumptions as the primary research instrument in this exploratory qualitative case study (see Table 2)
The present study aimed to improve teachers’ teaching praxis by introducing reflective practices. Multiple sources of data were used to understand the views of teachers concerning self-reflective practices in totality, in order to bring forth a more rich and clear understanding of the phenomenon under study. According to Mertens (2009), the ontological assumption of reality is socially constructed and certain individuals and groups in society hold greater power and privileged positions than other marginalized individuals and groups. This exploratory case study examined issues of power and constraints as expressed and perceived by Gujarati medium EFL teachers and also explored how they might become more empowered as teachers. Mertens (2009) highlights the importance of the relationship between the researcher and the researched especially in cases where the goal is to empower others. This can be problematic as there is a risk of the researcher becoming ‘self-deluded’ (Griffiths, 2003) as the one factitiously seeking to empower others which poses a real danger. The present study aimed to empower selected teachers through self-reflective teaching praxis. According to Mertens, Bledsoe, Sullivan, & Wilson (2010) a transformative paradigm is a way to bring visibility to the communities or members of the communities who have been historically marginalized and the paradigm helps them to bring their voices in to the world in order to enhance social justice. The role of the researcher in this continuum and context is to help teachers to reframe injustices in society and strive to challenge and change the status quo (Mertens, 2007). The role of the researcher is discussed next.
Table 2  
Paradigm Matrix

<table>
<thead>
<tr>
<th>Worldview Matrix</th>
<th>Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Epistemology:</strong> What is knowledge and the reality between the researcher &amp; what is researched?</td>
<td>The researcher’s epistemological assumptions are that the researcher and research participants’ had similar history, cultures, and education. Researcher and participants built knowledge and relationships over time. Researcher visited sites and talked with teachers/teacher trainers and choose participants for the research. Shared knowledge that some are historically marginalized and that their voices need to be heard.</td>
</tr>
<tr>
<td><strong>Ontology:</strong> What is the nature of reality?</td>
<td>Researcher embraced multiple realities: Participants voiced their views about socio-political issues regarding the teaching of English/teacher training/curriculum decisions taken at different levels. 15 interviews provided multiple views about the socio-political issues and about the issues of power in the teaching context. I used quotes and text to illustrate multiple participant perspectives.</td>
</tr>
<tr>
<td><strong>Axiology:</strong> (values) What is the role of values in the research?</td>
<td>Researcher and participants share views about inequality with Gujarati medium teachers. Researcher and participants recognized bias and negotiated interpretations. Views and interpretations were discussed and shared. Both researcher and teacher participants valued Gujarati medium education.</td>
</tr>
<tr>
<td><strong>Methodology:</strong> What process of research is used in this research study?</td>
<td>Inductive approach: Researcher started with interview and observation to know participants’ views of socio-political issues about teaching context, build patterns, themes, and generalized concepts. Participants were engaged in the cyclic process of reviewing and clarifying themes/results and conclusions during the research.</td>
</tr>
</tbody>
</table>

**Roles of Researcher**

In a qualitative research tradition, a researcher is the primary instrument in collecting and analyzing the data (Merriam, 1988; Patton, 2002). Therefore, it becomes important that as a researcher, I become aware of my own implicit worldview that I bring to this study that helps in conceiving of the entire process of research. In the present
study, I bring both an insider and outsider perceptive. Being educated in India and having worked in a Gujarati medium school I bring an insider’s (emic) perspective to this research project. Staying away from India for the last six years provided an opportunity to look at Indian society and schooling including teacher education from an outside perspective. This distancing is additive to the outsider (etic) perspective, and helps create a more holistic picture (Yin, 2003, 2009) of the case. The next section discusses the purposeful selection process of the participants and location for the study.

**Schools Selection**

The state of Gujarat has a large and diverse education system including public and private schools. Public schools are partially or fully funded by either, the Central Government of India or various State Governments. I noticed the variance also continues in terms of the medium of instruction offered by schools in the city where data was collected. Various schools offer Gujarati, English, Hindi, Urdu, and Marathi languages as mediums of instructions respectively. In recent times, International schools were also established in large cities, and English medium schools are opening everywhere in India. I was interested in schools located in a part of the city where children from poor, low income and lower middle class students study.

The setting and location for this study were public schools in one school district in the city of Vadodara, in the state of Gujarat, India. All the schools in the study had Gujarati, an Indian language, as a medium of instruction where English as a foreign language (EFL) is taught as one of the core subjects to students. The setting was selected because the researcher taught as an EFL teacher for seven years in public schools and is
familiar with the Indian education system. I selected Gujarati-medium public schools
with intent of contributing knowledge back to the schools through research. Furthermore,
Vadodara is a centrally located city with teachers from all parts of the state. The
researcher’s assumption was that the city school district teachers were equipped with the
latest EFL methodological developments and training. It was expected that schools in an
urban setting were better equipped and had more teaching resources.

Participants Purposeful Selection

Participants were purposefully selected (Creswell & Clark, 2010; Yin, 2003,
2009) for the study using the following criteria: (a) participants are inservice public high
school teachers who teach English language in grades 8-12; (b) participants are L2
speakers of English who are teaching in Gujarati medium schools; (c) participants
volunteer for the study with the approval of the school principals; (d) participants can
express themselves well in English; and (e) the participants are well informed about
recent developments in the field of education.

The Gujarat Secondary and Higher Secondary Education Board regulates the
schools throughout the state. The Education Department requires teacher candidates to
have degrees in both content and teaching. English is taught as one of the languages in
Gujarati medium schools. In order to teach English candidates are Bachelor of Arts
(English) in the case of secondary section and Masters of Arts (English) in the case of
higher secondary section of schools. Besides their B.A. and/or M.A. in their content area
of English, in order to teach in schools teachers are required to have educational degrees
in Bachelor of Education (B.Ed.).
Data Collection

The study had various forms of empirical data: (a) video recorded classroom observations for teachers to review their teaching; (b) semi-structured verbal interviews; (c) teachers self-reflection journal entries; (d) the researcher’s written self-reflections; and (e) the researcher’s own observations of the classrooms.

Data collection started with a questionnaire collecting demographic information (see Appendix B) used for purposeful participant selection. Multiple digital video recordings of five classroom teachers followed from February through July 2011. The classroom teaching of every participant was observed for nine classroom sessions (See for Observation Protocol Appendix C), during which time not only did the researcher observe instruction, but also the class sessions were digitally recorded. In total, 45 classroom sessions were video recorded and observed at the same time with an average of nine classroom sessions for each of these five purposely-selected teachers.

The instructor reviewed every video-recorded classroom observation three times during the week for three consecutive weeks. This provided teachers the opportunity to conduct a careful analysis of how they taught and what they did in their classrooms. After reviewing their teaching, the teacher participants were also asked to write self-reflection journal entries. The participants wrote journal entries and created reflective notes after watching videos that produced a total of nine reflective written entries per participant. Each teacher participant was interviewed on four separate occasions (See interview questions in Appendix D). In total 20 interviews were conducted that averaged 30 to 40
minutes each. The researcher wrote field notes after meeting teacher participants outside class, in the school staff rooms, and after the participant home visits.

**Data analysis**

The qualitative observations, interviews, and field notes data were analyzed employing a grounded theoretical approach to data analysis as suggested by Christ (2010) and Charmaz (2007) using Atlas.ti, the Qualitative Data Analysis Software (QDAS). Atlas.ti provides an enormous amount of flexibility in going back and forth to code segments of data and quotes, which makes the meaning making process easier. First, using Atlas.ti the hermeneutic unit was created. The Hermeneutic (HU) is a name of the feature given by Atlas.ti to a work space which holds the entire data set and the documents, codes, memos and other files associated with the project. The hermeneutic unit (project) was created by feeding into it all the transcripts of interviews (see Appendix E), written memos, and reflection notes both written by participants and myself as the primary documents used with the software. I engaged in a reiterative process of continued reading and re-reading primary documents, and generating 98 initial open codes (see Appendix F). Initially 98 primary codes emerged from the initial codes, and later 63 specific codes were created for the final analysis. The primary codes and later specific codes, combined others, and eliminated some, quotes, and memos by using Atlas.ti following the grounded theoretical approach as explained by Charmaz (2007). The codes were created, named, and renamed for better presentations to reduce redundancy and in some instances codes were merged using a Code Manager feature of the software when the codes had similar names and concepts. During the process, the codes generated from
the primary documents were imported as nodes to Network view to build a network map (See Appendix G). The codes, when imported into the software function called Network View, became a ‘physical location’ of sorts and could be moved around and linked one to another as a graphic display helping to generate a grounded theory about the phenomenon. Network View is a feature of the software where the network maps were developed to visualize the results from code reports. The network map is the place where all the codes and nodes can be imported to build a type of graphic representation or map. The nodes were linked to create relations and meanings between segments of data. Following IRB guidelines to insure anonymity of the participants each participant was given a pseudonym during the data analysis and pseudonyms are used in this written report of the study. Commonly found names in Gujarat were arbitrarily given as pseudonyms to the teacher participants in presenting the results in the report. During the data collection, I noticed that students and co-teachers of all the four schools were addressed using honorary salutation sir to show respect towards teacher participants. For instance, a participant named Sanjay was called as Sanjay Sir. I did not admire, and endorse this sort of honorific address or salutation because it has a colonial legacy and it indicates a type of hierarchy in student-teacher relationship. Therefore, I avoided sir as a salutation with participants’ names. However, to show respect towards local culture and to value local traditions, I followed Gujarati custom of adding Bhai, which means a brother, with the elderly male teacher participant’s name.
Credibility/trustworthiness

Credibility/trustworthiness was enhanced through triangulation of interviews, teacher self-reflection notes, thick rich data, and spending an extended amount of time in the setting prior to, and during the study. The logic behind using triangulation for the qualitative methodological approach and data sources is based on the researcher’s assertion that no single method or technique ever adequately could solve the problem of rival explanations (Patton, 2002). The study employed multiple qualitative case study methods. Since conducting research raised concerns about the limitations of single data sources, multiple triangulation techniques (data, participants, and location) helped to strengthen the credibility of the study.

Triangulation of data sources included interviews, observations, field notes, and teachers’ and the researcher’s reflection notes were used for two reasons. First, it granted consistency in interviewees’ responses and the teaching practice as seen in classroom observations; and second, it helped to ‘capture and report multiple perspectives of more than one participant rather than seek a singular truth’ (Patton, 2002, p. 546).

Ethical considerations

Approval from the Institutional Review Board (IRB) of University of Hawaii at Manoa was gained to collect data for the pilot study in India in June 2010 (Appendix H). All the participants received a consent form (Appendix I) that contained information about the participant’s rights as well as details of the research. All participants read and signed the written consent before any data was collected. Instructions for consent were read aloud to the interviewee before the interview (Appendix J). The teacher-participants
were assured that their participation was voluntary, and the volunteer participant was able to withdraw from the study at any time without any loss or harm. Anonymity and confidentiality was also assured to the participants by explaining that a pseudonym would be assigned during data analysis and that the data would be kept in a safe place, and would be destroyed upon completion of the project.
CHAPTER 4

RESULTS

The chapter begins with a section presenting a brief background of the study followed by the demographic information of the participants, and their school descriptions followed by the detailed results. It will conclude the chapter with the summary of the major findings of the study.

Background

The purpose of the present study was to first introduce digital video-based reflection to EFL teachers in Gujarat, and then understand what teachers themselves understand about reflective teaching practices. The study was also designed to explore and gain a deeper understanding of how the larger socio-political cultural context outside the classroom affects classroom teacher practices and teacher thinking.

Demographic Information of Participants

Table 3 bellow gives a brief description of the demographics of the participants.

Table 3.

*Educational qualification of the teacher participants*

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Gender</th>
<th>Years Teaching experience</th>
<th>Taught grades</th>
<th>Degrees</th>
<th>Schools</th>
<th>Sections</th>
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<tr>
<td>Sanjay</td>
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<td>3</td>
<td>8, 9, 10</td>
<td>B.A., B.Ed</td>
<td>A</td>
<td>SS</td>
</tr>
<tr>
<td>Zuber</td>
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<td>9</td>
<td>8, 9, 10</td>
<td>B.A., B.Ed.</td>
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<td>Ramesh</td>
<td>Male</td>
<td>24</td>
<td>8, 9, 10</td>
<td>B.A., B.Ed.</td>
<td>C</td>
<td>SS</td>
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<td>Tanmay</td>
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<td>11, 12</td>
<td>M.A., B.Ed.</td>
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<tr>
<td>Hitesh bhai</td>
<td>Male</td>
<td>28</td>
<td>11, 12</td>
<td>M.A., M.Ed.</td>
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Table 3 showed that all the teacher-participants in the study were male with three to twenty eight years of teaching experience. The five participants were selected from four schools situated in different areas of Vadodara city. The participants were teaching grades 8, through 12. The K-12 school system includes grades 8, 9 and 10 in what is called a secondary section (SS) whereas grades 11 and 12 are the higher secondary section (HSS).

**Introduction to the Participants and Participants’ Stories**

Themes about the participants’ stories and descriptions of their schools emerged from the data collected for the study. These stories are described in detail with descriptions of the schools folded into the discussion of each participant.

**Sanjay.** Sanjay was the youngest participant of the study who had three years of teaching experience. He was very keen in his early years of career, and believed that teaching “is a strong way to serve a community and a nation as well.” He was supportive during the data collection, and I learned that he wanted to become an effective learner and teacher. In my first visit, I asked if he had a TV set or a computer at home to watch his own videos. He told me to make arrangements so that he could watch his classroom teaching videos. This was important as the study required teachers to watch their classroom teaching and write reflections. After each video recording of the classroom, it took almost an hour-long process of transferring the video into a computer from a Digital Video Recorder and then burning the CD for teacher participants to watch on TV with the help of a video player. I visited his home several times when I went to handover CDs of classroom teaching for observation and writing reflections. We often drank tea and sometimes cold drinks at street corner stalls and talked about different issues of
education. Initially I felt that he did not allow me to pay for tea or cold drinks, as it was common in the Indian context saying it was against Indian values to let another person pay for something. I politely refused and I never let him pay any of the expenses for our tea and cold drinks. I even told him that I might get a travel grant for my data collection that would cover these expenses. In fact, later, I did get a research travel grant from which I paid for flight expenses.

Sanjay teaches in the school A, which is surrounded by several lower income slum-like areas in Vadodara city. To accommodate as many students as it can, the school runs in two shifts. Elementary school students come in the morning from 7:30 am to 12:00 noon and in the afternoon from 12:30 noon to 5:30 pm for the secondary and higher secondary school students. This is common in India where the country is struggling with population explosion, lack of infrastructures, and resources to meet the massive demand of education. Schools in India are open from Monday to Saturday, Saturday being the half day of work but just for a change every Saturday they switch turns in timing. Elementary students come in the afternoon and secondary and higher secondary school students come in the morning. The school follows a co-education system that in Indian context means both girls and boys study together in school and in the classroom. There are other types of schools that are all-boys, and all-girls schools.

Zuber. Zuber, with nine years of teaching experience was an enthusiastic teacher who participated in the study. This teacher had the tremendous trust and co-operation of his school principal, and staff members as I noticed during my observations. Upon asking about teaching in the first interview, he said, “I think it is the noblest of all the professions. Actually, we are shaping the career of the future generations... The young
ones are the future of the society. The better we prepare the young ones and better would be the future of the nation.” This demonstrates that he is a very dedicated teacher.

Besides interacting with him in school, I visited his home on several occasions, since the old school building did not offer a suitable interview place. We originally looked at several places from a school staffroom to a quiet library. Either staff members were constantly present, or the setting appeared deserted and unkempt. Nonetheless, there was not an ideal interview location in the school.

Zuber teaches in school B, which is not very far from school A in Vadodara city. Like the aforementioned school, his school also has students coming from lower income families. In order to gain a broader educational picture, I chose an all-girls school with students from lower income socio-economic families. The majority of teachers in the school were female participants, but to teach English language the school had four teachers two male and two female. I found it interesting that even in an all-girls school, there were male teachers. It is important to note the reason for the selection of male teachers from the all-girls school. I was interested in selecting a female participant for the study. However, out of the two female teachers, one had joined the school prior to school and she needed time to understand the school system. The other female teacher was retiring because of her age and therefore she did not accept the invitation to join the research project. I was keen on one teacher participant from the all-girls school, Zuber was enthusiastic and willing to participate in the research therefore, I chose him. In the past when formal education was not common in India, there was strong resentment towards girls’ education from the traditional conservative groups of the society who thought that women should not be educated. The societies of the time negotiated a way
out of the situation and separated schools and colleges for girls and boys as a mechanism to deal with the social issues. All-girls schools and all-women colleges were promoted for better female participation in education. Even today, there are several thriving all-girls schools and colleges in India. I chose the school in which poor and lower income girl students study. The school sits in a very old building walls have torn plaster, and are unpainted and dull. Later, I noticed that the teaching faculty included both male and female teachers in the school. The school also runs in two shifts in the morning for elementary school students and afternoon from 12:30 noon to 5:30 pm for the secondary and higher secondary school students.

**Ramesh.** Ramesh is one of the two teachers in the study with more than twenty years of teaching experience. During observations, I noted that he was a very enthusiastic multi-talented teacher, who had many interests including acting, playing a game of cricket, and music. I noted that he infused his talents to make classroom teaching more interesting and interactive by playing musical instruments or acting and performing many times in the classrooms. He showed enthusiasm and commitment to his work. It was noticeable during observations that the school principal supported the teacher in his initiatives. The teacher had high esteem and respect for his own work and profession. I noticed that through his enthusiasm, he became well-known not only in his own school but also in the entire school district for his constant contributions. He was actively participating in various activities both in his school and in the school district. Ramesh has become a part of *Karmayogi*-scheme that is a mandated teacher-training program for in service-teachers the Education Department of Gujarat. Initially he was a Resource Person
(RP) and later became a Key Resource Person (KRP) for the last few years under the Karmayogi- scheme.

Initially school teachers are selected as subject experts and trained as Key Resource Persons. Once trained, KRPs train Resource Persons to help to meet the challenges and supply the number of trainers required to train the secondary and higher secondary school teachers throughout the state. The state education department chooses teachers who are well versed in teaching methodology and gives the responsibility and training to them train other teachers throughout the state. To meet the huge demand of training the Education Department started training in three different phrases. In the first phase, selected teachers get training as KRPs. In the second phase, they impart training to RPs. In the final third phase, both KRPs and RPs work together to help train teachers.

Besides his involvement in teacher training programs, Ramesh is one of the authors who contributed to the preparation of the Supplementary Readers, specifically a textbook supplement series titled Flamingo, and Black Buck published by the Gujarat State Textbook Board. The board assumes the responsibility of preparing school textbooks for K-12 schools in the state and invites authors to prepare textbooks. This is unlike Unites States where school textbooks preparation and distribution is left to private publication houses and there is no governmental interference.

Ramesh taught in school C, which is known especially for the top ten scorers in the Secondary School Certificate Examination (SSCE) in the state. The school is considered as one of the top rank schools in Vadodara city. In the Indian context students who are top scorers in SSCE get huge attention from both print and electronic media. In the beginning of the academic year results and success stories of top ranking students get
public attention that creates a culture of competition in education in the Indian society.

School C is famous for quality education and its devotion to the *Gandhian* values and principles that it imparts to the school students. The school is one of the few institutions like this that remain in the Gujarat state. The school made it mandatory for students, teachers, and the school principal to wear cotton clothes as valuing a *Gandhian* principle of promotion of handspun cotton. On the school visit, I noted that all the students of the school, their teachers, the school principal and the other staff members wore handspun/machine made cotton clothes as a symbolic virtue of devotion to *Gandhian* principles. Originally, during India’s political independence struggle the handspun cotton clothes were a mark of protest and revolt against the British Raj and demonstrated support for local handspun weavers. These days when the handspun industry is at the verge of extinction against the power of machines of big textile industries, it seems like it is rather a symbolic gesture and a devotional ritual to *Gandhian* values. The school also runs in two shifts in the morning for elementary school students and afternoon from 12 noon to 5:30 pm for the secondary school students. The majority of school students come from better family income backgrounds compared to school A and B. In the next paragraph, I introduce the fourth participant of the study in more detail.

**Tanmay.** Tanmay had twelve years of experience as a teacher. In an interview, he mentioned that teaching was his passion since college. In his own words, “Teaching has been [a] source of delight” to him. The statement showed his enthusiasm for teaching. In an interview, he frankly admitted that “I [have] yet to learn so many things from teaching and learning process” which showed his attitude towards learning and teaching in
general, and his willingness to learn from teaching in the future. This showed his character as a teacher.

Upon inquiring, I found that he had a TV set but not a CD/DVD player. Therefore, he wanted me to transfer the classroom observation videos to his cell phone; I refused. This convinced him to watch the video on a bigger TV/ computer screen. I provided him with a DVD player to make sure he observed his classroom recorded videos. I had several long interactions and long conversations on various educational issues with Tanmay outside the classroom, as was the case with each participant of the study. I visited his home several times and we had eaten lunch together.

For several days, I stayed long hours in the schools outside of my classroom observations as there were two of the participants from school A. Sanjay was from secondary section of the school and Tanmay was from the higher secondary section of the same school. On different occasions, both Sanjay and Tanmay complained about the number of students coming to their school from elementary schools from neighboring areas. Most of their students graduated from the neighboring schools. They believed the lower level of students’ linguistic fluency in English was due to public elementary school teachers in neighboring area did not work efficiently. Therefore, they had to work harder to help students get good results in the examination. In the next section, the fifth teacher’s stories and the description of his school are presented in detail.

**Harish bhai.** Harish bhai was the most experienced teacher participant in the study. He is a Head of the Department in his school, and a very senior teacher with 28 years experience as a teacher of English in the schools. He actively participated, and cooperated in the entire research process. Though I have noticed that he is committed to
his teaching in his school, sometimes, I saw him perplexed by the teenage behaviors of
his students in the classroom. Often he complained about the students’ behavioral
problems, as well as other issues related to students’ attendance that he had to deal with
on a daily basis due to his position as the Head of the Department. He has a few years left
to his retirement but his enthusiasm and commitment continued as a teacher.

Often during recess time, we had milk-tea together at which time he shared with
me his stories about his school days. He revealed how he came from a small village of the
north Gujarat to Vadodara, and how much he struggled initially to earn a livelihood. He
mentioned that he kept working on some odd jobs besides studying and how it had
changed his fortune. He started out as a day wages worker to later becoming a teacher
after completing his study at the Maharaja Sayajirao University at Vadodara. He
continued studying for M.Ed. even after he got the job in his present school.

Initially Harish bhai had some difficulties with TV and a DVD player so he could
not watch his classroom teaching. Therefore, I had to visit his home to fix the problem. It
was at his home where we had long conversations sitting in the drawing room.

Harish bhai’s school is situated close to a posh area and a majority of the students
comes from a better socioeconomic condition and background than other schools in the
study. After presenting demographic information and introducing the stories of
participants, I present the results of the study next.

Major themes

An iterative data analysis process using analytical tools of Atlas.ti resulted in four
major themes: (a) reflection and teachers insight; (b) social dynamics; (c) structural
dynamics; and (d) institutional dynamics. Each of these major components is broken down into several different areas and presented with explanations.

**Reflection and teacher insight.** First major theme that emerged from the data was reflection and teacher insight. Through reflection, teachers got insights into their classroom teaching, and a better understanding of their own selves. The theme is divided into three different sub-themes such as teacher reactions using videos, reflections helped teachers, and video as a reflective professional improvement tool. In this section, I present each sub theme in detail.

**Teacher reactions using videos.** The first sub-theme that emerged was teacher reactions after watching classroom videos of their own teaching by using video tapes as a method of reflection. Teacher participants shared mixed feelings about their reactions of observing themselves teaching on the videos. Ramesh was the only participant of the study who had seen himself on TV prior to joining the research. Ramesh was a part of the series of educational programs where he taught students on the program. Across India a series of educational programs are prepared in different languages for education telecast on both the national and state TV channels. When I inquired about the details Ramesh shared that he participated in a project more as an actor who teaches students on TV and it was not as a part of any research project. The rest of the participants in the study did not have any prior experience of observing their teaching on video. In spite of having faced a camera earlier, Ramesh was slightly self-conscious and was in a dilemma. He very honestly confessed that in the beginning he was uncomfortable with a camera. Later with continued
exposure, he was comfortable with a camera in the classroom that he considered was because of experience.

Sanjay in the past three years of his teaching career had never seen himself in the video before and was excited and thrilled by watching his teaching in the video. On asking a probing question what did he mean when he said he was thrilled, he shared “it was thrilling and exciting experience.” He shared that watching his own self [referring to his teaching in the video] and answered a number of things.” He shared that watching classroom observation help to answers questions about own teaching. He shared he had mixed feelings. He was amazed to notice he had some good qualities that made him happy, and noticed some flaws that made him sad. He was a little disappointed because he found some flaws. Overall, he was pleased and happy to watch himself in the video observation.

Tanmay also did not have any prior experience of watching his own teaching. His excitement can be understood from what he shared in the interview where he said, “It was an awesome experience. It surprises me. I was amazed to see myself on screen. What I felt from inside was? I was amazed.” On watching his videos several times, he suggested that the process of professional change had started. Observing his classroom teaching videos also made the teacher realize he had overused certain activities in the classroom. In an interview, he shared that he decided not to overdo those activities again in future.

Similarly, Harish Bhai said that he felt that watching himself on video looked somewhat odd to him because he did not have any prior experience of watching himself on video. After watching the video, he felt comfortable and was happy with his teaching. Harish Bhai believed that if teachers observed their own video, it would help them realize
their mistakes and this type of observation would be useful to help teachers overcome their mistakes. On watching himself on video for the first time, Zuber realized that he had the responsibility for the future of his students, and he needed improvement in his teaching. Overall, the experience of watching themselves teach on video was new to most participants but after a period of adjustment, several participants felt very positive about using video as a helpful tool for reflecting on their teaching.

**Reflection helped teachers.** The second sub theme was that reflection helped teachers. It appeared during the data analysis process using all forms of qualitative data including interview data, written reflections journals, and researcher’s observations. Teacher participants believed that reflection gave them opportunities to observe, and reflect upon their teaching that helped them to improve their teaching. Quotes from both Sanjay and Tanmay clearly indicate that reflective experience helped them through observing their teaching. Sanjay said in an interview, “I am not saying I am an ideal teacher, but [I] got to know that some areas I got to focus on to improve and modify them.” He also mentioned that in his video he noticed there were some good qualities, which he would continue to practice after watching his own videos. Later, he mentioned, “first of all, the most important thing was a chance to analyze myself through videography [referring to video recordings].” Sanjay praised reflection and said, “Ya, it should be part and parcel of process [indicating teachers’ professional development]… If there is no reflection no feedback [a] teacher would go on [with the] same course, same teaching…I think reflection should be mandatory.” The quote indicates that the teacher felt the need of video and reflection as a part of ongoing teachers’ professional development. Upon asking if reflection helps teachers to improve teaching, Tanmay
strongly emphasized the value of reflective exercises by emphasizing the word ‘definitely’ in his response. He believed that when teachers watch themselves on video it provides an opportunity to sit down and think about the teaching process. The reflection provides opportunities for reconsidering and reflecting on teaching style, as well as preparedness for classroom teaching. Similarly, Zuber said the same thing.

Sanjay believed that reflection was a thrilling learning experience. He further added that reflection was the best tool and the best platform to change teaching. In this study, the reflective experience included different techniques such as a classroom video observation, writing journal responses, and interviews with the researcher. Sanjay was grateful for the opportunity to participate in the research project. Tanmay also expressed similar feelings, “You have videotaped my lessons. They are all nice experiences.” He further added, “I think it [reflection or videotaping] would add to a teacher’s own personality, a teacher’s own efforts, and a teacher’s own skills. It would add to so many things.” Tanmay praising video observation said, “Unless you see, unless you watch what you yourself are doing in the classroom… unless you watch, how can you get an opportunity to think over what you are doing?” The quote indicated that the teacher was not only satisfied with his teaching but also believed video observation triggered a reflection process. He repeated the same sentence twice, “It definitely helps” which showed that he emphasized reflection and believed that it helped teachers. On asking what he thought about reflective teaching, he advocated for teacher reflection and said, “schools should implement such reflective teaching. Schools should implement such methods in the classroom.” Similarly, Tanmay pointed out that rather than falling in a trap of nomenclature and arguing about the name of concepts, the process and outcomes
are important. In his opinion, the important thing was that reflection gives an opportunity for teachers to look into their teaching.

Similarly, Ramesh considered reflection as one of the essential elements for teachers and compared the exercise with watching a movie. Enthusiastically, he said, it was like “holding a pen and started recollecting what I have observed or what I have taught in my classroom… so this helps me a lot.” Further, Ramesh added that writing reflection journals helped him.

It was not that teacher participants were introduced to reflection and it worked by itself but teachers struggled and made efforts to engage in reflective experiences. Sanjay found reflective experience and watching his own video teaching and writing of reflections were rather tough in the beginning. In the same way, two participants, Sanjay, and Harish Bhai considered writing reflections would be easier when one writes about others but when it comes to writing about oneself, it becomes difficult. He said, “I am telling you candidly that sometimes I have to fight with myself like should I or should I not write, but frankly, I have done whatever goes there”, meaning, whether it will look good or bad he shared that he wrote whatever came to his mind without considering it good or bad. This exemplifies his candidness. The participants did not try to make themselves look good even to themselves but used the study to analyze themselves.

The participants took their reflective work very seriously. Prior to participation in the research, not a single participant had any experience of writing in a journal but all teacher participants liked the journal writing. Harish Bhai shared with me that it was difficult for him to write about his experience. He said his experience in trying to write reflective journal entries was not good initially and that he felt awkward. “It is the very
difficult matter as far as I think, but afterwards, I realize that this is a part of teaching and learning”, he shared. In spite of having a long teaching career and being an experienced teacher, he shared that journal writing is a difficult experience because according to him it is difficult to judge one’s own-self and it is much easier if someone from outside gives the feedback. It might be an indication that people who believe in the different locus of controls think differently. A person who leans towards outside locus of control tends to believe help comes from outside rather looking within for solutions. In his responses, Zuber frankly shared that while implementing reflective teaching in his classroom, he intentionally made the decision to become slower in his pace of teaching. He was also skeptical whether he would be able to finish the curriculum or not which shows that at least one teacher participant was a little cautious too regarding using reflection in teaching.

**Video as a reflective, professional improvement tool.** The third important sub-theme that emerged from the data was video observation as a tool to reflection. Teacher participants believed that there was a gradual change in their teaching over the period as a result of video observation. They felt improvement in different areas of teaching such as time management, teachers’ pronunciations, classroom strategies, classroom communications, and student involvement in classroom activities. Participant-teachers claimed that video as the tool for teacher reflection helped them to review their own teaching, and to gain awareness in spite of the fact that videos made two teacher participants initially feel self-conscious. Harish Bhai said in an interview that through video observation, teachers can review what they have taught and view whatever mistakes they would have committed so the teachers can modify their teaching and
teaching methods for further teaching. When I asked a question to Tanmay as to what purpose video served, Tanmay started the answer saying, “ya…ya…video… (it) definitely helps [sic].” He believed a teacher should sit-down and think about the process of teaching and should reconsider his/her way and means of teaching, their teaching style and preparedness. On answering the same question another teacher participant, Zuber confessed that definitely the video observation was for the improvement of his classroom teaching. He said, “I think I need to improve.” According to Zuber, the video observations made him aware of his shortcomings. Another teacher participant, Ramesh, expressed similar feelings when he said, “Video …ya… ya…ya…” indicating that video helped him to improve his teaching. Zuber shared that in his opinion “video is a better way (to) bringing about improvement in the future.” Sanjay accepted that he corrected several things from his teaching, including his posture, his way of speaking and appropriateness of the content according to the level of his students after watching his classroom videos. He further added, “Observing teaching a teacher can come to know what the lacunas and the flaws are in teaching. I think this is the best way to learn which the teacher himself might be unaware of.” Later, he said that he watched his video observations day by day and tried to improve his lacunas or gaps the next time he taught the class. He believed that his mistakes were corrected at a later stage. Later, he added that he had discovered a number of good things also besides flaws and lacunas from his teaching during the participation of the research project. He concluded saying, “I am just trying to maintain what are the good [things] and not maintaining what are not good,” referring to his own teaching.
Tanmay also shared similar views as other teacher participants had done. He pointed out that video observations provided teachers opportunities to improve their efforts. He said, “You get an opportunity to improve your efforts. You get an opportunity to bring some sort of change. You need to find some opportunity under your home [suggesting under their school] that is the basic thing I admire about it.” The quotes suggested that teachers preferred to have training opportunity at school rather going somewhere else. Video observations provided those opportunities.

Harish Bhai shared that he did not have any experience of watching his own video prior to the participation in the research project but through video observation, he found many mistakes, referring to both language and pedagogical mistakes that he thought he committed during his teaching sessions. He believed that after video observations of his classroom teachings and discovering those mistakes in the video observation, he tried to improve his own mistakes and teaching. Zuber shared that during the involvement of the research project, he thought hard about his teaching and reflected. He mentioned, “You might have observed that I changed gradually [from a] first lesson to the last lesson, from the first lesson to the last lesson onwards.” He was convinced that earlier classroom management was not very effective, and he had some fear to participate in the research process that he overcame later after his participation in the study. Zuber felt confident and began enjoying teaching because of participation in the research project. He stated that he enjoyed different approaches and methods with partial success and failure suggesting that change comes with repeated efforts and with trials and errors.

The video observations lead teachers to believe that there were areas needing improvements. Tanmay believed that he had been following many senior teachers and
taught grammar in the most traditional way. He believed that many EFL teachers use Grammar Translation method in the classrooms in Gujarat. Classroom video observation led him to believe that he needed to improve on this aspect of his teaching. After observation, Harish Bhai also felt that his instructions about writing need improvement. Zuber although a teacher for 9 years, believed that he did not spend enough time in planning his lessons. Classroom observation led him to believe that time devoted to planning was important and after watching his classroom, he realized that he had to improve in that area. Tanmay in an interview said that he felt reflection helped him to evaluate his own teaching efforts. The researcher observed that teacher participants had to plan their lessons in advance using their lesson diaries and get it checked from the school principals. He said, “I have seen at least one change in me. Now I would like to go to the class with every minute’s planning [referring to focus on more detailed planning].” However, the teacher felt that teachers were over burdened. He later shared that whenever he watched the videos certain things pinched and instigated him to think over his own efforts and forced him to reconsider his own teaching. He emphasized that we cannot change things overnight, but he believed that in this fast-changing world scenario we have to change.

Even though it was his first encounter in using video observation, Zuber felt that watching videos of his classroom teaching revealed a lot about his teaching methodology, his body language, and his audibility in a big classroom. Like Tanmay, Zuber also believed that he learned the importance of planning. Overall, he felt there was an improvement in his teaching after watching his videos. Zuber believed that reflective
teaching is not a magic wand, but certainly, it makes teachers conscious about the drawbacks in their teaching. Therefore, he liked reflective teaching.

The results just explained indicate that video proved an effective tool for reflection and contributed to teacher awareness and teachers’ professional development. It provided teachers insight about their teaching and furthered the improvements in some areas. The section has described results of teachers using video as reflective professional improvement tool. The previous sections also verify that the participants engaged in reflection and valued it, reporting their thoughts about reflection and naming the specific areas of pedagogy that they changed or became aware of because of it.

**Social Dynamics.** The second major theme presented here is social dynamics. Factors included are economic influence on students, parental economic and educational influence, parental involvement and lack of support factors, social environment and English usage, English as a key to advancements, and cultural and religious factors. These could be considered as the outside classroom factors, which affect conditions inside the classroom.

**Economic influence on students.** There are many outside forces that affect conditions inside classrooms, as well as teacher thinking and teaching. Students coming from poor socioeconomic backgrounds is one of such dynamics. In the interviews, teacher participants complained that a majority of their students came from economically poor backgrounds. Sanjay said that there are many outside reasons affecting conditions inside classrooms, but according to him, the main reason was lower economic background. The difficulties students face while going to school can largely be contributed to their socioeconomic status. Their families are economically and financially
not strong. In his words, the family backgrounds of students are not economically sound. Sanjay mentioned that both parents have to work and he believed that in some cases, students’ mothers are domestic-maids and fathers work in unorganized sector jobs as day workers. Zuber also said that many times mothers work as maids in other people’s homes. Sometimes, there are incidents when children need to help their parents in street hawking during holidays and after-school hours. Harish Bhai also complained about similar conditions even though his students come from a little bit better background. He believed that “social dynamics plays a great effect regarding learning and teaching. For example, some students belong to poor socio-economic situations.” Similar ideas came up as a thread in the findings from other participants. Tanmay shared in an interview that his students come from poor economic conditions, which forced students to earn while they learn. In his words, “[Both] Earning and learning become important.” Traditionally in a close-knit Indian family, a father was the sole breadwinner. This traditional way shows change in the Indian way of looking at education and financial responsibility. Students are constantly forced to contribute financially in extended family cultures. To outperform on the state examinations, students are forced to enroll in extra coaching classes that cost extra money in spite of coming from poor economic backgrounds. It is more difficult for them because of bad financial conditions that create an extra amount of pressure on their families. The country’s limited resources lead students to work hard for achievement. In spite of this, teachers show their willingness to work extra hard to meet the challenges. Tanmay shared, “I should double my efforts so that I can make resources available.” This shows that teachers have a willingness to work hard and take on the challenges. Similarly, Zuber believed that education prepares students to take on the
challenges caused by poverty. He sounded optimistic about the future and believed that students will have chances “in the future to improve upon financial conditions.” Thus, it is noticeable that poor socio-economic backgrounds emerged as a repetitive thread in social dynamics that affects both teaching and learning. The next item that emerged during the qualitative data analysis was that a priority is given to economic need and livelihood issues rather than education in the societies that students and teachers come from.

**Parental economic and educational influences.** Parents’ lower level of education is one of the outside classroom factors that affects inside classroom conditions. Tanmay believed that parents are illiterate and Harish Bhai accepts it as fact. To Harish Bhai,

Their parents are not educated. Sometimes parents may be educated, but they do not pay attention. Some parents are busy regarding their livelihood or regarding earning money, so they do not pay attention towards their child’s regularity [attendance in the school], child’s work, etc…etc.

On the same note Sanjay said, “Parents are not educated so they don’t understand the importance of education. They do not understand the worth of education.” This brings up several issues. The education level is lower which leads parents to focus more on economic-livelihood issues rather than the education of the children. Parents are not interested in children’s education because the immediate need is to earn a livelihood rather than support an academic career for the students. According to teacher participants, parents of their students give priority to economic need and livelihood of the families. Harish Bhai said that sometimes the parents are not sincere about the importance of learning and are careless about education because they are busy earning a livelihood. He
used strong words that show his frustrations towards the situation. Sanjay raised similar concerns about the parents, too. He believed that they are less interested in education, since parents come from an economically poor background. Though this sounds a little like exaggeration in expressing their concerns towards the situation, it definitely provides deeper insight to what teachers think about parents’ economic condition and how it influenced teacher thinking. Zuber shared that since many of the students are forced to work due to economic necessity teachers are reluctant to give more homework.

*Parental involvement and lack of support factors.* Teachers alone cannot produce good results. Parents’ active involvement is necessary. The teacher participants complained about the lack of parental support they get in the schools. Harish Bhai complained that the majority of parents do not cooperate with teachers and he considered that as a hurdle and obstacle. He said, “We don’t get support very easily.” Sanjay also had similar grievances with the locality in which his school is situated. He said, “Locality and society is not supportive…you know it hampers the teaching process.” He further added, “Sometimes parents also don’t know. They are also part of society. They don’t support [education].” Tanmay also had similar concerns about parental involvement and support in education when he said, “They are not at all interested in looking into what their children are doing, whether their children are doing good or not…They don’t care.” This shows that teachers believe there is a lack of parental support in the school conditions where the teacher participants are teaching.

Harish Bhai whose school was situated in a little better socio-economic area than the other teachers believed that parents do not pay attention, and sometimes they could not control children. He gave an example in which parents give more money and provide
good facilities, vehicles such as motor bikes, and which he believed is misused by his students. This incident shows that it is not always the poor economic background of parents that is responsible for lack of parental support, but also parental negligence results in similar issues, as Harish Bhai’s case indicated.

**Social environment and learning English.** Harish Bhai believed that students do not have the advantage of a proper learning environment. They lack an environment outside the classroom where they can use English. Students do not have the family background where they can speak English language. The same issue is looked at differently by Zuber when he said, “there is no need in Gujarat [for] people [to] speak English … whenever you find people speaking English, [and] many times other people are laughing at them.” He also shared that the number of [English] speakers are fewer in Gujarat. According to him hardly five to ten percent of people speak English in Gujarat. Zuber believed that in Gujarat, there are prejudices against people who speak English, and he felt that he witnessed such prejudiced behaviors. Tanmay, on the contrary, believed that “English language is woven in the social life. It is woven in such a way that we cannot exclude the need for English. It is really needed.” This shows that different participants brought with them different perspectives about social environment of Gujarat where English language is taught in schools. The present participants did not hold one single perspective towards English language usage in the wider community. In the next section, I will present teacher participants’ perspectives about the English language.

**English is a key to advancement.** It is equally true that English is associated with economic uplift. Zuber, the same teacher who believed that people who speak English are mocked in Gujarat, also accepted the fact that it is a common belief in the state that
English is a window to the international community. He believed that it is a so-called window to financial success also. He shared that he encourages students to enroll for English language learning courses offered by the Society for Creating Opportunity through Proficiency in English (SCOPE) the Government of Gujarat initiative to better prepare youth who can speak the English language. The society was set up by the Government to build English language proficiency in the youth of Gujarat and thereby provide employment opportunities for the youth. On another occasion, he shared that if someone is strong in English, there are many opportunities waiting for the person. He said, “I feel in a way that learning English enhances their chances of improving their financial condition.”

There are common beliefs in the society about learning the English language, such as proficiency in the language brought social status, and most importantly change for a better future, and career opportunities.

There are strong messages that learning English is associated with the ability to increase one’s socioeconomic status. I asked a question about the way English is packaged and marketed. My question was regarding the promise given to customers that English provides a better career and better future. I wondered whether participants felt it was a real or just an illusion. Tanmay replied positively saying, “No… no… it is a real promise. They [students] really need it [referring to English].” He further added that English is needed but students realize it later.

*Teaching philosophy and English.* The sub-theme that emerged from data was teaching philosophy as to teaching English. The teachers understood the importance of their philosophy of teaching and their beliefs about language learning and teaching. By articulating and sharing teachers became explicitly aware of their philosophies. The
teacher-participants talked about their teaching philosophy and their beliefs about language learning and teaching. Other teacher participants wanted to empower students with English. Harish Bhai mentioned, “I want to expand knowledge, and I want to expand the methods of English for the students so the students will be equipped with knowledge of English” and this will enhance their career. Similarly, Sanjay said he struggled and suffered because he had come from a poor economic background. He stressed that “I would not allow my students to suffer the same difficulties.” Tanmay considered that he wanted to prove himself as an effective teacher by making students learn in English. They believed that learning should be understandable, and their philosophy was to help learners. In an interview, a teacher participant mentioned his philosophy was to gain student trust. A teacher participant, Tanmay, believes that students fully trust and believe in a teacher. In his words students should “start believing in you.” Explicitly articulating their philosophies, they became aware of their goals and it gave insight into their thinking about learning and teaching. In the next section, I present cultural and religious factors.

_Cultural and religious factors._ In Indian societies, religious and social functions are traditionally given enormous importance. Sanjay believed that sometimes marriages and other social functions are given too much importance. Sometimes students remained absent from school because of societal engagements that included marriage ceremonies in their families. Sanjay said, “If there is a student whose cousin is going to marry on Sunday, the student stops coming to school from Wednesday. They stop turning up at school actually three days before the marriage.” Harish Bhai also complained about similar phenomena when he shared that students are not regular in attendance regarding
learning. He gave an example indicating a particular student who was absent from the school whom he called an irregular student. He complained that it was difficult for him to focus on students who do not attend school regularly.

Teacher participants repeatedly talked about noise disturbances that could be considered as a cultural and social issue. Harish Bhai complained that there were disturbances from outside when teachers were teaching in the classroom. Ramesh also had a similar issue when he said, “there are some disturbances from the neighboring classrooms.” He went further and complained that the noise was due to religious processions every now and then as well as the wedding processions that are quite normal during the marriage season in India. He referred to the loud music and noise of firecrackers during the marriage processions.

He indicated that the school location was near residential areas and that was the reason why school classrooms are very much affected. Harish Bhai considered this as an uncomfortable situation for him whenever there are outside disturbances. Ramesh said, “Of course this school, which is completely surrounded by residents’ area. All around there are some residential areas where there are sometimes social functions such as wedding ceremonies then the loud speakers are on.”

These results indicated that social dynamics affect the teaching-learning situation in the study. Some factors such as lower socioeconomic levels and parental support and involvement are found in other countries and teaching contexts as well but some factors, more uniquely pertain to the social conventions of India. Some examples of these are the cultural and religious reasons for lack of school attendance and noise that is generated in
the community. In addition to limited exposure to English within the community outside of school. The next section presents data related to structural dynamics

**Structural Dynamics.** The third theme that emerged during the data analysis process is structural dynamics. Factors pertaining to structural dynamics include large student enrollments, limited resources and coaching classes. These coaching classes are referred to as tuition classes and have mushroomed everywhere. First, the fact that teacher participants grappled with large student enrollment was established from both the researcher’s observation notes and the teacher participant interviews. The numbers of students that were present in classrooms ranged from 40 to 60 students. In an interview, Tanmay shared that he believed that it is easier to deal with 20 to 25 students at a time compared to sixty to seventy students, classrooms in his school are very crowded. Due to large class size, it was not easy for teacher participants to interact with students on a one to one basis. In addition, there was an absence of group work activities in the classroom. Due to the large student enrolment, three to four students were crammed onto one small bench. Harish Bhai considered that the high number of students and parents are a problem to reach out to when he said, “I think it is a very difficult problem because we have so many students, so many parents and sometimes contact with parents outside is not possible.”

Second, all the teacher participants were struggling with limited resources that included lack of computers, TV, and other technological aspects in the classroom. Teacher-participants complained that there were not enough teaching resources for the teachers. During classroom observation and repeated visits, I also noted that teacher participants were struggling with limited resources in the schools. Not a single participant
used any form of technology, including computers, projectors, TV or even a radio set while teaching.

Harish Bhai said, “We do not have enough advanced facilities, so how we can improve our teaching.” Similarly, Ramesh complained that there are not enough facilities for the learners also including books, dictionaries, and other reading resources. Tanmay as well believed they lacked facilities. He went on and added that besides lacking school resources students do not have resources at their homes either. Later, he shared that they do not have multimedia facilities and electronic devices for their common classroom use.

During observation, the researcher noticed that almost all the schools had computers given by the government of Gujarat, but none of the teachers integrated them in their curriculum. Interestingly enough when resources were available teacher-participants were reluctant to use them in classroom settings. Zuber shared that India is also going through a very good economic phase. He stressed that

It is not that we do not have resources, but teachers have very orthodox mindsets. They hardly use you see things available to them. In our school, we have ten computers, which could be unpacked or which could be used, but we refrain from doing so because of internal fear that computer would replace a teacher.

He further added that there were two issues related to technology. The first issue was the need to obtain permission to use technology in the classroom from school authorities especially from school principals, and the second issue was teachers’ fear that students might not enjoy technology if it is introduced. This indicates that teachers have fear that they need to ask permission from the school principals to use electric equipment.
Teachers are concerned that on asking permission to use such equipment it might be denied. Similarly, there is a fear or concern that students might not enjoy learning with computers.

The third major sub theme is the influence of tuition classes. The teacher participants believed that the coaching or tuition classes in India mushroomed across the state. The extra coaching or tuition classes are privately owned institutes outside of the public schools and such schools offer services for a free to students. As a result, teacher-participants shared that students especially those from better economic backgrounds go to the additional classes that according to the teacher participants help students know the material in advance of when it is taught in their own classes. Therefore, these students are less attentive in the classroom since they had an opportunity to learn the material outside of the classroom. They also pay less attention in school and are absent more frequently. The coaching or tuition classes reduce students’ reliance on public school classrooms. Tanmay shared that the coaching classes focus mainly on an examination-oriented approach. These examples of structural dynamics impact classroom environment. After presenting structural dynamics, the next section presents institutional dynamics.

**Institutional Dynamics.** The fourth theme that emerged was institutional dynamics such as teachers not being satisfied with previous professional development trainings they received. Institutions also fail to provide students with a better environment that is conducive to learning.

Zuber participated in the professional development training for the last seven to eight years. He shared that most of the teachers joined teacher-training programs after
completing their initial teacher preparation coursework since it was mandatory by the Education Board of Gujarat for the teachers to do so. Sanjay believed that teacher training did not engage teachers and was thus not very helpful. Sanjay called teacher participants in the training as no more than mute spectators. He said,

In Karmayogi, the teachers who attend are just mute spectator…whatever trainers come they are also teachers themselves. They come with whatever training the education board has imparted before they give trainings. We hardly get anything [suggesting they don’t learn much from the trainers].

The teacher participants complained that since the trainers were themselves teachers, the participants did not learn much from them. He was frustrated with current training since KRPBs and RPs are people who were taken from a group of teachers like themselves. Zuber commented on the problem, “Resource persons are not good, if they are your fellow people”

Sanjay added that the trainings given to such KRPBs and RPs are only five days which is not enough to provide help to the teachers. Prior to training others, the trainers themselves - both RPs and KRPBs –undergo a limited amount of training three to five-days. Teacher participants complained that after they receive the trainings there was no mechanism for follow up. Zuber complained that during the training they had one trainer and fifty to eighty teacher participants. This creates a situation in which the participants relegated to be primarily listeners, rather than interactive trainees. Often teacher participants have many expectations from trainings, which remain unfulfilled. The ill-prepared trainers do not successfully engage teacher participants. Tanmay described the
trainers as beating around the bush referring to previous training experiences. He shared that teacher trainers kept speaking for a long time without coming to the main point which teacher-participants believe was a waste of time and energy in Karmayogi trainings. He indicated that the training is mandatory and they do not have freedom to choose what they want to learn within these trainings and are not given opportunities to discuss issues that concern to them, but they are given prepared modular exercises on certain selected topics instead.

Reflecting on reflective teaching experiences that they experienced in this study and comparing it to the Karmayogi teacher-training program, Sanjay said, “I think this [Reflective teaching exercise] is more fruitful compared to that other form of training [comparing it with the Karmayogi].” In this study, teachers were told to reflect on what they taught after watching digital video recordings, which gave them opportunity to find both good qualities as well as areas, which need improvement. Sanjay compared the reflective teaching experience with the Karmayogi teacher-training program that the Department of Education of Gujarat provided to teachers when the school curriculum or textbooks are changed every alternate year. Discussion the model of training that the State Board of Education follows, Sanjay believed that teachers were treated as mere spectators and not active members of a teacher-training program. The teacher complained that after the five day teacher-training program, there were no follow-ups. He felt as if nobody cared. He shared that once the training was over nobody asked the teachers whether they implemented what they learned from the training or not. He felt as if school principals were not interested in hearing the teachers’ own experience. However, in the reflective experience of the teachers in this study, they had freedom to choose what they
wanted to teach in the way they wanted. The teachers were asked to watch the videos of their own teaching and write reflection on the videos.

A teacher participant shared concerns about teachers’ ability to complete the required syllabus in the presence of reflective teaching. They shared some doubts whether reflective teaching would be successful or not in the Indian context. Sanjay very categorically said, “Only reflection or only watching oneself is not enough. The process of reflection should include infrastructure which we are also lacking.” Besides that, teacher-participants believed that they lacked adequate teaching materials in schools citing the need for good books, dictionaries, and supporting materials. Tanmay said, “Adequate teaching material is lacking.” Other teacher participants such as Sanjay, Ramesh and Harish Bhai also shared their concerns about the lack of proper materials in schools.

**Summary of the Chapter**

The chapter started with presenting background information about participants besides describing their school settings. The inservice participants’ stories described their personalities, their relations and role in school settings. Following the participant stories, the chapter presented the major themes. The findings indicated that through reflection teacher participants got better understanding of their teaching using video as reflective tools for their professional development that helped the participants. Though initially teacher participants had mixed feelings about video camera that made some of the participants reluctant and nervous, teacher participants later enjoyed the experience. The results of the study revealed that teacher participants perceived parental education and, economic condition as influencing their students’ learning. They also believe English to
be a key to advancement in career but there were some institutional, social and cultural issues affect their teaching.
CHAPTER 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

The previous chapter presented results in detail, and the current chapter presents the discussion of the results of the dissertation study. The chapter starts with a section providing the detailed discussion of the results. The following sections present implications, recommendations for future research, and limitations of the study. Finally, the chapter concludes with the summary.

This case study employed theories at three levels. First, it employed a conceptual framework of critical reflective practice. Second, at a methodological level, it employed case study techniques as a methodological framework with paradigmatic theories about truths, how knowledge is created, and the role and values in research (epistemology, ontology, and axiology). Third, during the data collection and analysis stage, it relied upon a grounded theoretical approach to data analysis by repeatedly sorting, summarizing, and comparing the findings with existing studies in the second and foreign language teaching, as well as teacher education literature.

The present case study aimed to achieve the following four purposes: (1) to empower Gujarati medium teachers after introducing a digital video-based reflection as a means to engage them in critical reflective teaching for increasing their teaching awareness; (2) to uncover what these teachers understood about critical reflective teaching practices in an Indian pedagogical cultural context; (3) to understand how these teachers viewed critical reflective teaching practices as a means of improving their own teaching and understanding the challenges of critically reflective ongoing professional
development efforts; and (4) to explore, and gain a deeper understanding of how the larger socio-political cultural context in India affected the classroom teacher’s thinking, and their teaching practices.

The study focused mainly on critical reflective teaching in relation to English as Foreign Language Teaching and the pedagogy of teacher education in the context of India. The first research question was to investigate the teacher participants’ understanding of reflective practices in Indian cultural and pedagogical context. The following section discusses the participants understanding of reflective practices by comparing them to existing models in the literature.

Participants’ Critical Reflections and Existing Models of Reflective Practices

Many models of reflective practice have been presented (Dewey, 1933; Farrell, 2003, 2007; Jay & Johnson, 2002; Schön, 1983; D Schön, 1987; Zeichner & Liston, 1996) over time as found during the review of literature for the study. There have been various definitions of reflective practices presented also. The present study did not intend to produce a definition of reflective teaching; rather the study aimed to empower Indian teachers through critical reflective teaching. The proposed framework connected reflective teaching with the critical tradition to encourage critical reflection in participants by introducing a video-based reflection intervention. The present study is unique in the Indian context in that not a single study was found relating critical reflective practice to the Indian context during the review of literature for the study.

Findings from this study support existing models of reflective practices (Jay & Johnson, 2002; Van Manen, 1991; Zeichner & Liston, 1996). Van Manen’s (1991) claims
that reflective practitioners are professionals who reflect in action and their decisions are
guided by the theoretical and practical principles of their disciplines were found to hold true with the teachers in this study. Van Manen presented three levels of reflections: (a) anticipatory reflection; (b) active or interactive reflection; and (c) recollective reflection. According to Van Manen, first, anticipatory reflection allows teachers to plan, decide their actions and anticipate future consequences of their actions. Second, active or interactive reflection allows teachers to make continuous decisions during their teaching when events unfold. Third, recollective reflection lets teachers make sense of their past actions, experiences, and give new and deeper insights into the meaning of those experiences. The findings from this study supported Van Manen theory that the teacher participants engage in reflection showed all three levels of reflection.

Similarly, Zeichner and Liston (1996) identify a five level model which they called dimensions of reflective practice: (a) rapid reaction; (b) repair; (c) review; (d) research; and (e) re-theorize and research. According to Zeichner and Liston (1996) first, rapid reaction is an instinctive reaction to something. It is an immediate response and automatic reflection-in-action. Second, repair is a stage when teachers are thoughtful and try to repair the situation. Third, review is a stage when teachers are less formal and reflect on action at a particular point of time. Fourth, research, is a stage when teachers become researchers who do some systematic reflection- on action over a period. Fifth, re-theorizing and research is a stage when teachers reflect and engage in long-term reflection on action and compare themselves with public academic theories. Zeichner and Liston stressed that teachers should uncover the origin of those personal theories and subsequently question those personal theories because those theories influence the
practice of practitioners. Their approach focuses on reflective practitioners uncovering their own personal theories and making those personal theories explicit. The present study also supports Zeichner and Liston’s theory. The teacher participants reached review and researching levels (three to four) of their model of reflective practices. Participants could not display the fifth stage potentially due to limited time they had to practice reflection techniques in the study.

Similarly, Jay and Johnson (2002) presented a typology of reflective practice in which they systematically classified dimensions of reflective thought. According to Jay and Johnson, there are three dimensions of reflective practice: (a) descriptive reflection; (b) comparative reflection; and (c) critical reflection. First, descriptive reflection involves describing a teaching scenario or problem. Second, comparative reflection requires thinking about situations from varying perspectives, and teachers trying to solve problems by questioning their values and beliefs. Finally, in critical reflection teachers become involved with students, and the communities to solve problems. The intervention appeared to empower the teachers as demonstrated reflective praxis taking into account Indian cultural context, answering the first research question. Reflective practice is an ongoing lifelong process for individuals as well as an opportunity for collaborative engagement in dialogue with oneself and others (Jay & Johnson, 2002).

Jay and Johnson’s (2002) critical reflection theory was supported in this study as teachers were successful in engaging in the broader historical, sociopolitical and moral context of schooling as a result reflecting upon teaching praxis. Jay and Johnson suggest that reflective teachers take these broader views and “to see themselves as agents of change, and capable of understanding not only what it is but also to create what should
be” (p.80). The findings of the present study show evidence of the first and to some degree second dimension of the Jay and Johnson’s theory.

The digital video-based reflection provided teachers opportunities to look at their teaching and reflect. The participants either reflected on their own teaching or described outside classroom factors such as social, institutional, and structural constraints. Exemplifying Jay and Johnson’s second dimension, the participants also questioned their values and beliefs about learning and teaching, yet they did not move solve those problems such as social, or structural issues they faced, with either the students or the community. Clearly, the third dimension of the Jay and Johnson model was not met. What emerged from the study is that critical reflection as a social change agent takes time, which was limited in the study. It also requires action, and a much more in-depth level of interaction, reflection, and engagement. Reflective practice in the Indian pedagogical and cultural context is discussed next, which will address the second half of the first research question.

**Reflective practice in the context of India.** There are various methods for reflection such as observing a video of your own teaching, writing journals to improve their teaching, case studies, action research, and self-studies. This study applied different techniques for teacher participants to become critical reflective practitioners through watching video of own teaching, and writing journals. The primary aim of the study was not to make any distinction between different types of reflection techniques. Rather it focused on the end result of empowering teacher participants by fostering critical reflective practice to then become critical reflective teachers. However, the findings
brought up an interesting dimension about the type of reflective teaching practices used. Results demonstrated that video-based reflection became a useful tool for teacher reflection in addition to the teachers’ journal writing. Journal writing was a complementary technique to help teachers to reflect upon their teaching. One research study (Rosaen, et al., 2008) showed that digital video-based reflection helped more than the other form of text-based reflections, or memory-based reflection. The study’s findings also supported previous findings concerning the usefulness of video-based reflection (McConnell et al., 2008) in the literature of teacher education.

The participants felt that digital video supported them as the mechanism for reflection and change in their teaching. Harish Bhai, a teacher participant shared that he believed if teachers observed their own video it would help them to realize their mistakes and observation would prove useful to overcome such mistakes. Technological developments have brought about the use of video as a tool and the study generated interesting findings because video can be used in any teaching context for teachers’ professional development. It also suggests that even in the situation where teachers without any prior experience can use it with little effort. The findings also suggested that there would be some initial challenges with new technologies and human interaction with it, such as anxiety, but these could be overcome with some experience and more exposure.

It is clear that the use of video for engaging inservice teachers in reflection was successful in this study. Therefore, in answering research question one the selected EFL teachers from Gujarat were very well able to engage in reflection through observing digital video of their own teaching. Digital video reflection enhanced their professional
development experience. It was curious, however to discover that use of digital video technology for reflection did not at this point encourage the participants to adopt more technology in their instruction, as is explained next.

This study used video as the means to assist the teachers in becoming reflective. Video reflection became an important mechanism for the Gujarati teachers in this study. Both the use of video and using it to engage in reflection were new experiences for them. In India, preservice teachers or student teachers often get opportunities to do microteaching and have peer and teacher feedback sometime during their education but they never have video-based reflection experiences. The initial mixed reaction of the participants could be because of no prior experience of watching themselves on video. However, as reported in the previous chapter, all the participants came to value the use of video as an excellent tool for their reflection. Therefore, in answering the second half of the first research question, it should be said that this study demonstrates the ability of Indian teachers to become engaged in reflective practice and that video reflection specifically was very beneficial.

**Constraints in using technology in the Indian context.** Raina (2002) considered India as the land of paradox when he talked about the state of teacher education in India. It seems a very appropriate metaphor because in some areas India seems to be doing fairly well in service- industries, outsourcing, and producing computer engineers due to India’s technological literacies. On the contrary, school teachers such as Zuber in the study not only are reluctant to employ technology in the classroom but also shared that they do not use computers even if the resources are available. The study showed that the
selected teacher participants did not use any form of technology in their classrooms but when video-based reflection was employed it worked even with the little experience teachers had. The issue of employing digital video technology for classroom instructional purpose would be on completely a different domain, since it requires a whole different set of training and there are other issues related to education based technology in the classroom. However, in the present study video-based reflection not only helped teachers to become reflective but also helped them to take action and make improvements to their instruction, as discussed next.

**Teacher recognition of improvement.** The interview data confirmed the view that reflection helped teachers improve their teaching; participants shared that they felt and observed self-improvement in their own teaching. Participant statements about the positive impact of reflection was confirmed and supported by the researcher’s observation data. Participants felt a gradual change even over the short period of the study and felt improvement in different areas. Some examples of improvements in teaching practices included time management skills, teachers’ English pronunciations, better classroom communications, student involvement in classroom activities, and classroom teaching strategies including changes in speech patterns, such as slowing down speech, pronunciations of English, and to speaking louder so the students could hear properly, thereby increasing student comprehension and involvement in classroom activities. The finding confirmed earlier findings that Zeichner and Liston (1996) believed teachers can generate their own knowledge based on experience. Teacher educators focus on helping teachers use evidence of student learning to guide decisions about curriculum and instruction as professional, reflective teachers.
Schön (1983) distinguished between two types of reflections: reflection-on-action and reflection-in-action. He claimed that reflection-on-action can occur before and after a lesson when teachers plan a lesson and then evaluate the effectiveness of the lesson after conducting classroom teaching. The action strand required teachers to plan their lessons and then execute. The surprising result in this study was teacher participants’ acceptance of the importance of lesson planning. It was surprising because the teacher participants were inservice teachers who are expected to know and employ proper planning of their lessons. They shared their concern about proper planning. The findings suggested that teacher participants learned the importance of lesson planning and that even experienced teachers learned the importance of planning. Therefore, the reflection-in-action can occur simultaneously when teachers teach and monitor ongoing performances. Reflective teachers transcend their teaching and think beyond the need to improve their teaching techniques. When they became reflective, they asked ‘what’ and ‘why’ questions and by reflecting on the questions their action transcended their practice.

The present study did not just limit itself to the introducing of video-based reflection to selected Indian teachers but also explored and gained a deeper understanding of how structural, institutional, and social dynamics of the larger socio-political cultural context of India affected the classroom teacher’s thinking, and their teaching practices in the second research question.
Institutional Challenges to Critical Reflective Teaching in Indian Pedagogical Context

Though teacher participants found video observation exciting and useful, this finding brought interesting insights. First, the teacher participants took time of their own to adjust to a new form of self-learning using a digital video-based reflection. Second, each teacher participant had unique experiences, and educational backgrounds and were at different stages of their careers. These things are often ignored while giving professional teacher inservice training in the Indian context. The top-down teacher education reforms in Gujarat through Karmayogi training neglect these individual differences and prescribes trainings following a one-size fits for all model.

In the literature review, I discussed the banking model in education (Freire, 2000). The model sees students as just empty vessels to be filled with new knowledge and teacher assumes the responsibility for delivering that knowledge. In the banking model the relationship between teachers and students are like depositors and receivers following earlier behaviorist model. It does not prepare critical students. In a banking model, students are mute receivers of knowledge and do not have authority over knowledge. The findings of the study brought to the light that teacher training modes in India follow banking models and need to be replaced with a more democratic and effective teacher education model.

The study also revealed that teachers compared reflective teaching with previous training and considered their reflective teaching experience much more fruitful. This finding also supported the claim in the teacher training literature that continuous efforts are more effective instead of one shot training initiatives taken by schools, the Education
boards and inservice teacher training programs. At the same time, the teacher participants shared that they were over burdened with workload that became a hurdle for their planning. The study also brought to light that there are efforts made to bring change to teachers yet there is a need of some more concentrated efforts in order to get better results. Instead of the top-down approach used in teacher trainings in India, teacher inquiry and a bottom up approach can prove to be useful by adding technologies to their efforts as was shown in this study.

Nieto, Gordon & Yearwood (2002) noted that often during the process of reform inputs from the teachers are neglected. Teachers may see themselves as simply technical executers of the program that is prepackaged and prescribed to them. Teachers feel a sense of helplessness because of not having a recognized voice. Due to that teachers feel alienation from the process when they are asked to implement changes they are not part of. In the Indian context, results that indicated that teachers do not have a voice in textbook preparation. Institutions in Gujarat lack resources and this reality cannot be discounted.

**Structural Challenges to Critical Reflective Teaching Approach**

Challenges and limitations of reflective approaches have been well documented and argued against by critical pedagogues such as Akbari(2008), Hargreaves (1994), and Pennycook (1999). The critical pedagogues argued that reflective teaching focuses only on cognitive aspects of teaching and learning. In the present study, there were challenges in implementing a reflective teaching approach. Teachers accepted the value of reflection and reflective practices and believed that it helped them to bring change in their teaching.
Yet it is equally true that teacher participants shared some of their doubts about the reflection process and reflective teaching approach by wondering whether it would be successful or not in the Indian context. Teacher participants shared that they were concerned about their abilities to complete the required syllabus in the presence of reflective teaching. They viewed reflective practices as requiring more work and put extra-burdens on them. These opinions might be attributed to participants being new to reflection and reflective thinking that does not come automatically. It requires effort, energy, and importantly time. This could be a source of some concerns. These are attitudinal and technical issues.

Akbari (2008) argues that a cognitive approach to improving teaching and empowering teachers is not enough because teacher reflection requires connection with the outside classroom environment. This claim proved true within the context of the present study. Teacher participants did not question social political inequalities rather they blamed neighboring school teachers and limited parent involvement for students’ poor performance. The teacher participants did not take initiative and challenge these constraints. Often a popular argument against reflective teaching is that it has its root in cognitive science and therefore reflective teaching fails to consider other societal issues such as socio-political, cultural, economic, historical, and local realities that are as important as cognitive developments yet are neglected. Hargreaves (1994) warned that teachers who reflect on their teaching without connecting their practice to the broader historical context, or local conditions…is a form of ‘parochial knowledge’ (p.74) which he considers limited. Critical educators give importance to historical context and local conditions in which teaching is done.
Another popular argument (Hargreaves, 1994) against reflective teaching is infrastructural challenges. One of the teacher participants shared that reflection by itself would not be enough to bring about teacher change because the schools also lack infrastructure facilities. This is primarily an infrastructural challenge that would be difficult to remedy only via reflection. However, reflection would help to generate alternatives to overcome or reduce the effects of such challenges. Reflection alone is not enough because there are other decisions at the school, district, and state levels that also affect teaching.

The teacher participants recognized that structural challenges that need to be addressed. The results also suggest that teacher participants did not engage in action to attempt to change the challenges. The critical theorists oppose reflective teaching practices due to an issue namely, reflective approaches often do not consider outside classroom realities. The finding of the present study suggests that reflection alone is not enough and other changes would be required to meet these challenges.

Social Context and Teacher Education

Liston and Zeichner (1991) claimed that Schon’s proposals concerning the reflection-in-action and reflection-on-action approaches to reflection (Schön, 1983; D. Schön, 1987) are not adequately designed to examine the contextual features of schooling and teaching because his proposals do not give adequate attention to social context. Liston and Zeichner (1991) focused on research which stressed the need of creating a research approach for teacher education which is capable of “mining the way in which larger societal structures, and institutional conditions create obstacles and opportunities for teachers and teacher education” (p.118). This study’s findings about the outside
classroom conditions, within the social and cultural contexts in which English Language Teaching is done in India, suggest that social dynamics influenced teachers and their thinking.

The study revealed that in Gujarat, English is not needed for functional use in everyday lives and therefore English medium education is not required. However, the need for English as a subject cannot be denied in Gujarati medium schools. The teacher participants also agreed with this argument. The study also revealed that with pressure to outperform on the state examinations, students are compelled to join private coaching classes that place an extra financial burden on families and students. The students missing school because of wedding ceremonies, and excessive noise due to wedding celebrations held on the streets of the neighborhood are examples of social constraints in the Indian context. Students’ economically poor backgrounds affect inside classroom situations because parents in poor socio-economic situations may not be able to focus, support, and contribute to the positive development of students’ learning. On one side, students constantly have the demand to contribute to the financial stability of the family, and on the contrary, they have constant pressure to outperform on the state examinations. Though India’s exam centered education system is an institutional issue, it requires some consideration, since it creates some social issues and social concerns due to the burden it creates on students to survive in the competition for high examination scores and the financial burdens on families to support students. There would be a need to research and understand how to increase parental involvements and supports in education in India for increased student learning.
The comments of participants revealed that only literacy is viewed as a source of change in social status. It is believed that those who have English literacies have privileged positions that is an example of assumption that Ramanathan (2005) called assumption nexus. Ramanathan (2005) defined assumption nexus as “a collective syndrome of value and perspectives, motivations, behaviors, and world views” (p.6). She argued that the Indian middle class possess such nexus that is not available to lower income communities in the country. This was similar to Bourdieu’s notion of habitus. He revised his definition of habitus many times and the concept evolved over time. Habitus is systems of durable, transposable dispositions, structured structures predisposed to function as structuring structures, that is as principles which generate and organize practices and representations that can be objectively adapted to their outcomes without presupposing a conscious aiming at ends or an express mastery of the operations necessary in order to attain them (Bourdieu, 1990, p. 53).

Explaining Bourdieu’s definition Swartz (1997) considered it “is class-specific experience of socialization in family and peer group”(p.102). It is a result of socialization in which an individual experiences and internalizes the external structures which results in “internalized dispositions of broad parameters and boundaries of what is possible or unlikely for a particular group in a stratified social world develop through socialization” (Swartz, 1997, p. 103). Habitus generates aspirations, perceptions and practices that correspond with previous socialization. In the case of India, the lower classes have internalized dispositions and structures that make learning English seem necessary.
In the results of this study, poor socioeconomic background emerged as a repetitive thread within social dynamics. Critical reflection will assist in helping teachers to recognize that lower socio-economic status is a social dynamic and not a condition to simply cast blame on students and families. Such a perception is needed so that teachers understand and can begin to work with students and families from a more positive and productive stance.

Teacher reflection by itself will not successfully counter the various social conditions that connect to teaching in India. There has been a recent trend towards advancing a market driven economy that promotes teaching English in English medium schools because the English medium schools provide cultural and linguistic capital (Bourdieu, 1991; Bourdieu & Passerson, 1977) rather than vernacular medium schools where English is taught as a separate language. This leads to a sort of comodification of language (Tan & Rubdy, 2008) which promotes a linguistic market to get cultural and linguistic capital (Bourdieu, 1991; Bourdieu & Passerson, 1977) by teaching English. English medium schools are replacing vernacular medium institutions, which need to be countered with empowered Gujarati EFL teachers who can critically reflect.

The association of English by teacher participants with economic uplift and upward social mobility, higher social status, and most importantly change for better future, and career opportunities, in addition to English being not much preferred or even disliked, indicates the diverse roles English has in Indian society. A clear example of the comodification of language and promoting English as a type of linguistic market is the Government of Gujarat initiative in the creation of the Society for Creating Opportunity through Proficiency in English (SCOPE). The initiative was to build English language
proficiency in the youth of Gujarat and thereby to provide employment opportunities for the youth. This is the perfect example of promotion of a linguistic market and an opportunity to cash in by commodification of language. Initiatives like these promote the idea of English as the remedy for everything. Neither English for all or for a selected few as Rubdy (2008) pointed out would be a solution but cultivating and encouraging quality vernacular medium schools where English is taught as a language may be a better option.

**Critically Reflective Teachers**

This study proposed a framework of critical reflective teaching practices and aimed to empower the teachers to become critical reflective practitioners. The third research question was at what level were EFL teachers of Gujarat aware of themselves as reflective practitioners and teaching intellectuals. The results of the study indicated that the teacher participants demonstrated reflection which matched existing models of reflective practices. As the findings suggested teachers became reflective and showed different levels of reflection yet the teacher participants did not show deeper levels of critical reflection and thus could not be considered as teacher intellectuals. The teacher participants with their reflection did not reach a stage where they could touch critical issues such as class, caste, gender, sexuality, religion, and other social dynamics of the Indian context in their reflection. Therefore, greater efforts are needed to make teachers critically reflective teachers and teacher intellectuals.

Critical pedagogy focuses on taking the responsibilities and authority for one’s own actions rather than blaming others or waiting for actions to be taken. The teacher participants were reflective and identified some institutional, social and cultural issues which affected their teaching. However they did not become critical or teacher
intellectuals. The teachers’ professional development is a lengthy long-term continuous process that passes through various stages. As the earlier study (McConnell, et al., 2008) showed reflective practice has been an important part of inservice teacher education recently due to its emphasis on teachers’ ability to make informed pedagogical decisions. Critical reflective practice is one promising approach for the growth of pedagogical content knowledge of teachers.

The introduction of critical teacher reflection in teacher education is needed. The teachers will need professional training to advance to the stage where they view various challenges as aspects of a larger picture. The results would be in line with Valli’s (1997) claim that teacher education programs should instill the habit of reflective thinking. Previous research suggested that reflective teaching is not a one shot treatment but an ongoing process of change; it brought gradual change in teacher participants’ thinking. However, reflections without actions are not enough because teachers need to take action and engage themselves more critically to question social inequalities.

The theoretical framework of the present study questioned binary dichotomous views regarding theory versus practice (1996; Kumaravadivelu, 2001, 2003, 2006b), cognitive sciences versus critical theories (Akbari, 2008), reflective practices versus critical pedagogies (Kumaravadivelu, 2001, 2003, 2006b), and, inside the classroom versus outside classroom conditions in which teaching takes place. The findings stressed that instead of dichotomizing constructs there is a need of more praxis in different domains. The argument that dichotomous views limit the understanding of complex education contexts and process is valid. The present study was an empirical step toward
moving away from dichotomy toward integration. Technology brought enormous amounts of possibilities to meet some of the challenges that surfaced in this study. Next, implications and recommendations for future research are presented.

**Implications**

The present study generated very interesting results showing how teacher reflection is very strongly connected to outside classroom factors such as structural, institutional, and social dynamics. This study has two implications for inservice teacher professional development. First, the reflective teaching practices need to be implemented in India for both pre and inservice teacher professional development initiatives because this study confirmed that reflective teaching can work in Indian cultural context, and needs to be implemented. The results also indicated that only asking teachers to reflect would not be enough. Teachers need support and rigorous training to understand critical aspects about their practice. There needs to be ongoing professional development that prepares teacher not only to reflect but also to take actions.

Following suggestions are recommended to achieve higher level of critical reflection in Indian context. Regarding the procedures and interview questions asked during the research, I felt there was a need to focus issues related to social justice such as discrimination based on gender, socio-economic class, caste backgrounds, and disabilities, ethnic, religious and linguistics minorities. Instead of brushing such issues under the carpet, teacher training needs to focus on such issues because without exploring and having proper understanding, teachers cannot work effectively and their voice will never be heard. For this change the researcher, need to prepare different prompts, specific interview questions and probing questions besides providing teachers with an opportunity
to reflect using video technological tools. To stop teachers to being involved in ‘a blame game’ regarding the issues and challenges, they need guidance regarding critical issues. The teacher participants also require reading materials and discussion topics that provide them rigorous training to understand critical aspects as mentioned above in Indian contexts. This guidance could be regarding training of how to design the classroom activities and curriculum that includes different social justice issues such as gender discriminations, discrimination based on socio-economic class, caste backgrounds, and disabilities, ethnic, religious and linguistics minorities that exclude students to participants. First teachers need to reflect on such issues and consider what they think about such issues, what their own beliefs are on various issues, and how these issues affect their practices because these aspects affect themselves as teachers.

Also, the larger institutional, state and national policy reforms would also be needed which facilitate the introduction of reflective teaching practices. There are various techniques and strategies for reflection, such as digital video technology, which provide for professional development tools. Digital video technology became a useful tool for teacher reflection. Digital video technology can be an effective tool to watch one’s own classroom practices. However, readings of critical pedagogy, and other reading material that provides deeper engagement with the subject would be needed. The present study showed that the critical reflective teaching practices ought to be integrated in pre and inservice teacher professional development.

**Limitations**

There are limitations to the study. First, the video-based observation did not include students and their interaction. This could be considered as a limitation, since
students’ interaction and what they do as a result of teaching was not recorded or presented to teachers for their examination or reflection. Second, the video-based observation was done with a single digital camera, and it is believed that multiple cameras would have generated more information and better perspectives about the intricacy of teaching and teacher reflection. Third, there were only five participants selected from one state in India. The findings of the present case study cannot be generalized to other teaching contexts because of the small sample size and qualitative nature of the case study. Fourth, the duration of the study was short compared to a longer ethnographical study. A longer study would be appropriate to fully explore the development of teacher reflection. The fact that the teachers in this study did not attain the higher levels of reflection proposed by various models of reflective practice (Jay & Johnson, 2002; Zeichner & Liston, 1996) seem to point to the need for adequate time for deeper levels of reflection. Fifth, in the present study teachers were not asked critical questions, and were not given any readings. More discussion perhaps in extended training or a course would have made more of a difference in helping them adopt a critical stance in problematizing issues rather than engage in blaming. Certainly modifying the interview questions to target the thinking of participants along the lines of critical pedagogy would have been helpful. Finally, the participants selected all agreed to actively pursue the tasks necessary, such as viewing their video-recorded teaching samples and producing journal writing, to engage in reflection. Results might have been different if EFL teachers in the school participated regardless of a predisposition to become engaged in the process. Including a wide range of participants in terms of their
disposition toward reflection might yield information on whether engagement in reflective procedures resulted in positive experiences and/or change in teacher practice.

**Recommendations for Future Research**

Teacher professional development is a long-term continuous process. Future research is needed to identify models to study teacher education in different educational, historical, political contexts in which English language and teacher education are occur. Future research could be conducted by implementing a small program constructed to engage EFL teachers in truly critical reflection. Awareness of critical issues that focus on social justice could be examined via the reactions and discussion of program participants to selected readings and to their critical examination of the curriculum. Action steps can be researched in such a program by having teachers re-design curriculum, by designing classroom activities that bring up social justice topics, and by generating actions that the teachers can take with their students, such as student writing assignments, organizing debates, or generating a class newsletter. Any part of these activities would be fruitful ground for research using observation, video recording, journaling, student generated products, and interview questions for teachers and students.

Every research study tries to understand a few research questions and ends up generating additional questions from the phenomena under the study. Additional research may be able to answer these research questions: 1) What are the different critical pedagogical models of teacher education? 2) How can teachers reach deep level of critical reflection? 3) How can technology be effectively employed for teacher reflection in an inservice teacher education program and professional development?
Conclusions

Through the study, I wanted to provide a useful analytical framework that explained the findings concerning participants and their understanding, and engagement in critically reflective teaching within an Indian cultural and pedagogical context. The study investigated a reciprocal relationship between theorizing teachers’ practices and practicing their theories. The study successfully showed that reflective teaching practices can work in the Indian cultural context, but more instruction and emphasis on the critical tradition would be necessary before real critical reflection is possible. Second, English Language Teaching and teacher education take place in different settings and contexts and every setting and context has its own challenges, concerns, and issues. The present study was done in the Indian context. The study successfully empowered teachers to gain adequate knowledge and skills. They began their journey towards becoming critically reflective practitioners by reflecting on their teaching and by exploring outside classroom dynamics that affect inside classroom teachers’ teaching and thinking.

Reflections lead teachers towards deeper insight of their teaching, classroom conditions, and pedagogical skills. Even though the participants did not all have prior experience in watching their own videos, they all considered video watching to be a helpful exercise. It is difficult and nearly impossible to measure teacher reflection but new habits and, new rituals can be created that promote teacher reflection in order to change their perspectives by introducing new techniques and ways of looking at things. Because main stream teacher education uses top-down teacher education models, as Pennycook (2004) noted, they often lack a social and political dimension. The impact of a social context becomes more important especially in the case of English language
learning and teaching because English has a different history and different discourse attached to it in outer circle countries.

The results also brought to light that video reflection was an effective tool for teacher professional development. In addition, critically reflective teaching practice is a long-term continuous process that is different from ‘one size fits all’ teacher training programs and professional development. Critically reflective practices give enough space to allow teachers to voice their concerns, discover themselves, their strengths, and the areas that need improvement. It gives importance to teachers’ grounded reality. The findings also suggested that the outside classroom conditions such as social, structural, and institutional dynamics prompted participants to identify challenges affecting reflective teaching practices in a developing economy such as India. However, challenges should not stop teachers, teacher educators, and policymakers from thinking about possibilities, and initiatives such as low cost, alternative solutions to professional development in general. Reflection is a long-term process and Indian teachers have to go a long way in that direction. Teachers are expected to have different kinds of skills, knowledge, dispositions, and values that make them effective and proficient teachers. Teachers require having a more critical outlook towards schooling and education as a process of social reform. For them, the role of school should be to promote democratic values and reduce inequalities in the society. The key element is to promote critical and reflective practices so that teachers can become agents of social change.
APPENDIX A

TEACHER REFLECTIONS AND PRACTICE: A CASE STUDY OF INDIA TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

PURPOSES

Personal goal: Dissertation study

Intellectual goal: Add to the literature

Existing literature about reflective teaching practices

Critical Pedagogy questions and power structures

CONCEPTUAL FRAMEWORK

Literature Review

THEORIES

Beginning
Middle
End

RESEARCH QUESTIONS

1) In what ways do the selected EFL teachers for the study from Gujarat understand reflective practices and how may these apply to the Indian cultural and pedagogical context?

2) How do the EFL teachers from Gujarat view structural, institutional, and social dynamics as influencing their thinking and teaching?

3) To what level are EFL teachers of Gujarat aware of themselves as reflective practitioners and teaching intellectuals?

METHODOLOGY

Case bound
Time: Dissertation study time bound
Location: Gujarat, India
Participants: 5 (five)

Purposefully selected participants

Data collection

Results

CRIDIBILITY & TRUSTWORTHINESS

Triangulations: Interview, observation, self-observation, field notes, researcher's observation notes, data
APPENDIX B

DEMOGRAPHIC INFORMATION SHEET

1. Demographic information sheet.

1. Teacher Name: ________________________________.

2. Education Level: ________________________________.

3. Gender: ________________________________________.

4. Languages Known: ________________________________.

5. Teaching Experience in years: a) total: ____ b) present grade level: ____

6. Number of years teacher training: ____ programs: ____________________.

7. Current numbers of classes being taught: ____________________.

8. Current Grade Levels: ________________________________.

9. Number of EFL classes taught each day: ____________________

10. Number of EFL classes taught per week: ____________________

11. Duration of one class: _________________________________.

12. The times spend in planning for each class: ____________________.

13. Recently how many times within the last year training provided by the Education department: ____________________

   Please elaborate in details: ________________________________.

14. Training provided since joining the school by the education department: ____________________

   Please elaborate in details: ________________________________.

15. Number of years at the current school: ________________________.
APPENDIX C

OBSERVATION PROTOCOL

Teacher ___________________ Date________________________________

School__________________ Grade____________________________________

Subject__________________ Class period/ time of class _________________

Teaching Topic_____________________________________________________

Classroom Observation Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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APPENDIX D
INTERVIEW QUESTIONS

Interview One – Background on teaching and instruction.
(First Week of Data Collection)

Background to build rapport

1. If you are given two choices between teaching and other profession now:
   What will you chose? Why?
2. What have you discovered about your difficulty in learning English language and how it is affects your teaching as a teacher? Will you share any such experiences?
3. Do you want to improve upon your teaching? If yes then what components of your teaching would you like to improve upon?
4. What are your personal and professional goals?

Interview Two
(Second Week)

Briefly talk about the previous interview to recall the memories of the interview.

Video Observation:

5. What was your initial reaction when you watched your classroom instruction in the video?
6. What happens when you examine your own teaching in classroom video?
7. What purpose does video reviewing serve? What have you learned from you own video observation?
8. What did you like specifically?
9. What part of the teaching did not like?

Teachers Personal Beliefs:

10. What is your philosophy of teaching?

11. What are your beliefs about teaching and learning, and how do these beliefs influence your teaching?

12. How do you collect information about what works and what doesn’t work your own teaching?

Outside classroom dynamics:

13. In what way does your teaching situation or context influence or impact your teaching?

14. What do you think what are the outside societal factors influence your classroom teaching?

15. How do you change your classroom teaching to accommodate /challenge those societal factors? Can you give an example or recall any such incident?

16. Are there any societal factors issues which you want to touch upon through your teaching? What are those factors and issues?

17. How do these factors influence your teaching with your students?

18. What do you think based on your experience who should decide about what works best in your teaching context? Why?

Questions about teaching

19. In what way is teaching method important for a language teacher?

Interview Three
The interview questions for third interview will be modified based on first two interviews and three weeks of classroom observations for the reflection on meaning teacher make of own teaching.

20. What can teachers learn from observing their own teaching?

21. How can teachers learn from their own teaching? In what ways can teachers discover this information?

22. What do you think about reflective teaching? Did reflection help you as a teacher to improve your teaching?

23. What difference do you see in your teaching from when we started watching video and now? Can you give example of it?

24. Do you think now watching your video helps? Can you give example?

25. Is there any evidence of reflective thinking in your teaching after watching videos for such a long time?

26. Have you seen any change in your teaching over the period of time?

27. What kind of awareness do you get after watching yourself teaching in video?

Final wrap up interview

28. What have you learned or noticed after participating in the research project?

29. How do you describe your own self when you look back to your involvement with different exercises you did in past few weeks?

30. How was your experience of journal or diary writing? What was the experience like for you?
31. What have you learned from your journal writing experience after watching yourself teaching?

32. What are the various power dynamics of structural, institutional, and social influencing the teachers thinking and teaching environment?
INTERVIEW TRANSCRIPT SAMPLE

INTERVIEW # 1

Hitesh bhai (pseudonym)

Sam: READ ALOUD

Welcome. It is my pleasure to interview you. Before I interview you I need to read
something what is the procedure. I am, Sakilahmed A.R. Makarani, a graduate student in
the Department of Curriculum Studies, College of Education, at University of Hawaii at
Manoa, Honolulu, State of Hawaii, United States of America. I am conducting a research
project as a requirement for a doctoral degree program. The purpose of this project is to
investigate the discourses regarding the teaching methodology, and to investigate your
ideas and theories regarding your use of methods and approaches in your own teaching.

With your permission, your classroom will be observed for three weeks and you will be
interviewed thrice during the time. The observation will focus on only teaching aspects
and the interviews will focus on your interpretation of own classroom practices.

Now I am going to interview you for about 30 to 40 minutes. I would like to ask you
questions based on your teaching methodology as you view your video recording. I will
video record the interview.

No personal identifying information will be included with the research results.
Pseudonyms will be given in the analysis of the data to protect your identity. Do you
have any question(s) about the research project?

If you have any questions about your rights as a research subject, you may call the UH Committee on
Human Studies at Write to 1960 East-West Road, Room B-104
Honolulu, HI 96822
U.S.A. You can call 1-808-956-5007, or you can email to uhirb@hawaii.edu.

Sam: Shall I proceed and ask you a question.

Hitesh bhai : Ya ya… I am ready.

Sam: If you are given two opportunities two choices between teaching and other
profession what do you choose and why? I can read the question again.

Hitesh bhai : I can understand the question, so first I would like to chose teaching as a
profession, one thing. The second thing is the question is why do I prefer teaching
profession. So for that my idea is I want to expand knowledge and I want to
expand the methods of English for the students so the students will be equipped with knowledge of English and all these matters will enhance for their career that is students. This is my aim for choosing the teaching profession.

Sam: OK. So now move to the next question and that’s about like what have you discovered about the difficulty in learning English language and how it is affect your teaching as a teacher. Will you share any of such experience?

Hitesh bhai: As far as learning is concern so many problems are there because we have very much impact of mother tongue that is Gujarati. So the improve or insufficient knowledge of English can be an obstacle learning English more or less. The second thing regarding learning is the environment sometimes the environment for proper learning. Sometimes proper staff is not there even in college of also. So learning cannot be strengthen because of environmental situations so far.

Sam: My question was also how it affects your teaching?

Hitesh bhai: OK. All these matters affect teaching for example. When we teach the students we can recall our previous students we have so many difficulties in learning English. Whenever we lave English to the students. You can recall our old previous experiences first of we were the students we have so many difficulties in learning English. So wherever we teach English to the students we keep in mind our previous experiences as a student. So we can modify or understand students’ limitations. The environment we have for teaching, and we can modify accordingly.

Sam: Let’s now move to new things. Do you want to improve your teaching? If yes then what components you would like to improve upon?

Hitesh bhai: Yaa…The question of improvement of teaching. So we have … we do not have enough advanced facilities so we can improve our teaching just and oral and whatever facilities we have. So we cannot use advance things like computers. So anything so we have certain limitations. Or the components we can improve with our efforts with our own techniques.

Sam: OK. Let’s move to the different question. This may be the last question for our interview today. What are your personal and professional goals in the life?

Hitesh bhai: One thing is about personal concern or intention. Regarding personal normally we would like to enhance our status or somewhat financial requirement. This is personal. The second thing regarding professional. So professionally we can have certain if we can think in a good manner. We can have our own matters
or other persons. He is a person or he is a good teacher. So the image of our teacher or image at our teaching will be good for the other person. So professionally we would like to enhance our status or credit in the society.

Sam: Thank you sir for giving me an opportunity.

INTERVIEW # 1

Ramesh (pseudonym)

Sam: READ ALOUD

Hello- I am, Sakilahmed A.R. Makarani, a graduate student in the Department of Curriculum Studies, College of Education, at University of Hawaii at Manoa, Honolulu, State of Hawaii, United States of America. I am conducting a research project as a requirement for a doctoral degree program. The purpose of this project is to investigate the discourses regarding the teaching methodology, and to investigate your ideas and theories regarding your use of methods and approaches in your own teaching.

With your permission, your classroom will be observed for three weeks and you will be interviewed thrice during the time. The observation will focus on only teaching aspects and the interviews will focus on your interpretation of own classroom practices.

Now I am going to interview you for about 30 to 40 minutes. I would like to ask you questions based on your teaching methodology as you view your video recording. I will video record the interview.

No personal identifying information will be included with the research results. Pseudonyms will be given in the analysis of the data to protect your identity. Do you have any question(s) about the research project?

If you have any questions about your rights as a research subject, you may call the UH Committee on Human Studies at 01-808-956-5007, or Write to 1960 East-West Road, Room B-104 Honolulu, HI 96822 U.S.A.

(email: uhirb@hawaii.edu).

Sam: Shall we begin?

Ramesh: Of-course.

Sam: My first question to you is that if you are given two choices between teaching and
other professional now what will you chose and why?

Ramesh: Other than meaning?

Sam: Teaching and something else? Which of these will you chose and why?

Ramesh: Of-course, I would be extremely glad to chose social service where I can serve the people and make them aware the citizens of the nation. Only three years in my honorary service at blind school. For teaching of English and of-course thinking of sports well. As a cricket a former cricket I prefer sports commentary. My hobbies and I got number of my fields of interests that you know we have.

Sam: Let’s move to the next question. What have you discovered your difficulty in learning English language and how that affects your teaching as a teacher? Will you share any such experience?

Ramesh: Of course learning that in I am in the state of Gujarat India so where you know what sometimes or for a very long time rural areas or village surprisingly the very least facilities for the learners. And they don’t come before the exam…level of teacher is also poor so the message of learning of-course difficulty I face when there are some slow learners in the classroom. They fail to compete of-course and now have been because I take them for remedial courses. They are psychological problem or any personal memory. If they fail to memorize or fail to comprehend that matter. First of all I try to know the problems, as far as new learning is concern many new approaches methods have been implemented like it was structure grammar all they want. Now eclectic and functional approach so to communicate with different learners different learns …in the rhythm of time I have to chose spare time to work you know to learn that so but any how I am extremely joys to learn.

Sam: Let’s go to new question. Do you want to improve your own teaching? If yes then what components of your teaching you would like to improve upon?

Ramesh: Oh yaa it is a very interesting question. Very fortunate indeed as I always to love to know my own mistakes whatever I feel whatever not appropriate. Seeing not only the classroom situation but also the levels like. You know suppose in keeping the syllabus and time as per the hectic academic schedule. It is tougher to do one session or one topic. If it is better I would love to in the next session. And I feel great thought…

Sam: I will go to next question?
Ramesh: Of-course.

Sam: What are you personal and professional goals?

Ramesh: Goals. Of-course. Personal regarding teaching, in a broader sense of term. What I feel is to be a noble as a teacher and to do great service at least at the all level of the learners. All the learners and to know of-course voluntarily have been shouldering the responsibility of built up English in the whole state. So with different sources television and radio and internet and recording some struggle of some ya lecture have been in very close contest. This is my of-course and the thing is besides this to help every learner. Of-course by the grace of God. God is great to know the learners first of all and to help.

Sam: Thank you for this interview.

INTERVIEW # 1

Sanjay (pseudonym)

Sam: READ ALOUD

Hello- I am, Sakilahmed A.R. Makarani, a graduate student in the Department of Curriculum Studies, College of Education, at University of Hawaii at Manoa, Honolulu, State of Hawaii, United States of America. I am conducting a research project as a requirement for a doctoral degree program. The purpose of this project is to investigate the discourses regarding the teaching methodology, and to investigate your ideas and theories regarding your use of methods and approaches in your own teaching.

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If you have any questions about your rights as a research subject, you may call the UH Committee on Human Studies at 01-808-956-5007, or

Write to 1960 East-West Road, Room B-104
Honolulu, HI 96822
Sam: Thanks again I sincerely appreciate your participation in the research project. I sincerely appreciate it. My voice is ok. Can you hear me? Please speak little louder so the recording will be ok.

Sanjay: OK.

Sam: So my first question if you are given choices between teaching and other profession now, what will you choose and why?

Sanjay: Of-course teaching, because other professions you know is limited to only profession I think earning money or livelihood while teaching earning money of livelihood is not essential or not at the base at the center of the profession where is a way. It is a strong way to sever a community and a nation as well.

Sam: That’s interesting. So thank you for this answer. My next question is what have you discovered about difficulty about learning as a student and how it is effect your teaching as a teacher?

Sanjay: Ya to be frank when I was a leaner I was a student in school as well as college I have lot of difficulty first my economical background was not strong I had to you know had to settled whatever little literature means of getting it education was available. The second thing, at time I had to run from pillar to post to one quarter to another quarter. From one teacher to other teacher, so since that time I thought whenever I got chance to teach as a regular teacher. I would not allow my students to suffer same difficulties.

Sam: So let’s move to the next question. Do you want to improve your teaching? If yes then What component of your teaching would like to improve?

Sanjay: Ya… of-course. Teaching is such a process I think which always need to improved. Whenever teacher satisfied that his teaching is perfect I think the moment he things the degradation. Or ruins start so indeed I do confess that there are number of areas in which I have flows or weak points in my teaching.

Sam: What are your personal and professional goals?

Sanjay: Sorry?

Sam: What are your personal and professional goals?

Sanjay: Once more…
Sam: What are your personal and professional goals?

Sanjay: Goals? Ya… The students is that personal and professional goals is I should get job satisfaction that what I meant to serve should be fulfilled. The goals which or institution or management has said I should live up to that goal. The second thing is each and every of my students should be as capable as he can face any difficulty he face in the life.

Sam: Thank you very much. I sincerely appreciate it.

INTERVIEW # 1
Tanmay (pseudonym)

Sam: READ ALOUD

Hello- I am, Sakilahmed A.R. Makarani, a graduate student in the Department of Curriculum Studies, College of Education, at University of Hawaii at Manoa, Honolulu, State of Hawaii, United States of America. I am conducting a research project as a requirement for a doctoral degree program. The purpose of this project is to investigate the discourses regarding the teaching methodology, and to investigate your ideas and theories regarding your use of methods and approaches in your own teaching.

With your permission, your classroom will be observed for three weeks and you will be interviewed thrice during the time. The observation will focus on only teaching aspects and the interviews will focus on your interpretation of own classroom practices.

Now I am going to interview you for about 30 to 40 minutes. I would like to ask you questions based on your teaching methodology as you view your video recording. I will video record the interview.

No personal identifying information will be included with the research results. Pseudonyms will be given in the analysis of the data to protect your identity. Do you have any question(s) about the research project?

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Write to 1960 East-West Road, Room B-104 Honolulu, HI 96822 U.S.A.
Sam: Shall I proceed?

Tanmay: Thank you for giving me primary information about all these.

Sam: OK. My first question of today is. If you are given two chooses between teaching and other profession now what will you choose and why?

Tanmay: If I am given the two options for me as profession … professional I would like to be a teacher.

Sam: Why?

Tanmay: Simply because teaching from my college days has been my passion and these days when I am working as a teacher. I have been working as a teacher for thirteen long years. It a most likely profession for me. Teaching has been a passion for me. Teaching is a source of delight for me. It is a source of enlighten for me. I yet to learn so many things from teaching and learning process. It makes me relieve. The more I read, The more I put myself close to my students, that’s my life.

Sam: My next question is what have you discovered about your difficulty in learning English language? And how it affects your teaching as a teacher?

Tanmay: Earlier I found it difficult to learn English because some of my mother tongue rules were being translated and I make blunder using English. I think learning by reading before I got to listening good English. When I actually put it to use I wrote English and then I started speaking English till my graduation I could not pronounce chunk or big sentences, I could not make out sentences I went for reading I got for writing but I had little exposure about little experience about speaking. These were the difficulties I face in my college days.

Sam: OK. How does it affect your teaching?

Tanmay: See after my graduation I get professional course in ELT that was my B.Ed. Where I got good teaching and learning English. Then I did MA for two long years I kept on reading and delivering seminar papers. Communicating with my friends. Talking to my lecturers, professor and my teachers. So found comfortable I found myself very comfortable in English and then I wrote work and then for a year I work with college there also I also got good exposure. And then I started my career as a teacher in English medium school. I was working simultaneously English medium as well as Gujarati medium school. So I found lot of opportunity
to use English in my classroom and I become well versed.

Sam: Now my question is about you about your teaching. Do you want to improve your teaching? If yes so tell me what components of teaching would you like to improve upon?

Tanmay: One quick get himself or herself well equipped in it is not an easy job. It is not a child's play because you see I myself would like to improve myself in teaching English. You wanted to learn what component should develop in myself. What components do you want to improve upon? I actually the components for improvement I can easily locate those component. I face the most vulnerable difficulty the most vulnerable part of English. Mother tongue interference I would like to over come that is the first component I would like to improve. There is a mother tongue influence. Every now and then the mother tongue. The other component I would like to improve is the teaching of certain grammar structure which I can make lively in my classroom. And presently I don’t make it. So lively in my classroom. I have attached few traditional methods running through ages which my ancestors might and senior teachers have given me. Some of the senior teachers I have seen teaching in a traditional way. I have to get rid the most traditional way of teaching English in grammar. That is what component I would like to that I would like to work. That is important part.

Sam: What are you personal and professional goals?

Tanmay: My personal goal so to say is I just want to become an effective learner and teacher. See whenever I go to my classroom learner is greater than teacher because their I learn so many things about the ways and methods, ways and means of teaching. Certain things automatically in classroom whenever you face new situation new sort of group of students. I feel that to become an effective teacher in this era to become an effective teacher of English. Good. They come to us with something in their mind. They need to working English. Here in Gujarat, here in our city in our locality. We come across such students those who want working English. And If I can good in that area. I want to make I want to prove myself as an effective teacher in teaching and making them learn in working English. That is my first motto. Personal and professional goal. Teaching of poetry means teaching of literature. That is my passion.

Sam: If I ask you to define what is effective teaching? Who is an effective teacher in your mind? How will you define what is effective?

Tanmay: Effective by the word I mean I don’t want to control process of learning. I don’t want to process of learning. Right because learning is the part of my
success. Teaching is my job learning is their job. Or teaching and learning. We take both are our job. On the one part it is also the job of teacher that on the other part it is a duty of the student also teaching. He is in his own capacity we can become and instrumental of teaching or we can. The small kid also. The advanced learner of English also can teach small kid also. This is my motto. I don’t want to control the process of teaching and learning. I want to deliver good. I want to make sure whatever I have expressed or whatever I have taught has reciprocate whatever I have deliver has been reciprocated. Has been received at the other end. That is the effectiveness.

Sam:  Thank you so much. It was pleasure to interview you.

Tanmay: Thank you so much.

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**INTERVIEW # 1**

**Zuber (pseudonym)**

Sam:  READ ALOUD

Hello- I am, Sakilahmed A.R. Makarani, a graduate student in the Department of Curriculum Studies, College of Education, at University of Hawaii at Manoa, Honolulu, State of Hawaii, United States of America. I am conducting a research project as a requirement for a doctoral degree program. The purpose of this project is to investigate the discourses regarding the teaching methodology, and to investigate your ideas and theories regarding your use of methods and approaches in your own teaching.

With your permission, your classroom will be observed for three weeks and you will be interviewed thrice during the time. The observation will focus on only teaching aspects and the interviews will focus on your interpretation of own classroom practices.

Now I am going to interview you for about 30 to 40 minutes. I would like to ask you questions based on your teaching methodology as you view your video recording. I will video record the interview.

No personal identifying information will be included with the research results. Pseudonyms will be given in the analysis of the data to protect your identity. Do you have any question(s) about the research project?

If you have any questions about your rights as a research subject, you may call the UH Committee on Human Studies at 01-808-956-5007, or Write to 1960 East-West Road, Room B-104
Sam: May I proceed now?

Zuber: Yaa…

Sam: Let’s start with first question. If you are given tow chooses between teaching and other profession now what will you choose and why?

Zuber: Definitely Teaching.

Sam: Why?

Zuber: I think it is the noblest of all the professions. Actually we are shaping the career of future generation, the young one. The young ones are the future of the society. The better would be the young ones and better would be the future of the nation.

Sam: That’s nice of you. My next question is What have you discovered about the difficulty in learning English language and how it is effect your teaching as a teacher? Will you share some or such experiences? Any such experience?

Zuber: Difficulty in learning English. I will need to clarify this regarding what?

Sam: As a learner what you feel?

Zuber: First of all learning a foreign language. OK. Use of English in day to day life. There is no need in Gujarat people speak English. Whenever you find people speaking English, many times people laughing at them. So obviously there is little bit difficulty so far as learning English thought social concern and one more thing here in society itself, in Gujarati apart from few five to ten percent hardly you find speaking English. So there is major hurdle. You don’t learn English. Going to someone. You have to resort to internet of website. One more thing regarding learning of English is concern, there is no royal road of learning of English. Everybody think his or her methodology. Nobody can guarantee success. In recent days I have also observed that Gujarat, there is a lacuna of spoken English classes. All of them have changed their names. English spoken classes change into English improvement because students who in roll over there. Hardly twenty per cent learn to speak English.

Sam: My question what how that affects your own teaching? The problem as a learner those things affects your own teaching?
Zuber: Actually so far as I am concerned I don’t think I need to learn English. Although teacher is a learner all lifelong but as far as my vocabulary and grammar is concerned. I moved very good.

Sam: Do you want to improve your own teaching?

Zuber: Definitely.

Sam: If yes then what component of your teaching you would like to improve?

Zuber: First of all the methodology part. Many difficulty, we feel while teaching, we find a student whom we teach. Further their level of competency of student as well as. We have to begin from scratch. From that process we are not left with time for teaching. So that is one thing I need to improve upon. One more thing basically in Gujarat, teachers of English they use this grammar translation method. Now we switched to functional approach I don’t know how far it would be successful. So far is planning is concern, still we are not sure what time of planning is best. That is one thing I need to improve teaching aids are also suitable for my students.

Sam: Have you experiment with any of these methods?

Zuber: yaa. First, when I was recruited in school. I was using direct method and situational approach. I follow students were not interested then if you speak more English they are less attentive so I have to follow grammar translation.

Sam: What are your personal and professional goals?

Zuber: My personal, first of all let’s talk about professional goal at fifty students speak English before SSC Examination and my personal goal would be to improve pronunciation. Speak like people…tv news readers. I would like to get some certification CIEFL that is of Hyderabad. I want to know more about teaching methodology. One at minimum teaching.

Sam: Thank you so much for the first interview.
APPENDIX F

LIST OF CODES

Code-Filter: All

HU: Reflective Teaching Data analysis Project
File: [F:\01. Shakeel Makarani\11. Doctoral Dissertation\012....\Reflective Teaching Dataanalysis Project.hpr6]
Edited by: Super
Date/Time: 10/14/12 06:11:48 AM

Absenteeism for social and religious occasions
Belief is that language is learned and not taught
Belief to become a teacher who is accessible
Beliefs about language learning and teaching
Big Classroom
Changes teachers feel
Coaching classes as an outside factor
Confident about own English
Discipline issue in school
Efforts to involve parents are not fruitful
Empowering students with English
Fear of not able to finish the course (syllabus)
Feel good about journal writing
First language as influence for learning difficulties
Future of Reflective Teaching
Happy with reflective experience
I give suggestions
Improve pronunciations
Initial reactions about journal writing
Institutional Dynamics
Involvement with students
Lack of adequate teaching materials
Lack of enough teaching staff as obstacles
Lack parental support
Large number of students difficult in teaching and challenges
Learning from Observation
Learning of English is associated with economical upliftment
Learning should be easy
Learning should be understandable
Like teaching as a profession
Low student competence
Mixed opinion about textbooks
Need to rely on their own efforts and techniques
Noise disturbance from outside classroom
Not enough resources
Not happy with L1 use in the classroom
Not satisfied with previous trainings
Not satisfied with the textbook
Notice area which needs improvements
Number of parents is an issue in order to contact them
Obstacles to English language teaching
Only reflection is not enough
Outsider perspective is more important than insider's.
Outside classroom factors influencing inside classroom situations
Overcome First language influence
Parents give priority to economical needs/livelihood of family
Parents low education
Personal goal is to make student speak English
Philosophy
Philosophy is gain student trust
Philosophy is to teach students informally, and go beyond textbook
Philosophy to help the learners
Praise previous training
Reflection after watching video
Reflection gives teacher an opportunity to change his teaching and improvement
Reflections
Resources are available but cultural values are challenged?
School provide support books to poor students
School situated in slum area is considered outside factor
Social Commitment
Social Dynamics
Social Environment
Social issues
Structural Dynamics
Students do not have environment outside classroom where they use English
Students of poor economic background
Students should decide about teaching
Students want to learn English
Teacher's inability to control outside classroom environment
Teacher believes there is a negative attitude towards English
Teacher emphasis on observations
Teacher emphasis on parental supports
Teacher felt video helped to improve
Teacher happy with current curriculum
Teacher initiated change efforts
Teacher is inquisitive
Teacher is satisfied with own teaching
Teacher is skeptical that everyone likes the idea of reflective teaching.
Teacher not satisfied with current system
Teacher should have authority
Teacher show some sign of reflection
Teacher use Grammar Translation
Teacher’s perspective about English language
Teachers get awareness
Teachers have lower English language proficiency
Teachers’ perception about reflective teaching
Teaching as social commitment
Teaching belief teacher is a lifelong learner
Teaching Experience
Teaching skills are outdated
Various outside challenges
Video
Video camera made teacher conscious
Video observation helped teachers
Video observations lead to reflection
Video provide an opportunity to review own teaching
What can teacher do
What teachers learned?
APPENDIX H

INFORMATION REVIEW BOARD APPROVAL FOR THE DATA COLLECTION

UNIVERSITY OF HAWAI’I
Committee on Human Studies

June 21, 2010

TO: Sakilahmed Makaran
Principal Investigator
Department of Education - Curriculum Studies

FROM: Nancy R. King
Director

Re: CHS #18187—“Towards Teachers as Theorists: Building the Awareness”

This letter is your record of CHS approval of this study as exempt.

On June 21, 2010, the University of Hawai’i’s (UH) Committee on Human Studies (CHS) approved this study as exempt from federal regulations pertaining to the protection of human research participants. The authority for the exemption applicable to your study is documented in the Code of Federal Regulations at 45 CFR 46.203.

Exempt studies are subject to the ethical principles articulated in The Belmont Report, found at http://www.hawaii.edu/irb/html/manual/appendices/A/belmont.html.

Exempt studies do not require regular continuing review by the Committee on Human Studies. However, if you propose to modify your study, you must receive approval from CHS prior to implementing any changes. You can submit your proposed changes via email at uhirb@hawaii.edu. (The subject line should read: Exempt Study Modification.) CHS may review the exempt status at that time and request an application for approval as non-exempt research.

In order to protect the confidentiality of research participants, we encourage you to destroy private information which can be linked to the identities of individuals as soon as it is reasonable to do so. Signed consent forms, as applicable to your study, should be maintained for at least the duration of your project.

This approval does not expire. However, please notify CHS when your study is complete. Upon notification, we will close our files pertaining to your study.

If you have any questions relating to the protection of human research participants, please contact CHS at 956-5007 or uhirb@hawaii.edu. We wish you success in carrying out your research project.
APPENDIX I

INFORMED CONSENT FORM
Agreement to Participate in Study
Sakilahmed A.R. Makarani

01-808-944-7059 (USA)
91-9537375800 (Cell) (India)

This research project is being conducted as a requirement for a doctoral degree program. The purpose of this project is to investigate the discourses regarding the teaching methodology, and to investigate your ideas and theories regarding your use of methods and approaches in your own teaching.

Participation in the project will consist of writing about demographic information, interviews with and classroom observation by the researcher. The participation also includes researcher and participant’s analysis of video recording of participant’s classroom teaching. With your permission classroom teaching will be observed for three classroom sessions per week for three consecutive weeks and interviewed thrice during the time. The observation will consist video recording with your permission. The video recording will be focused only teacher during the classroom teaching.

The qualitative case study by collecting both interview and observation data will investigate the discourses regarding teaching methodology. Data from questionnaire, classroom observation, the interview will be summarized into broad categories. No personal identifying information will be included with the research results. Pseudonyms will be given in the analysis of the data to protect the identity of the participants.

Completion of the questionnaire should take no more than 15 minutes. The classroom observation may take 40 to 60 minutes for each session of the participant. Each interview will last no longer than 30 to 40 minutes. With your permission, your classroom observation will be video recorded and the interviews will be audio recorded for the purpose of transcription.

The investigator believes there is no risk to participating in this research project.

Participating in this research may be of no direct benefit to you. It is believed, however, the results from this project will help the educators and curriculum designers of the Gujarat State better understand teachers, and their teaching practices.

Research data will be confidential to the extent allowed by law. Agencies with research oversight, such as the UH Committee on Human Studies, have the authority to review research data. All research records will be stored in a locked file in the primary investigators office for the duration of the research project. Video and Audio tapes will be destroyed along with all other research records upon completion of the project.
Participation in this research project is voluntary. You are free to withdraw from participation at any time during the duration of the project with no penalty, or loss of benefit to which you would otherwise be entitled.

If you have any questions about your rights as a research subject, you may call the UH Committee on Human Studies at 01-808-956-5007, or
Write to 1960 East-West Road, Room B-104
Honolulu, HI 96822
U.S.A.
(email: uhirb@hawaii.edu).

Sakilahmed A.R. Makarani
Graduate Student form
The Department of Curriculum Studies,
College of Education,
University of Hawaii,
State of Hawaii, Code 96848, USA
01-808-944-7059 (USA)
91-9537375800 (Cell) (India)
Email: makarani@hawaii.edu Copy to participant
Participant’s Signature Part:

I have been informed as to the purpose, process, and procedures of my participation in this research. I certify that I have read and understand the above and that I have been given satisfactory answers to any questions about the research. I have been advised that I can withdraw my consent and discontinue participation in the research at any time, without encountering any penalty or loss of benefits. I agree to be a part of this study with the understanding that such permission does not take away any of my rights. I understand that if I have comments, questions or complaints about my participation I may contact the University of Hawai`i Committee on Human Studies (CHS) at (808) 956-5007.

I consent to my interview being audio recorded. _____Yes _____No

I consent to my classroom teaching being video recorded. _____Yes _____No

Name (printed): __________________________ Date: _________________

Signature: __________________________

A COPY OF THIS DOCUMENT IS PROVIDED FOR YOU. PLEASE KEEP THIS COPY FOR YOUR REFERENCE.
Before the interviews, this oral instruction will be read aloud to the interviewees.

Hello- I am, Sakilahmed A.R. Makarani, a graduate student in the Department of Curriculum Studies, College of Education, at University of Hawaii at Manoa, Honolulu, State of Hawaii, United States of America. I am conducting a research project as a requirement for a doctoral degree program. The purpose of this project is to investigate the discourses regarding the teaching methodology, and to investigate your ideas and theories regarding your use of methods and approaches in your own teaching.

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May I proceed with the interview question now?

Sakilahmed A.R. Makarani
Graduate Student form
The Department of Curriculum Studies, College of Education, University of Hawaii, State of Hawaii, Code # 96848 USA
01-808-944-7059 (USA)
91-9537375800 (Cell) (India)
Email: makarani@hawaii.edu
REFERENCES


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