Chapter – I

Introduction

1.0 Background and Context

An inclusive society is the foundation for a knowledge society. Language is significant, not only as a medium of instruction or a means of communication but also as a determinant of access. In the current scenario, an understanding and command over the English language, is a most important determinant of access to higher education, employment possibilities and social opportunities. NKC therefore recommends that the teaching of English as a language should be introduced, along with the first language (either mother tongue or the regional language) of the child, starting from Class I. Further, NKC has also focused on the need to reform the pedagogy of English language teaching and learning, to reduce the disproportionate emphasis on grammar and focus on creating meaningful learning experiences for the child. Given that language learning is contingent on the environment, all available media including audio visual and print should be used to supplement traditional teaching methods (National Knowledge Commission, 2007).

English in India has become the most ‘available’ language on the earth. English in India is found essential for its utility value and not merely necessary for the purposes for which the British had introduced it. As Gupta (2005) points out “from the despised instrument of oppression to the reluctantly adopted lingua franca to the status symbol of the upper classes to its position today as a second language, English has come a long way (p.2).”
1.1 English in India

English in India today is a symbol of people’s aspiration for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or irrelevant, its initial role in independence India, tailored to higher education (as a “library language”, a “window on the world”), is now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. It was predicated that by 2010, a surge in English-language learning will include a third of the world’s people (Graddol, 1997). The opening up of the Indian economy in the 1990s has coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities (Das, 2005). The visible impact of this presence of English is that it is today being demanded by everyone at the very initial stage of schooling.

Graddol (2010) introduces the story of English in India this way:

The story of English in India might seem a simple one. The British came, colonized, and imposed their language on its inhabitants. The story was actually more complicated, and is still unfolding today. (p. 62)

The British arrived in India in the early 17th century in the form of the East India Company (EIC). Charles Grant in 1792 recommended that European culture should be spread in Asian countries through English. Governor General, William Bentinck, further took this up. The Charter Act of 1813, which renewed the East India Company’s charter for a twenty-year period, provided for an annual sum of one lakh rupees for the “revival and improvement of literature, and the encouragement of the
learned natives of India, and for the introduction and promotion of knowledge of science among the inhabitants of the British territories in India” (as cited by Shah 2012, p. 10)

It was Lord Macaulay in 1835, who was the first to emphasize English language teaching in India through his famous Minute. He imposed English on Indians way back in 1835, deeply entrenched its roots would become in a country that prided itself in Tamil and Sanskrit, the classical languages of the world. In 1854, Sir Charles Wood Stated that English could be a suitable medium of higher levels of education, because a sound knowledge of English was a prerequisite to seek admission into any established university. But on the contrary, grass root response to English language was very pitiable as no one turned their heads towards learning English. English language was adopted as the medium of instruction for fundamental sciences and mathematic, which resulted in the phenomenal development of secondary and higher education, especially in urban areas. Since our Independence, the need for English was greatly realized in the field of higher education and research. In this regard, the Kothari Commission referred to the report on the study of English in India by study group which was appointed by the ministry of education, Government of India in 1964. The study group supported the structural approach to the teaching of English, which came to be extensively practiced in different parts of India till 90s. The study group also came up with a detailed syllabus for the study of the English language from class V to XII. Today, in this nation of billion plus population with a literate population of 74% in 2011, knowledge of English guarantees a job across the sectors. Be it a hairdresser, a bell boy or a waiter, of courtesies in English are considered so essential that often a minimum skill in the language is non-negotiable with recruiters. In case
of ELT, effective learning takes place when the learner is able to communicate fluently both in writing and speaking and able to use English for library purposes. (S. Devika, 2011)

Perhaps the much needed importance of English recognized today was foreseen way back by Raja Ram Mohan Roy (1772-1833), who made efforts to persuade the officials’ of the East India Company to impart instruction in English, rather than Sanskrit (or Arabic), so that young Indians would be exposed to the scientific knowledge of the West (Kachru, 1983). Raja Ram Mohan Roy’s letter addressed to Lord Amherest is important evidence, not much in favour of the Indian Vernaculars, insisting on education in English. As Mukherjee M. (2001, p.3) expressed, R. Roy felt, “fully justified in stating that two-thirds of the native population of Bengal would be exceedingly glad to see their children educated in English learning”. As a matter of fact, Raja Ram Mohan Roy’s letter is also claimed to be responsible for starting the well-known Oriental-Anglicist controversy (Kachru, 1983). The Anglicists (Charles Grant. T.B. Macaulay, Lord Moira) recommended diffusion of education and knowledge through English as against the Orientalists’ viewpoint. Finally, Macaulay’s resolution was passed with the approval from Lord William Bentick on 7 March 1835. Much later, “as the raj established a firm hold on India, the Anglicization of Indian education became greater, and slowly the English language gained deeper roots in an alien linguistic, cultural, administrative and educational setting (p.69).” The colonial rulers of India extended the provision of education beyond the elite class. English medium schools were established and in 1857 the universities of Calcutta, Bombay, and Madras came into existence. In spite of the Anglicist- Orientalist debate, English gradually became the language of government and education, “a symbol of imperial
rule and of self improvement” (McCrum, et al 1988, p. 325). English continued to dominate the educational domain as a colonial pedagogic enterprise, with its attendant advantage of getting jobs with English education in the colonial administration.

It was towards the early 20th century that many movements began to advocate for the growth of vernaculars as the medium of education, like Swadeshi Movement in Bengal in 1905; and the Calcutta University Commission advocating for stronger education in native languages (Shah, 2012):

…there is something unsound in a system of education which leaves a young man, at the conclusion of his course unable to speak or write his own mother tongue fluently and correctly. It is thus beyond controversy that a systematic effort must henceforth be made to promote the serious study of the vernaculars in secondary school, intermediate colleges and the university (as cited in Pattanayak, 1990).

Even Gandhiji had the same views about mother tongue:

_I have no doubt whatsoever that, if those who have the education of the youth in their hands will but make up their minds, they will discover that the mother tongue is natural for the development of man’s mind as mother’s milk is for the development of the infant’s body. How can it be otherwise? The babe takes its first lesson from its mother. I, therefore, regard it as a sin against the motherland to inflict upon her children a tongue other than their mother’s for their mental development._ (p. 8).
English’s colonial legacy is no more a point of debate at this juncture, but what needs to be debated is how to strengthen its teaching and learning, for English has become the language of economic empowerment. Today, at present, English has become the *associate official language* with constitutional support to resolve the conflict between the Hindi and non-Hindi speakers in the country. Further, it has also proved to be the link-language cutting across different linguistic and cultural groups at the same time it served as a window to the outside world.

An understanding and command over the English language is the most important determinant of access to higher education, employment possibilities and social opportunities. School-leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education. More often than not, teaching is in English. Even if it is not, in most subjects, books and journals are available only in English. And those who do not know English well enough, find it extremely difficult to compete for a place in our premier educational institutions. This disadvantage is accentuated further in the world of work, not only in professional occupations but also in white-collar occupations overall. This reality is not lost on our people, who recognize that the English language is a critical determinant of access, and opportunities for a better life. Available information suggests that middle-income or lower income households spend a large proportion of their modest income on sending their children to relatively expensive English medium schools. Such educational opportunities for children are a priority that is almost at par with health care for the family. There are a very large number of people who simply do not have the resources for such investment. The outcome is exclusion. We believe that inclusion is possible through public provision. There is an irony in the situation.
English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which make for highly unequal access. …These realities cannot be changed overnight. But NKC believes that the time has come for us to teach our people, NKC recommends that the teaching of English as a second language should be introduced, along with the first language (either the mother-tongue or the regional language) of the child, starting from Class I in school. This phase of language learning should focus on using both languages to create meaningful learning experiences for the child without disproportionate emphasis on grammar and rules. (National Knowledge Commission, 2007)

1.2 English in Gujarat

The state of Gujarat was formed on 1st May, 1960 amidst numerous controversies. The patriotic fervor of a newly born state was also seen in its feelings of a prejudice against English. To talk about usefulness of the English language in that context was considered unpatriotic. Soon after the formation of the state, the government of Gujarat deliberated on its own education policy and appointed the L.R. Desai Committee to study the various aspects of ELT requirements. The committee presented its report in 1961. As Jadeja (1986) observes,

*It was recommended that the teaching of English at the primary school level be discontinued. The loss was to be made up by an increased and intensive teaching of English (eleven class-periods a week) at the secondary school level. These recommendations were accepted and English was taught as a compulsory subject in classes VIII through X. It was made an optional subject at class XI which is the school-ending year at that time (p.8).*
As a result, while in many states of India English was taught even in primary schools, in Gujarat it was introduced as late as at 13 years of age (class VIII) not considered to be a very congenial neurological state for learning a new language. Hence, English was taught as one of the subjects in classes VIII, IX and X. It was made an optional subject at class XI which was the school-ending year and the year of Public Examination. Further, during graduation, it was an optional subject. However, if a student desired to opt for English at the college level, s/he was allowed to do so after going through a short “Bridge Course”. The Bridge course also enabled students to specialize in English as a major, thus placing these students at par with those who had been studying English since class VIII.

The decision to teach English from class VIII onwards gave rise to a public debate and there was a strong demand to teach English at the primary school level. With a view to giving impetus to vocational courses, when Gujarat opted for the 10+2+3 pattern of education in 1976, English was introduced as an optional subject in classes V, VI and VII (Jadeja, 1986). This meant that if some primary schools wanted to teach English, they could teach it on a ‘voluntary’ basis, outside the school hours, for which no Government support was made available. As Vaidya (2002) states, “schools were allowed to teach English on the boundary basis from standards V to VII outside the school hours and the expenditure on this were expected to be borne by the schools from their reserve funds (p.10).”

So in class VIII there used to be two categories of students (a) those who had studied English for three years, and (b) those who were beginners. During this time, once again the subject was compulsory in classes VIII
and IX but optional in X, XI, and XII as well as at the university level, leaving little motivation for schools to take the teaching of the language seriously. Finally, in late 90s the government made English compulsory from 5th standard. At present, the policy continues and it’s upon the school to decide whether to introduce or not. But most of the private schools introduce it from the 1st standard itself.

Following the changes in policy, the approach to the teaching of English in Gujarat has also taken many shifts. In the 60’s the approach to the teaching of English was bookish and rule-governed. Ability to translate from and into English and Gujarati was considered the hallmark of learning English (Jadeja and Natraj, 2004). Even in the 70’s and 80’s textbooks and teaching of English primarily followed the structural-situational model wherein the emphasis was on drilling and habit-formation. Although most schools offered English in classes V, VI, and VII, the approach to the teaching of English was mainly structural (Sharma, 2006). This was probably the result of anti-English bias in the state policy that has created a situation in which ELT resources have successively got depleted in terms of the availability of good teaching/learning materials (Jadeja, 2001).

However, towards the end of the 80’s some changes were noticed in the textbooks and teacher-training programmes. Gradually, a large number of English medium schools grew to cater to the demand of the society. At the threshold of the 21st century in the year 2004, the Gujarat government introduced Functional syllabus and new textbooks of English at Secondary and Higher Secondary level (at 8th & 11th – 2004, 9th & 12th – 2005, 10th – 2006). This was followed by large scale in-service Teachers’ Training Programms throughout the state. Subsequently, the primary
English textbooks underwent a change and the same approach is followed in preparing the new textbooks which focus more on oral practice and activities. In the year 2007, the government made English a compulsory subject to pass the standard X (Board Exam) if the student wishes to pursue studies in Higher Secondary. Hence, the governmental policy initiatives seem to reinforce aspirations of Gujarati parents who perceive that competence in English will give their children a comparative advantage when it comes to further education and employment.

To provide a brief review in Gujarat English as a subject was introduced in class V during the last decade. However most of the self financed schools introduce it from First against almost all government Schools that follow the Government Policy.

At the beginning of the 21st century, many schools have started creating an environment that is conducive to learning English. The textbooks have more open content making it possible to elicit a variety of responses from learners. Expertise in the use of English is considered necessary for upward social mobility. The approach to teaching the language is more need-focused, more learner oriented and more life-like. Yet ELT teachers are not as effective as needed. By and large a lot needs to be done.

1.3 Teacher Education in India

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new
knowledge. They are responsible for acculturating role of education. No
country can even marginally slacken its efforts in giving necessary
professional inputs to its teachers and along with that due status to their
stature and profession. Teacher education is an integral component of the
educational system. It is intimately connected with society and is
conditioned by the ethos, culture and character of a nation.

Education is a complex term but if we narrow down the meaning it
remains as “an interaction between the teacher and the taught”. It is
education that fits the pupil to environment. It leads the pupil from total
darkness of ignorance to the path of enlightenment. Among the social
environment, school is a specialized agency of education. A school is said
to be a miniature of society. The quality of school education is the
outcome of the quality of teachers and the teacher education system.
Teachers are the most critical agents of change, responsible for growth,
development and progress of societies and communities. They prepare the
next generations, and the level of their commitment, devotion and
dedication to the future society. The role of teacher is changing in current
times, characterized by globalization and liberalization and vast
expansion of new information and communication technologies. It is
essential that all issues critical to preparation of competent, committed
and willing-to-perform teachers be examined in depth, by all stake-
holders in the field of education.

As Ranjan states (2010) “Education of teachers not only acts as a
facilitator to the school education by preparing competent, committed and
professionally well qualified teachers who can meet the expectations of
the system, but also functions as a bridge between schooling and higher
education. The role of teacher education is universally recognized as a
process of nation building. The main objective is making and producing enlightened citizens. Therefore, teacher education aims at developing professional knowledge, skills and attitudes among the teacher to carry out their professional tasks more rigorously.” (p.2.).

The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be, addressed both by initial and continuing teacher education. The importance of competent teachers to the nation’s school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement is determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teacher constitute critical components of essential learning conditions for achieving the constitutional goals. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teacher possess to meet the needs of diverse learning situations, the degree of commitment to the procession, sensitivity to contemporary issues, and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classrooms and thereby the pupil learning and the larger process of social transformation.

Teacher quality is a function of several factors: teachers’ status, remuneration, conditions of work and their academic and professional education. The teacher education system through its initial and continuous professional development programme is expected ensure an adequate supply of professionally competent teachers to run the nation’s schools. Initial teacher education especially, has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the
calling and as such tremendous potentials to instill the would-be teacher with the aspiration, knowledge base, repertoire of pedagogic capacities and human attitudes.

1.4 Teachers Training and Action Research

Teacher training is necessary to give the teacher adequate personal and professional skills to manage the affairs of a classroom in an effective manner. Training is generally considered as a systematic development of the attitude, knowledge, skill or behavior patterns required by an individual to perform adequately a given task. The function of training is not to prescribe a method or approach but also to sensitize the teacher to the interplay of various factors that constitute a teaching, learning, and setting. Training sensitizes trainees to the fact that each learning situation is unique and cannot be handled in any formulaic method. Traditional teacher training programs use a lot of theoretical discussion for imparting teaching skills mainly through lecture methods. Such program’s leave it to the trainee to bridge the gap between theory and practice. It is the trainees’ job to apply theories he/she has learnt to real classroom teaching in the classroom presentation. The function of practice teaching is not prescribed in any method or set of methods but help one to acquire a wider range of teaching skill as a result of reflection on real teaching situations. Teaching is a personal skill and every teacher has to work for himself/herself a personal style and he/she considers the best way of achieving a particular aim. It is a known fact that good teaching can be learnt through experiences in the class rooms.

One of the significant functions of education in India is also directly linked with national development. There has been a phenomenal increase in the sum total of knowledge and growth of knowledge is also ever
increasing. To cope successfully and adjust effectively with this age of continuous change which is rapid, intricate and persuasive, a teacher has to be trained thoroughly so that s/he understands the nature of Indian society, as it has evolved from the past, as it is today and as it is likely to develop in future. The integral relationship between education and society with specific reference to the contemporary socio-cultural, political and economic issues and the multidimensional nature of teachers’ role as catalytic agent in the society therefore, the teacher has to see himself not only as a prime source of knowledge but as an organizer of learning and learning experiences. It is a known fact that good teaching can be done through experiences in the classroom and only through action research in which one will inquire into self-identified teaching or learning problems to better understand its complex dynamics and to develop strategies geared towards the problems improvement. To perform these roles successfully, action research and reflection are required for all categories of teachers to become effective teachers. It is, therefore, logical and reasonable to use this approach for Pre-service teachers of English.

1.5 Use of Action Research and Reflective Teaching in Teacher Education

Teaching and learning are malleable practices that occur in the complex ecologies of individual, social, cultural, and political settings and in the interactions of local and global contexts. Therefore, teacher quality and the evaluation of effective teaching are dependent upon student outcomes; gains demonstrated by a wide range of students who bring diverse experiences as well as other social factors found in classrooms. A recent paradigm shift in the focus of educational research and the role of teachers and teacher educators (Cochran-Smith & Lytle, 1999; Darling-
Hammond, 2006) might address the challenge of how to appropriately measure teacher performance. It is possible that teachers themselves, through their own problematization of the teaching and learning process within the contexts where they work, and through their own research can closely examine their role as change agents and decision-makers (Alsop, Dippo, & Zandvliet, 2007), particularly when supporting the literacy needs of struggling readers. Reflection is a significant component of self-study and action research (Mills, 2003) as it is a powerful way to know about the self in research and practice as well as to unpack the very self in teaching practice. Reflective practice in teacher education allows teacher educators to explore how teachers learn by including “I” in an epistemology of reflective practice (Whitehead, 2000). Reflective pedagogy also helps teachers closely examine current practices and spearhead changes as teacher leaders (Reason & Reason, 2007).

1.6 Need of the study

The researcher was inspired to take up this research because of his experience as a teacher educator with B.Ed. (English) students at H. M. Patel Institute of English Training & Research. He has observed that a large number of students have low proficiency in English in spite of their graduation or post-graduation. This affects their performance in various phases of practice teachings such as Stage Teaching, Block Teaching, Off-campus and Internship. The researcher observed that if had they been good at English, they would performed it classroom teaching more effectively and also developed confidence.

The call to prepare Pre-service teachers to reflect on their teaching is a dominant theme in recent times in the field of primary and secondary teacher education. In the context of Indian situation, reflective teaching is
a new concept in the field of teacher education. There is a great need to undertake a series of studies, particularly in our country, with a view to have local set up, so that reflective approach could become an integral part for Pre-service teacher and this will help him/her to be an excellent teacher.

One more reason that motivated the researcher to undertake this research was the present status of English Language Teaching in Gujarat. Through his personal visits to various schools as part of Block Teaching and Off Campus programmes, he observed that English language teaching is not given appropriate justice at Primary, Secondary and Higher Secondary schools. To improve education on the whole in our country, therefore, we need to start it again from the Pre-service teachers because reconstruction of Pre-service teacher is highly essential for teacher’s professionalization and empowerment. It is a corroborated fact that the progress of any nation squarely rests on the teachers, so that Pre-service teacher has to act as a facilitator and mentor in organizationally focused active learning in order to keep pace with the growing needs of the society. For maintaining quality and achieving excellence in pre-service teacher education, action research and reflective teaching are highly essential.

1.7 Rationale of the study
The study proved significant for the pre-service English teachers of B.Ed. (English), at H M Patel Institute of English Training & Research, Vallabhbh Vidyanagar, Anand, Gujarat and in other B.Ed. programmes. The study gathered significant data and helped in arriving at rational conclusions about the effect of the Action Research. This study also made the teachers aware about the drawbacks in their teaching strategies as well as the use
of English language. This became possible because they received feedback from their own peers and supervisor. The interaction with pre-service teachers would help the researcher in further planning for teaching English.

1.8 Statement of the Study

“A Study of Pre-service English Teachers’ Reflectivity enhanced through a series of Action Researches on their classroom Performance”

1.9 Operational definitions of the Terms

1.9.1 Pre-service English Teachers’

Pre-service English Teachers were the trainees who pursued their B.Ed. (English) programme from H M Patel Institute of English Training & Research, Vallabh Vidyanagar during the academic year 2012 – 2013.

1.9.2 Reflectivity

Reflectivity is a strategy for continuous improvement of an action taken to achieve its stated objectives. It is thinking about a course of action before it is undertaken. While it is carried out, and after it was done, pre-service English teachers trying to critically observe the effectiveness of each step.

1.9.3 Action Research

Action research is a deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally, problem redefinition. The linking of the terms “action” and “research” highlights the essential features of this method; trying out ideas in practices as a means of increasing knowledge about and/or improving curriculum, teaching and learning.
1.9.4 Classroom Performance
Classroom performance refers to the performance of the pre-service teacher trainees’ enrolled in B.Ed. (English) programme during the academic year 2012-2013 and delivering lessons in actual classroom during practice teaching phase.

1.10 Research Questions

1. Can series of action research enhance reflective thinking of Pre-service teachers?
2. Can series of action research based reflective practices instill professional attitude towards teaching in pre-service English teachers?
3. Do the pre-service teachers enjoy reflective practices while teaching?

In order to answers these questions, it was necessary to undertake such a qualitative study.

1.11 Objectives of the Study

1. To develop a plan for conducting action research for pre-service teachers of English.
2. To prepare the necessary tools to evaluate the defined criteria for classroom performance of pre-service English teachers.
3. To study the effectiveness of action research as a reflective tool in terms of:
   1. Pre-service English teachers’ performance in terms of professional development.
   2. Pre-service English teachers’ classroom performance in using English.
   3. Pre-service English teachers’ opinion towards the strategy.
   4. Pre-service teachers’ personality attributes in the context of:
(a) male pre-service teachers of English
(b) Female pre-service teachers of English

4. To define the criteria for action research to improve pre-service English teachers classroom performance.
5. To identify problems faced by pre-service English teachers during classroom teaching.
6. To study/know ways of remedy used by pre-service English teachers in their teaching.

1.12 Variables of the Study
The word ‘variable’ means which can change. The factors which affect any experiments are called variables. In the present study following variables were considered:

1. Independent variable: Action research as tool of reflective practice is an independent variable.
2. Dependent variable: Pre-service English teachers classroom performance, development and personal attribute test are dependent variables.
3. Control variable: Pre-service English teacher is control variable.

1.13 Hypotheses of the Study
The following hypotheses were formulated for the study:

1. There will be no significant difference between the mean scores of pre-test and post test of personality attributes of pre-service teachers’ of English.
2. There will be no significant difference between the mean scores on the pre-test and the post-test of the personality attributes of male pre-service teachers’ of English.
3. There will be no significant difference between the mean scores on the pre-test and the post-test of the personality attributes of female pre-service teachers’ of English.

4. There will be no significant difference in the overall performance of pre-service English teachers’.

5. Pre-service teachers will develop a professional attitude towards teaching by conducting action research.

1.14 Research Design and Methodology

To investigate the effectiveness of the series of action researches and reflective teaching on pre-service teachers’ of English to improve their classroom performance, a research design which tested the given hypotheses in a controlled context such as an experiment was required. The researcher used a single group pre-test - post-test experimental design as given below.

\[ X_1 - T - X_2 \]

\( X_1 \) was the pre-test followed by \( T \) – treatment, that was series of action researches and reflective teaching, and \( X_2 \) was the post-test used to study the effects of series of action researches and reflective teaching on pre-service teachers’ of English.

Purposive sampling technique was used for selecting pre-service teachers for the present study. Preparation of the study: the first objective of the study was to develop a reflective training strategy to train pre-service teachers of English. For this purpose (1) the need of the pre-service teachers was identified (2) the entry behavior of the pre-service teachers was identified (3) in the light of the need of the pre-service teachers relevant components were identified, incorporated and integrated into a
strategy. It was validated through discussion with experts on the campus. In the light of the discussion and suggestions required modification was made in the strategy. The data was analyzed qualitatively as well as quantitatively. The quantitative analysis was based on the data obtained through the pre-test and the post test and self-evaluation checklist. The qualitative analysis was based on the analysis of diaries, questionnaire, opinionnaire and video recorded classroom interaction.

1.15 Scope and Significance of the Study:

The present study focused on the efficiency of action research and reflective teaching on transforming classroom practices. Given the importance of the role that series of action researches plays in a teacher’s classroom development, the researcher felt the study could be proved significant for the following stakeholders:

1. Pre-service teachers
2. Classroom Practitioner
3. In-teachers of English
4. Teacher educators
5. Schools and Colleges of education
6. For the State Government

1.16 Delimitation of the Study

- The study was confined to action research and reflective teaching. Action research and reflective teaching was confined only to selected pre-service teachers’ who enrolled themselves in B.Ed. (English) course during the academic year 2012-2013 and who were graduates or post-graduates with English as their special subject.
- The study was confined only to the classroom performance of the pre-service teachers’ of English.
• The researcher dealt with series of action researches which affected pre-service teachers’ classroom performance during various practice teaching phases only.
• The researcher mainly focused on how to improve classroom performance by using the action research as tool and reflective thinking.

1.17 Scheme of Chapterization

Chapter I: Introduction

The chapter introduces the context of the study. It presents the status of English at international level followed by its importance in a multicultural country like India. Further it briefs about the history of education and teacher development programmes in the country. The chapter then relates it to the needs for the use of action research and reflective teaching for the use of pre-service teachers of English. The chapter concludes with a discussion of the need and purpose of the study followed by the research questions, statement of the problem, scope of the study, hypothesis, objectives, research design and methodology, delimitation of the study, scheme of chapters and conclusion.

Chapter II: Theoretical Foundation

The second chapter discusses the theoretical framework of the study wherein action research and reflective practices and professional development of teachers are emphasized. The approach to teacher preparation has experienced a shift in paradigm from “Teacher Training “ or “Teacher Education “ model to a “Teacher Development”. These ideological and structural changes in teacher preparation programmes are elaborated in the chapter. Importance of action research and reflection for
teachers’ growth as ‘reflective practitioners’ is established, thereof. Specially, the role of action research and reflective teaching are discussed.

**Chapter III: Review of Related Literature**

The third chapter looks at the theoretical background to the study discussing action research, professional development, reflective teaching practices and diary writing as a tool in reflective practices. The chapter reviews the literature including past research concerning the major areas of the present study. It also includes a several relevant book reviews with a view to exploring the major areas of the present study.

**Chapter IV: Research Design and Methodology**

The chapter consists of three major sections: (a) research design and methodology (b) construction of tools and (c) the experiment. The present chapter provides a comprehensive view of the research design and methodology followed. The chapter, in short provides the details of the procedures of the study, action research as a strategy for the data collection. It discusses the validation process of the tools. The chapter ends with a brief discussion on data analysis and interpretation procedures.

**Chapter V: Data Analysis and Interpretation**

The fifth chapter reiterates the major hypotheses and gives details of the participants. It describes the quantitative and qualitative analysis carried out to test the same. It also describes the statistical test carried out on the pre-test and post-test scores and interprets the results. The interpretations are taken into consideration for deriving the findings and arriving at
conclusions. In short, it presents the details of how data are analyzed and interpreted.

Chapter VI: Findings, Suggestions and Conclusion

The sixth and the last chapter, first of all summarizes the present study. The chapter attempts to provide explanation and discussion of the results in a simple and lucid language avoiding technical language so that they are comprehended by any person having no or limited research related background. The chapter presents the findings of the present study and the conclusions arrived at on the basis of the analysis. The chapter also offers suggestions for further research.

1.18 Summary:

This chapter introduces the background and context of the present study. The chapter then presents the status of English at national and state level. It also throws light on the teacher education in India. This is followed by the discussion of teacher training and action research. The chapter further introduces use of action research and reflective teaching in teacher education. The chapter further introduces the rational and purpose of the study, operational definitions of the terms, research questions, hypotheses, and objectives, scope of the study, research design and methodology and delimitation of the study are presented. The chapter ends with an overview in the form of scheme of chapterization of the present study.