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Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Кваліфікаційна робота
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Department of Philology

Qualifying paper

LINGUISTIC KNOWLEDGE DEVELOPMENT IN THE AREAS OF PHONOLOGY AND MORPHOLOGY THROUGH REFLECTION

Level of higher education: Master's degree

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ЗМІСТ

Contents

INTRODUCTION

Phonology and morphology are two basic elements of a language, without which learning it would be quite impossible. But there is another key element in learning a language- reflection. Reflecting on what we have learned, experiencing our past success and failure is what makes us truly great language learners.

Since no single theory of critical reflection is comprehensive, there are discrepancies in the concepts of critical reflection and the vocabulary employed. Some people interchangeably employ the terms introspection, critical reflection, reflectiveness, and critical self-reflection (Van Woerkom, 2010). The process of reflection known as "critical reflection" involves considering the implications of a widely held belief (Fook & Askeland, 2006). The idea of critical reflection is spreading more and more because of how important it is for teachers to not only include every student in the lesson by using readily available technologies, but also to integrate themselves into the class and make sure that each student is paying close attention to the teacher during the lesson and feeling heard.

The subject matter of the current master's thesis is reflection as a means of obtaining a clearer understanding of what phonology and morphology comprises and how to reflect on the received knowledge. It is crucial to understand our main strengths and weaknesses in order to choose the best way possible for learning a language and its peculiarities properly and to avoid common mistakes in the future.

The object of the research is the students of the first and second courses of the English major students in the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. The topic of reflection is especially relevant, since these students are only at the beginning of their paths, hence reflecting on their phonological and morphological skills is of great importance.

It is worth mentioning that the teacher's role in the students' development is instrumental, considering the time and effort they put into teaching English, covering large materials on different topics.

To meet the needs of changing social requirements and eliminate application gaps, teacher preparation programs have been including the concept of reflection into their curricula within the last 20 years (Erginel, 2006). It was swiftly embraced across a number of levels and specializations, from language teacher education to coach training, from sports teacher education to preservice teacher preparation. A variety of tactics, including computerized video tools and online web-based portfolios, have been developed employing state-of-the-art technology and quickly developing information technologies to enable practitioners to participate in reflection (Erginel, 2006). The main criteria for learning are information creation, individual measures, knowledge approaches, and public information collections. Constructivist teacher education, according to Richardson (2005), empowers new educators to create their own conceptual frameworks for instruction and link those frameworks to their practices.

The hypothesis of the research was based on the idea that reflection plays a huge role in creating a self-assessing image of oneself, because seeing a

person from other perspectives can shed some light on what might be going wrong during the educational process.

In accordance with the previously mentioned hypothesis, the aim of the study was to find out whether reflection greatly influences the acquisition of phonological and morphological skills.

Thus, the following research questions arose:

1. To what extent does reflecting on one's language skills influence phonological and morphological skills development?
2. Is reflection always a necessary measure to manage the educational process?
3. How does phonological and morphological awareness help in learning English?

The paper consists of an introduction, two main parts (theoretical and practical), followed by the conclusions, references and appendices.

The first part of the thesis consists of theoretical implications of reflection in both teaching and developing phonological and morphological skills and knowledge.

Part 2 provides a description of the research technique. The methodology, is introduced in the first subsection, following the participants and research procedure accordingly. The target audience in the practical part of the paper were students of the first two courses, since they had the willingness to improve themselves in English language learning, particularly, acquiring phonological and morphological skills. The main idea of this research is to analyze the difference between the two courses in linguistic competence as well as reflection as a building block of self-awareness. The research tools were as follows: a student questionnaire, consisting of two parts-phonological and morphological (29 questions in total) (see Appendix 1) and aiding materials, namely, a YouTube video for the phonological part and a word-building exercise for the morphological one. (see Appendices 2 and 3) Both are level B2.

Both qualitative and quantitative research methodologies were crucial for analyzing the data that was collected. The scientific novelty of the research is that valuable data was obtained by the respondents which made a quite unusual impression of the first course being more eagerly involved in the process of completing the given tasks than the second course. It may be explained by the increasing amount of the learning material, leaving the students less time for side activities. Another explanation of this phenomenon might lie in the fact that since the first course is the youngest, their enthusiasm is at its peak, while the second course is more about adjusting and less about exploring, since they are already more experienced in some ways.

The practical importance of the research results is based on the valuable data it offers about how reflection influences the way, students interpret phonology and morphology. The pedagogical implication of the studies is that by reflecting on their experience, students will be able to better analyze themselves and correct the mistakes they make to avoid them in the future.

PART 1

1. Introduction to reflection in teaching

1.1 The notion of reflection in teaching

In the recent years there has been a major change during the Covid-19 pandemic. The world has changed a lot as well as the system of education. Teachers, along with students had to change both their paces of life and methods to provide the same (or similar) knowledge to the students from the teacher's perspective and to obtain that knowledge from the latter's respectively. There are more advanced educational institutions taking place in Europe or the United States America, where practically everyone can achieve a certain degree in most of the academic fields. In contrast to impoverished countries where online education is a relatively recent phenomenon, assessing teachers' perspectives is essential during a crisis (Sharjeel, Muhammad & Waqar, 2022). Despite the fact that universities in Pakistan are trying to advance in online teaching and online education system in general, there is still much to learn. On the other hand, European counties can be considered the ones which possess way more highly advanced technologies to cope with issues that have recently occurred. The online education system requires lesson design, instructional resources (audio and video), software installation and use, and technical help (Tariq, Dilawar & Muhammad, 2019).

The ideas of critical reflection and the terminology used are inconsistent because no one theory of critical reflection is cohesive. Some individuals use introspection and critical reflection, reflectiveness, and critical self-reflection interchangeably (Van Woerkom, 2010). Critical reflection is the reflection process that includes those who ponder the effect of a socially dominant thought (Fook & Askeland, 2006). The notion of critical reflection is becoming more and more widespread because of the importance of the teacher not just to involve everyone in the lesson, using technologies that are available to everyone at any time, but to become one with the class, being ensured about every student taking part in the lesson listening to what the teacher has to say with great enthusiasm and to make them feel convenient and confident in themselves, whenever they are asked to fulfil the requirements put before them. Apart from that, the teacher has a duty of his own to understand and make use of the main principles of teaching by reacting and even criticizing him or herself on the matter of being a teacher. Like every person who is carrying out any types of jobs, a teacher has a responsibility to teach the students properly and to reach that goal he has to reflect on his methods, principles, approaches to teaching and the way he explains the material to the students. Many practicing teachers identify as progressive students committed to democratizing the classroom and empowering students (Brookfield, 2017). Such teachers are devoted to advance with the students in order to work on their drawbacks so that next time the outcome of the lesson will be better. Unfortunately, not every teacher uses self-criticism to evaluate his abilities in teaching, thus providing the

students with unimportant information or using inappropriate methods doing his job. Such ignorance can lead to the student or the whole class lagging behind in a subject they might be interested in. Although one of the most influential factors in someone's learning is the social background, the teacher is the one who both the children and the parents rely on when it comes to any field of studies. This is because the teacher is considered to be a qualified person with a degree in a scientific field who can deal with his subject, answering all the questions that may come to the students' minds and who can clarify any misunderstanding or solve problems the students are incapable of. Critical reflection is dialogical, intimate, and intrapersonal (Larrivee, 2008).

1.2 Significance of critical reflection

Research was carried out in Pakistan to find answers to the question how teachers improve their online teaching via Zoom recordings (Jamil, Muhammad & Akhtar, 2022). The aim of the study was to reveal how teachers think about and participate in the process of critical reflection. Every teacher is in need of professional growth through learning how to critically evaluate themselves and react on how they handle critical situations that require the knowledge and skills of a professional. The researcher selected criterion sampling, which involves selecting cases that meet some predetermined criterion of importance (Suri, 2011). The study consisted of semi-structured interviews as a means of data collection. This way, the data, collected from the participants proved to be even more precise, hence valuable. The participants were recorded by the online application Zoom. the interview guide was used to take notes whenever it was deemed necessary (Brinkmann & Kvale, 2018; Roulston & Choi, 2018). The outcome was the following: the majority of the participants believed in critical reflection to be based on past experiences and that it helps to avoid past mistakes, while the minority stated that critical reflection makes people think critically, evaluating themselves, creating new environments for themselves and what is even more important- the students.

Afterwards, the participants were questioned about their understanding of critical reflection in the educational system of their country. Most of them stated the fact that a significant amount of the teachers did not know about this term, because it was not a part of their curriculum. However, some of the teachers knew about it, but failed to use it due to overload at work, lack of time, patience and motivation.

1.3 Role of critical reflection in teaching

According to Jamil, Muhammad and Akhtar (2022), critical reflection helps teachers improve their pedagogy and teaching skills. Critical reflection gives direction to the teacher and boosts their confidence level. If the teacher knows how to do his job with much passion towards it, then the result will be most satisfactory and the students grateful for him being as proficient and dedicated to his work as he has to be. Another important thought about critical reflection is that it brings innovation and creativity to teaching. A creative teacher is the

one with much hope to channel the pupils' energy into something useful in later life. It can be compared with a new way of interpreting the modern world.

1.4 Developing a sense of critical reflection among teachers to enhance skills

A sense of critical is essential for the teachers to become more confident in their actions. It made them realize what is really important and what should be omitted from the process of education. It brought innovation in the teaching process along with new techniques and approaches. It gave the teacher a chance to observe his colleagues' work in action and judging from them led to many changes regarding self-realization and assumption of the vast amount of opportunities that were always available for them, however not everyone managed to make use of them.

1.5 Need for critical reflection among teachers

Critical reflection is believed to be a useful tool in the hands of a teaches who is unwilling to give up on working on himself, in spite of many obstacles that come in the way of becoming a true teacher, who is dedicated to his class. Teaching critical reflection is considered to be a crucial part of a teacher's life and productivity in the lesson, hence, teaching someone to be well-aware of his or her mistakes can greatly enhance the speed of work in the classes as well as the overall mood of both the students and the teacher. However, not every teacher is motivated enough to even think about serious changes in order to advance further in his career. It is a necessity that should not be avoided by any means.

1.6 Change in beliefs after knowing critical reflection

Critical reflection is a self-analysis procedure that did for the sake of self-improvement. It is not a criticism, but it is positive feedback that is given to bring improvement in existing practices (Jamil, Muhammad & Akhtar, 2022). There is an idea that critical reflection is a kind of self-analysis which helps the teacher get acquainted with the challenges of modern education. On the other hand, many teachers do not know about the existence of such phenomenon. If they knew about it, they would set a perfect example for the children as well as their colleagues. In some cases, however, even the teacher's awareness of such a unique advantage does not always help, simply because they have no wish to analyze themselves, believing in teaching without further improvement. Such teachers consider their skills and knowledge to meet their own requirements rather than those of the students. On the contrary, prospective teachers, who are about to become the new generation amongst all the others, are eager to learn about all the peculiarities of critical reflection to sharpen their skills and sense of creativity to bring out the best of themselves.

1.7 Role of critical reflection in the professional development of teachers

Critical reflection is the key element of the professional development of teachers; it creates a sense of accepting mistakes and taking responsibility for their learning among teachers, and it develops confidence among teachers. They accept their flaws and try to improve them. (Jamil, Muhammad & Akhtar, 2022). There is no need in getting a higher degree only to advance to the next level of being a good teacher. The main importance is that a teacher should always evaluate his ways of solving a problem by analyzing his actions, creating a friendlier atmosphere in the class for the students to learn better, quicker and with much eagerness to find something new for themselves and in some ways for the teacher. He, who teaches should make the pupils get engaged in the lesson. If the teacher cannot manage to make the lesson interesting by planning it from the beginning to the end and filling it with a lot of activities, then he needs a colossal improvement over his skills and also find an approach that would take care of any ambiguities during the teaching process. The practical implementation of this process can be defined as a valuable asset in self-analysis and self-criticism to help the teacher understand the error of his ways. Many teachers gave credit for the existence of this method. Still, some of them was of the opinion that their level of knowledge is too low and blamed themselves for lack of skills.

1.8 Barriers to critical reflection

The most obvious obstacle of critical reflection is time a teacher is usually incapable of monitoring her actions throughout the whole class. If the teacher is to analyze himself and his students on a regular basis, it would take much longer to learn the material due to the analysis taking too much time to deal with each time he has to do so. Most of the students would rather run out of patience that keep track of the events rewinding and analyzing the major mistakes the teacher made. There are several other variables that highly influence the process of self-analysis like lack of skill, motivation or the teacher himself not being ready to hold a lesson properly.

2 Fostering reflective teaching

Science education researchers have consistently shown that active learning approaches are superior to traditional lecture because they are correlated with positive student learning outcomes (Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P., 2014; Connell, G. L., Donovan, D. A., & Chambers, T. G., 2016). In spite of this support and recommendations (e.g., American Association for the Advancement of Science, 2011; National Academies of Science, Engineering, and Medicine, 2016), active learning methodologies are not frequently used in science, technology, engineering, and math (STEM) courses in higher education. Despite the fact that many teachers employ certain active learning strategies, lecture-based instruction is still the most

common instructional strategy, according to recent studies. (e.g., Henderson, C., Beach, A., & Finkelstein, N., 2011; Henderson, C., Dancy, M., & Niewiadomska-Bugaj, M., 2012; Patrick, L., Howell, L., & Wischusen, W., 2016; Smith, M. K., Vinson, E. L., Smith, J. A., Lewin, J. D., & Stetzer, M. R., 2014; Stains, M., Harshman, J., Barker, M. K., Chasteen, S. V., Cole, R., DeChenne- Peters, S. E., ... Young, A. M., 2018) and more faculty are aware of the benefits of active instructional approaches than those who implement them (Henderson et al., 2012; Miller & Metz, 2014). Addressing the underlying obstacles preventing the adoption of active instructional approaches is necessary to increase their utilization. Changing instructional strategies can be difficult even when faculty are aware that active learning increases student learning because of obstacles like comfort with teacher-centered education, a lack of training, a lack of incentives, and a time constraint (e.g., Henderson et al., 2011; Brownell & Tanner, 2012). These factors make an impact on the whole educational system by creating a delay in learning, and what is even more important- it might cause the students to lose interest in their studies. It cannot be left out of sight, because if the student's connection with the teacher is severed, meaning the student is not so confident about what he is doing anymore. The teacher is at some point the mentor of the student who helps him choose the correct path into adulthood.

2.1 The Student Participation Observation Tool (SPOT)

The SPOT was developed based on a need for an observation protocol that (1) presents faculty with objective data related to evidence-based practices from their own classroom, (2) is easy for practitioners to use, and (3) provides illustrative and non- evaluative data. These three characteristics make the SPOT an ideal observation protocol for promoting faculty reflection on teaching. It enables an observer to gather classroom data in real time while using a laptop or tablet, producing time-stamped data regarding the course of class activities. (Theisen C.H.; Paul C.A.; Roseler K., 2022 pp. 35-43). The SPOT gives more knowledge on the different activities that students and teachers participate in, their length and variety, and how often pupils participate in class. The SPOT data can be used by STEM teachers to evaluate their teaching strategies and make judgments. The SPOT was created to record observable classroom behaviors that are associated with improved student outcomes from STEM education research; as a result, it gives teachers feedback on their application of research-based, active teaching techniques. In order to discover activities that are supported by research, the SPOT developers reviewed the literature on STEM education. They identified 17 such practices (Roseler, K., Paul, C. A., Felton, M., & Theisen, C. H., 2018). From these practices several features can be categorized into student and instructor, which can be further subdivided into whole class, individual, and small group (Roseler et al., 2018). This tool was created as a teaching aid which greatly influences, enhances and makes it much easier the way the teacher interacts whether with a small group of students or the entire class. Along with emphasizing evidence-based methods, the kinds of data that professors would find convincing were taken into consideration. Faculty frequently expresses the hope that students will participate in class more. In

order for instructors to detect patterns in the distribution and duration of student participation, as well as the opportunities they are offering for participation, the visual outputs purposefully separate instructor and student actions. A participation map also shows users the distribution of participation across the room, the total number of contributions, and the average frequency of contributions per student. Instructors can tell whether participation is more diverse or if the same students are participating again based on data collected at the individual student level. Although other protocols also produce visual outputs, the SPOT is the first to do so with this portrayal of the diversity of classroom involvement (Madsen, A., McKagan, S. B., Sayre, E. C., & Paul, C. A., 2019).

2.2 Use of the SPOT in a faculty workshop series

A research has been conducted including five STEM university faculties. The authors led three face-to-face sessions lasting 90 minutes each to give the workshops. Participants discussed SPOT data gathered from their classroom, practiced using the SPOT, and twice watched another participant lecture. Two change tactics are combined in the SPOT workshop series approach: "developing reflective teachers" (Henderson et al., 2010; Henderson et. al., 2011), which encourages faculty members to reflect on their own teaching in a community of learners and the "unfreezing-cognitive restructuring-refreezing" model of change as well (Paulsen & Feldman, 1995; Connolly & Mil-lar, 2006).
There were several results of the experiment:
1. The SPOT was simple to use and straightforward for faculty.
2. The SPOT enabled teachers to accurately gather data from the classroom.
3. The SPOT supports reflection about teaching.
4. The SPOT facilitates change in practice.
5. Faculty members felt the SPOT to be helpful.

In conclusion. SPOT turned out to be a mind-blowingly useful tool both for the teachers and the pupils.

3 Conventional teacher education programs

Conventional educational programs aim to give the student teachers with all the necessary skills and techniques originating from a pre-existing means of information. Kenneth M. Zeichner and Daliel P. Liston (1985) argue that "the conventional approach inhibits the self-directed growth of student teachers and thereby fails to promote their full professional development" "The concern of teacher educators must remain normative, critical and even political- neither the colleges nor the schools can change the social order. Neither the colleges nor the schools can legislate democracy. But something can be done to empower teachers to reflect upon their own life situations, to speak out in their own ways about the lacks that must be prepared; the possibilities to be acted upon in the name of what they deem decent, humane, and just" (Greene, 1978, p.71).

3.1 Concept-based approach

The University of Wisconsin, Madison's elementary student-teaching program's stated objectives place a strong emphasis on the training of educators who are prepared to reflect on the causes, intentions, and effects of their actions as well as the material and ideological constraints and encouragements ingrained in the educational, societal, and professional contexts in which they work. These objectives are intended to help student teachers acquire the pedagogical practices and abilities required for self-directed growth and to get them ready, both individually and collectively, to take part fully in the formulation of educational policies.

The program text emphasizes a wish to foster in student teachers those orientations and skills that led to reflective action, drawing on Dewey's (1933) concept of reflective action as the organizing basis of its curriculum. Only in this larger framework of reflective action is the ongoing improvement of technical skill in teaching addressed. The term reflective teaching is chosen to describe this core objective of the curriculum because the program is largely focused on the growth and development of student teachers in teaching roles.

Along with emphasizing reflective teaching, the program literature also differentiates between various types of reflection by referencing Van Manen's (1977) concept of "levels of reflectivity" in his work. Van Manen distinguishes three stages of reflection, each of which includes a separate set of standards for evaluating potential courses of action. The primary issue at the first level of technical rationality is the efficient and effective application of educational information for the purposes of achieving outcomes that are taken for granted. Both the goals and the institutional frameworks of the classroom, school, community, and society are not seen as problematic at this level.

According to Van Manen, a second level of reflectivity is founded on a vision of practical action, where the challenge is one of elucidating and clarifying the presumptions and biases that underlie practical affairs and accessing the educational implications that the action has. At this level, every action is viewed as being connected to specific value commitments, and the actor weighs the relative merits of various educational goals.

The discussion of practical action is integrated with moral and ethical standards at the third level of critical thinking. The main acts at this level revolve around determining what educational objectives, experiences, and pursuits lead to life forms that are mediated by justice, equity, and concrete fulfillment, as well as if the current configurations meet crucial human requirements and achieve crucial human purposes (Tom, 1985).

The elementary-area faculty adopted a statement outlining the traits it aims to foster in its students in 1979:

1. Technical competence in instruction and classroom management refers to understanding of the material to be taught as well as proficiency in the techniques and methods required to carry out their intended classroom objectives.

2. Understanding of how classroom and school behavior emerges from or represents both intended and unplanned intents and aims
3. Knowing that teaching is a profession with moral and ethical ramifications, and being able to make moral decisions for their classroom and school behavior
4. The capacity to actively contribute to the development of tolerance for individual differences in their classrooms and schools, as well as sensitivity to the requirements of children with a variety of intellectual, racial, physical, and social features.

3.2 Common Classroom Conditions

Using Schwab's (1978) heuristic of the "commonplaces of teaching," the educational framework of this program can be condensed. It takes someone (a teacher) teaching someone (a student) about something (a curriculum) at some location and at some time (a milieu) for learning to take place. In the current situation, university and school-based teacher educators (teachers) collaborate with student teachers (students) while instructing a curriculum that is concerned with both the teaching of the student teacher and the various contents in which the teaching is embedded. The program's platform can be determined in connection to each of the four commonplaces and each can be represented along a continuum of choices.

3.2.1 Students

The curriculum aims to prepare students for the classroom by encouraging them to regard events and knowledge as problematic and socially created rather than as certain. Here, the issue is with how much knowledge that is taught in the program itself and knowledge that is applied in student teachers' classrooms is seen as value-governed choices from a wider range of alternatives by student teachers.

3.2.2 Curriculum

The program's curriculum should convey a belief that knowledge is socially created rather than objective truth in both its form and content. This necessitates a reflexive rather than a received curriculum for student teaching. The received-reflexive dimension (Eggleston, 1977) describes the extent to which a program's curriculum is predetermined.
A curriculum that adheres to a received perspective, on the other hand, offers knowledge with the aim of having student teachers accept it as mostly non-negotiable. Whether the source is the knowledge of seasoned practitioners or the most recent results of research on teaching, student teachers are to be largely passive recipients of what is transmitted. On the other hand, a reflexive curriculum includes allowances for student teachers' self-determined desires and concerns as well as their construction of personal meaning. It does not, however, completely predetermine what is to be learnt.

A reflexive curriculum also makes facilities for teachers and students to negotiate the content.

Last but not least, in terms of the epistemology of the curriculum, the program aims to rely on the practical knowledge of student teachers and seasoned practitioners, as well as upon discoveries and conceptions produced within the field of academic knowledge. Both directions are involved in the knowledge flow. For instance, it's typical for student teachers to read papers in their seminars that outline the objectives of reflective teaching before discussing, delving deeper into, and assessing this programming goal. There are efforts made to clarify the intellectual underpinnings of the curriculum and to offer a variety of conceptual frameworks for evaluating the teacher's work. Student instructors then use these frameworks to study, comprehend, and assess their real-world circumstances.

3.2.3 Milieu

The milieu ought to be inquiry-oriented rather than "traditional" and should characterize the program's environment in terms of the power dynamics that exist between student teachers and teacher educators. According to McIntosh (1968), a standard clinical education environment is one that emphasizes "precision in following orders" and doesn't provide students the chance to make their own decisions about their own education and the education of their classmates. Inquiry-based learning environments encourage initiative and critical thinking at all organizational levels and give students the chance to make their own decisions about their learning and instruction.

The program's intention to be self-renewing is a second aspect of the environment. The program's curriculum, structure, pedagogy, and authority structures should all be regularly reviewed by both students and teachers. This will help to ensure that the program continues to be improved based on knowledge obtained from experience, research, and/or evaluation.

3.2.4 Teachers

The program's teacher educators should ideally be real-life examples of the ethical craftsperson teacher at both schools and universities. The perspectives of these teacher educators on knowledge, institutional contexts, the curriculum, and the surrounding environment in their seminars and supervision should reflect the biases and emphases mentioned above.

3.3 The curriculum and program organization in the instructional plan

A study was constructed in at the University of Wisconsin that aimed at finding out the effectiveness of the elementary student-teaching program. The students had to complete a curriculum lasting four semesters which includes:

- An introductory course in elementary education (methods courses in reading and language arts that are integrated with an 80-hour field experience);

- Methods courses in mathematics, science, and social studies that are integrated with a second 80-hour field experience, and a supervised student;

- A 12-credit area of concentration.

Students must complete four necessary techniques courses in the performing and visual arts, a course on mainstreaming, and a course on health information for teachers in addition to the required courses in educational psychology and educational policy studies. Students have 160 hours of fieldwork in elementary and middle/junior high school classrooms and 27 credits of techniques courses in several curriculum areas by the time they start the student teaching program.

Each elementary education major spends approximately two hours per week in a required campus seminar (Seminar in Elementary Classroom Teaching) as well as four and a half days per week in one or more public or private school classrooms during the student teaching semester. For the duration of a full university semester, students majoring in preschool and kindergarten spend four or five half days per week in a kindergarten classroom and two hours each week in the necessary campus course.

Student teachers actively participate in the selection of their placement sites, which is in line with the program's intention to create an "inquiry-environment" that encourages initiative and critical thought at all organizational levels and gives students choices regarding the tasks they complete and the methods they employ (McIntosh, 1968).

Each student observes and meets with at least two possible cooperating teachers during the semester before student teaching. These professors are selected by students from a list of instructors approved by the program directors. Following an initial interview with university personnel in which students are asked to explain their opinions on teaching and their choices for a placement site, these observations and discussions take place. Before a final placement is decided, teachers and students must agree on a "match" in advance.

Given that this idea of increasing responsibility for a classroom is included in the majority of student teaching programs, the emphasis is frequently placed on instruction and classroom management rather than the student teacher's responsible involvement in other facets of the teacher's role, among them curriculum development and student evaluation.

All of the specific requirements for student teachers relating to their increasing responsibility for the teacher's role are negotiated by the student teacher, cooperating teacher, and university supervisor in line with a view of the program's curriculum as "reflexive" rather than "received." In the early weeks of the semester, a formal contract, or "Letter of Expectations," is created to outline the precise experiences that each student is expected to have during the semester in regard to all areas of the teacher's work (Grant, 1975).

The student-teaching program consists of several curricular elements. The first one states that a teaching component guarantees that student teachers are exposed to all facets of the teacher's role, both within and beyond the classroom. In line with the majority of programs, each student teacher is expected to gradually take on responsibility for all facets of the classroom teacher's role throughout the course of the semester (such as instruction, classroom management, curriculum development, and student evaluation), as well as to take full control of the classroom program for a minimum of two weeks.

The program under discussion places a special emphasis on the student teachers' role in curriculum development and the idea of the teacher as a "user-developer" of curriculum, or someone who is both knowledgeable about important decision points in curriculum development and skilled in it (Ben-Peretz, 1984).

A second goal of the inquiry component is to help students place schools, curricula, and pedagogy in its sociohistorical contexts, to highlight the social construction of knowledge in schools, and to help students improve their inquiry-related skills. In order to promote student teachers' understanding of the modern cultures of their classrooms and schools, of the interactions between these educational contexts and the local social, economic, and political milieux, as well as of the historical development of these settings, this component is meant to be somewhat more specific.

The program's inquiry component consists of a variety of components. To begin with, each student must complete three observations outside of their "home" classroom. These observations, which occasionally may involve viewing protocol materials rather than actual classrooms, are planned for specific reasons by each supervisor and are then either individually by each student in writing or by tire group during a seminar session for analysis and discussion. Supervisors have used these observations for a wide range of purposes, such as (1) having students compare various general approaches to teaching at a particular grade level; (2) having students examine various approaches to teaching in a particular content area; and (3) assisting students in their analysis of the theories that are currently being used in specific types of classrooms.

All students perform at least one of the following projects apart from these in-class observations: an action research project, an ethnographic study, or a curriculum analysis project. All supervisors create assignments for student teachers that demand the use of at least one of these approaches, even if each supervisor is given considerable flexibility in how to handle this component.

As a last option, students may analyze school curricula and the processes of curriculum development in the environments where they work as part of the inquiry component in some of the seminar parts. Students have studied the background and context of curriculum development in their settings in specific content areas in addition to projects that examine the values and assumptions embedded in specific curriculum materials and programs (for example, assumptions about learners and teachers, resolutions of particular "dilemmas" of schooling). Students here discuss issues including who made certain decisions regarding the curriculum, why those decisions were chosen, and how certain institutional variables impacted the curriculum development procedures.

3.3.1 Seminars

The supervisor instructs the student-teaching seminar. Within a set of general program guidelines, the supervisor and the students in each group decide the topic of each seminar, and the majority of the assignments that students complete are connected in some manner to their present academic experiences. The course is not meant to serve as a venue for the discussion of

just classroom-specific experiences or to teach students specific strategies and tactics that may be applied directly to certain classrooms. The goal of the seminar is to assist students in broadening their ideas on teaching, considering the justifications for various options for classrooms and pedagogy, and evaluating their own evolving opinions on teaching.

The use of Berlak and Berlak's (1981) "Language of Dilemmas" in the investigation of students' own perspectives on teaching and the teaching of others is being emphasized in a number of seminar sections (Hursh & Zeichner, 1984).

3.3.2 Journals

It is a requirement for student instructors to maintain a journal in accordance with a specified set of rules provided by their supervisors. These journals, which document the progress of the students during the semester, are routinely sent to the supervisors, who reply in writing to the entries made by the student teachers. The journals are designed to give student teachers a means for systematic reflection on their development as teachers and on their actions in classroom and work contexts, as well as to supply supervisors with insight into the ways in which their students think about their teaching and about their development as teachers, as well as information about classroom, school, and community contexts.

3.3.3 Supervisory conferences

Following formal student teacher observations, supervisory conferences are thought to be an important learning environment for student teachers and a chance for supervisors to bring up concerns about particular actions and settings that have been discussed at a more general level in the seminars. These meetings center on both the teachings seen in the classroom and the broader evolution of the perspectives of the student teachers over the course of the semester. In terms of organization and emphasis on the "rational analysis" of classroom instruction, the type of supervision used in the program resembles the widely used model of "clinical supervision" (Goldhammer, Anderson & Krajewski, 1980).

A preconference, observation, analysis, and strategy are all included in each visit by a university supervisor, for instance. A postconference follows. Supervisors take thorough narrative notes during the observation that are used to identify trends and important incidents in classroom instruction.

Yet in this program, supervision differs from the "clinical" paradigm in the following ways:

1. In addition to concentrating on visible behaviors, supervision also examines and takes into account the objectives and beliefs of the student teachers. The investigation of links between intentions and the theoretical commitments that are ingrained in classroom behaviors is also given priority.

2. The institutional form and social environment of teaching are frequently seen as problematic and as appropriate issues for

examination since the supervisor strives to develop the logical analysis of teaching at all three levels of reflection mentioned above.

3. Besides examining the teaching methods (such as direct and indirect behaviors), the supervisor pays special attention to the lesson topic. The issues surrounding the justification of specific material for particular child populations are of the utmost importance.

4. The supervision provides a focus on the examination of unexpected outcomes and the classroom's "hidden curriculum" rather than just assessing if the student teachers' goals have been met. Understanding those behaviors and attitudes that are encouraged (often as "side effects") by certain curricula, classroom social dynamics, and instructional approaches is the focus here.

5. The supervision provides a focus on the examination of unexpected outcomes and the classroom's "hidden curriculum" rather than just assessing if the student teachers' goals have been met. Understanding those behaviors and attitudes that are encouraged (often as "side effects") by certain curricula, classroom social dynamics, and instructional approaches is the focus here.

The majority of the students' time is spent taking on the teaching role, as is typical of most student teaching programs. This program differs significantly from many others in two key ways:

1. A comparatively broad understanding of the teaching job, with a focus on curriculum development in particular;

2. The manner in which different program elements motivate student teachers to use technical, educational, and ethical standards in order to conduct systematic reflection on their growth as educators, their classroom actions, and the contexts in which those actions are embedded.

4. Concepts of reflective teaching held by aspiring teachers.

In the past two decades, teacher preparation programs have started incorporating the idea of reflection into their curricula to address the demands of shifting social requirements and close application gaps (Erginel, 2006). It was quickly adopted at several levels and in various specializations, ranging from preservice teacher preparation to coach training and from sports teacher education to language teacher education. To encourage practitioners to engage in reflection, a number of strategies have been devised using cutting-edge technology and rapidly evolving information technologies, such as computerized video tools and online web-based portfolios (Erginel, 2006).

A research had been conducted to find out the potential of the teachers developing reflective teaching in the Educational Leadership and Management postgraduate program. This study aims to investigate the ideas that aspiring teachers have about reflective teaching after taking a semester-long course on the topic. The thorough account of their experiences can provide insight into how teachers approach and engage in reflective teaching.

It looks at the reasoning that goes into prospective teachers' views of what it means to be reflective practitioners.

4.1 Theoretical background

The constructivist method that emphasizes adult learners served as the theoretical foundation for investigating the theories of prospective teachers towards reflective teaching. Constructivism has significantly influenced the development of teachers. According to this theory, knowledge is socially formed and its creators are active individuals (Putnam & Borko, 2000).

The creation of information, individual measures, knowledge techniques, and public information collections is the primary criterion for learning. Richardson (2005) emphasizes that constructivist teacher education enables beginning teachers to develop their own conceptual frameworks for instruction and connect those frameworks to their actions.

The difficulties of teaching are highlighted by Kagan (1992), who writes that "classroom teaching appears to be a rare type of self-expression in which the artist, the subject, and the medium are one." Kagan emphasizes the fact that most teacher preparation programs fall short of appropriately preparing future educators for this multifaceted profession. He came to the conclusion that aspiring educators must consider their attitudes, values, and behaviors in the classroom.

4.2 Methods

A hermeneutic phenomenological research design was employed in this qualitative study (Langdridge, 2007; Vagle, 2018). Participants in this study were chosen based on the following criteria:
1. The participant had completed the Becoming a Reflective Practitioner course as part of the MPhil Educational Leadership and Management program.
2. The participant was a reflective practitioner with experience.
3. The participants willingly agreed to share their ideas and experiences.
4. Each participant gave their consent for the interviews to be recorded and transcribed.

Individual interviews with the participants were conducted via a Zoom meeting. The goal of the study was laid out for them before the interview. The interviews were recorded using the Zoom recording feature as a digital audio recording device with the participants' consent (Miles, Huberman, & Saldana, 2020). All recordings were translated into English and transcribed. Thematic framework analysis was used to examine the interview transcripts (Ritchie & Spencer, 1994; Ritchie, Lewis, Nicholls, & Ormston, 2014).

4.3 Outcome

The results of the research show that only a few participants were aware of reflective practice, some of them understanding this concept after attending courses on it. Moreover, it turned out that most of the students never even

heard of reflective practice before, but after participating and successfully finishing the course on reflective practice they began to understand its essence better. Only a small number of participants thought reflective teaching was crucial in Pakistan's current situation. Pakistan must increase its competencies in order to reach international norms. The majority of participants said that reflective teaching might raise educational standards in Pakistan because it fosters critical thinking in students and aids in teacher professional development.

4.4 Reflection's function in training future educators

The majority of the participants believed that reflection is a determining factor when it comes to the development of prospective teachers. They also stated that teachers ought to get training to develop the discipline of reflective practice early in their careers.

There are several different deductions about the effectiveness and importance of reflective teaching according to this study:

1. The Pakistani program "becoming a reflective practitioner" can help future teachers advance their careers.
2. The course mentioned above can assist the about-to-be teachers in becoming more confident and aware of their mistakes, as well as teaching them how to react to certain indoor situations.
3. Prospective teachers should receive clear instruction in reflective practice.
4. For instructors to advance professionally, reflective teaching is fundamental.

5 Putting reflective practice to use

Due to the fact that reflection provides a route into the less "accessible aspects of teachers' work," as stated by Freeman (2016, p. 208), it is now widely recognised as a crucial component of many second language teacher education programs worldwide. As Freeman (2016, p. 217) noted, SLTE must abandon its focus on "post-mortem reflection" and "reflection as repair," which limit reflection to problem-solving and just the technical competencies of teaching and overlook the inner lives of instructors. We will not be able to prevent teacher burnout if we keep ignoring the inner lives of instructors, as we always did in the field of TESOL with the pressure to adhere to required curriculum and the like. For this reason, reflective practice was first developed and reinstituted in the 1980s.

In order for pre-service (and in-service) teachers to acquire the inner resources to confront future problems in their line of work, they need to be encouraged to think about themselves and their teaching that includes activation of their thoughts, emotions, or the affective side of reflection. More integrated second language teachers with self-awareness and understanding to interpret, modify, and reconfigure their work are produced by implementing a holistic approach to teacher reflection.

The model for reflecting on practice developed by Farrell (2015) is one such promising all-encompassing method for TESOL teachers. This framework differs from many others in that it takes a holistic approach to reflection, taking into account not only the intellectual, cognitive, and metacognitive aspects of practice that many others are restricted to, but also the spiritual, moral, and emotional non-cognitive aspects of reflection that acknowledge the inner lives of teachers (Farrell, 2015).

There are five stages of framework according to which a perspective teacher can shape or reshape the way he or she puts the skills and knowledge already acquired into use. The following subtopics will give a thorough explanation of each of them.

5.1 Philosophy

The first stage/level of the framework, philosophy, can be seen as a window into the foundations of a teacher's practice because it implies that every observable conduct has a reason behind it, even if the teacher does not explicitly state this reason. This first step of reflection in the framework looks at the "teacher-as-person" and proposes that a teacher's fundamental philosophy, which has been formed since birth, invariably guides professional activity, both inside and outside the classroom. Thus, in order to reflect on our fundamental philosophy, we must first gain self-knowledge. We can do this by investigating, analyzing, and reflecting on our background, which is where we came from and includes things like our heritage, ethnicity, religion, and socioeconomic status, along with family background and personal standards.

Lim (2011) described how pre-service TESOL teachers used autobiographical writings to reflect on their own personal experiences in relation to the emergence, creation, and growth of their professional identities in a Korean environment. According to Lim (2011, p. 979) "identification and negotiation of self-images, prior experiences in learning and teaching, and the roles and credentials of teacher promoted by institutional and larger social practices" are continuing processes in the creation of teacher identity

5.2 Principles

The framework for reflecting on practice's second stage/level, principles, involves reflections on instructors' presumptions, conceptions, and theories of teaching and learning. In general, assumptions refer to things we believe to be true but for which we lack evidence since they have not yet been proven; despite this, we accept them as true for the time being. Thus, assumptions might be challenging for teachers to explain. Contrarily, beliefs are more easily expressed, and a proposition is generally accepted; in other words, the holder of the belief accepts it as true.

In order to help preservice TESOL teachers in Iran become more aware of their beliefs about teaching and learning English as a foreign language— particularly how their TESOL teacher education program course content related or did not relate to their actual classroom teaching experiences— Abednia, Hovassapian, Teimournezhad and Ghanbari (2013) used reflective

journals. The pre-service TESOL teachers were able to "construct their own understanding of issues covered in the class in light of their personal experiences of teaching" as a result of such reflections, and they also became "more aware of their implicit beliefs" about English language teaching in their particular context. According to Abednia et al. (2013), articulating their implicit views allowed the teachers to become more conscious of their own beliefs.

5.3 Theory

The theory investigates and analyses the various decisions a teacher takes regarding specific skills taught (or those they believe should be taught), or, to put it another way, how to put their ideas into practice. Teachers can now actively start to develop their theory of practice under the influence of their thoughts on their philosophy and ideals. Theory at this point/level means that educators think about the kinds of teachings they wish to present annually, biannually, or daily. All language teachers have theories, both the "official" ones we study about in teacher education courses and the "unofficial" ones we develop through actual classroom experience.

For instance, Tan (2013) investigated the written reflections of pre-service TESOL teachers in Brunei in a teacher education program where the pre-service TESOL teachers were tasked with observing teaching and then reflect on what they experienced in light of lesson planning and other aspects of teaching while attending classes once a week on campus. According to Tan (2013, p. 823), reflective dialoging (via writing) seems to aid pre-service TESOL teachers in being able to "understand and see other perspectives" in addition to their own. In contrast to their own needs, these alternative viewpoints acknowledged the needs of their students.

5.4 Practice

Examining our overt behaviors when instructing as well as the responses (or lack thereof) from our students throughout our classes is the first step in reflecting on practice. The reflections we have on our theory from the previous level, as well as our principles and philosophy, are, of course, directly tied to and influenced by such reflections. This stage/level of the framework allows teachers to reflect before, after, or before and after presenting a lesson (reflection-in-action, reflection-on-action, and reflection-for-action).

There are numerous ways for teachers to get their practice reflections. Teachers can, for instance, conduct classroom observations (self-monitoring, peer-to-peer critiques, or group observations) and record (audio and/or video) their teachings, which they can later transcribe for a more accurate account of what happened. If they believe they need to enhance any area of their instruction or the learning of their students, teachers may also think about conducting action research on particular facets of their work. Action research, which is unique to the classroom, is starting a cycle of planning, doing, observing, and reflecting on a practice's issue or problem in order to enhance that practice.

When pre-service TESOL teachers in Japan participated in a unique "teacher-talk training course" where they videotaped and reflected on their own teacher talk while they were teaching, Moser, Harris, and Carle (2012) were successful in pushing them to make certain modifications in their teaching. Before and after task performances, the pre-service TESOL teachers compared their own teacher talk. The teachers claimed that hearing their performances "helped them improve prosodic features of their speaking," according to Moser, J., Harris, J., & Carle, J. (2012, p. 86).

5.5 Beyond practice

The framework's fifth stage/level adds a sociocultural component to teaching and learning. This process of researching and analyzing moral, political, and social concerns that have an impact on a teacher's work both inside and outside the classroom is known as critical reflection.

When a teacher engages in critical reflection, they go beyond their daily work and make a stronger connection between it and the larger sociopolitical, emotive, and moral issues that have an impact on it. Educators who take reflections seriously also examine the moral dimension of practice as well as the moral principles and judgments that influence practice.

6 Dialogic reflection

The collaborative process of professional learning known as dialogic reflection (Walsh, 2006; Walsh & Mann, 2015; Mann & Walsh, 2017) involves interaction, discussion, and debate with another professional. The focus of dialogic reflection is on learning (and professional development in general) as a social process in which language mediates meanings and fresh understandings of complex occurrences. Dialogue enables the co-construction of meanings, the emergence of fresh insights, and the advancement of professional development.

By giving participants the time, space, and encouragement to voice their thoughts and come up with fresh or alternative perspectives on a given activity, problem, or concern, dialogue fosters understanding. When new ideas, or the metalanguage required to realize them, can be verbalized and comprehended, reflection and learning opportunities are maximized.

A key component of dialogic reflection is the use of tools and artifacts that can act as stimulants and encourage more structured and targeted professional discourse. Examples of such tools and artifacts include metaphors, crucial incidents, and videos. Examples include using transcripts and recordings of classroom conversations, expanding the case for the inclusion of lesson transcripts in the teaching preparation process, and creating reflective thinking techniques. On the grounds that it takes too much time and is sometimes inaccurate, there has recently been a campaign to abandon transcription.

The way Morales (2016) uses the word "collaborative reflection" is noteworthy. She argues that educators draw on a variety of resources to work together. Consider integrating technology while looking at many possibilities

and sharing strategies for reaching shared objectives. She also emphasizes how collaborative/dialogic reflection can build deeper contextual understandings and lessen isolation or anxiety that can occur in virtually any educational environment.

7. Reflexivity in reflexive practice

In accordance with the praxis-based perspective or pedagogical imperative that forms the basis of Vygotsky's theory, theory and practice are inextricably linked in a cycle that goes either way: theory-practice-theory or practice-theory-practice (Lantolf & Poehner, 2014, p. 5).

It could not be deemed absurd to use the "apprenticeship" and "laboratory" models to illustrate the two-order theory (Elliott, 2012). While the "apprenticeship" model aims to teach new teachers the necessary skill and proficiency "as well as the control of techniques of instruction and classroom management" (Elliott, 2012, p.110) in a way that is consistent with experience theory, the immediate goal of "the laboratory model" is to give meaning and reality to all the theoretical instruction related to the subject matter and pedagogical knowledge that meets the requirement of inquiry theory. Reflection cannot be isolated from any elements of a genuine classroom, according to Akbari (2007, p. 200), and it is unavoidable to have it "when the human interaction on a cognitive level is taking place."

Since "effective teaching" and "reflective teaching" (Salmani-Nodoushan, 2006) are at opposite ends of the progression, it is necessary to reevaluate various methods to teacher education. Teachers shift from being information consumers to theorizers as we go from successful teaching to reflective teaching, being less reliant on researchers in the process (Kumaravadivelu, 2012). Teachers' voices don't seem to have been heard throughout the lengthy history of reflection (Akbari, 2007), but this perception has changed in the post-method age (Kumaravadivelu, 2012; Salmani-Nodoushan, 2006).

7.1 Zone of Proximal Development

Helping teachers succeed in the mediation process through the zone of proximal development (ZPD) and acknowledging the teacher's ZPD as an essential component of a teacher's professional growth serves as critical (Vygotsky, 1978). Integrating Vygotsky's theory (1986) in the context of the teacher shows that scaffolding can support the instructor through the internalization process, which transforms cognitive structure and leads to the growth of teaching (Valsiner & Van der Veer, 2000). According to Poehner (2011), appropriation, a further facet of internalization (Vygotsky, 1987), can assist instructors in adopting a tool or notion from the mediators and creatively adapting it in a new, original approach as opposed to just imitating it, to the professional circumstances of their work.

Johnson and Golombek (2004) examined the narrative writings of three English teachers who worked in different types of schools to see how narrative inquiry might help teachers on their path to professional growth. The findings showed that teachers' narratives are semiotic devices that reveal

emotion when they become aware of cognitive and emotional inconsistencies as they develop as professionals. The results also highlight the value of systematic inquiry as a personalized and continually evolving method that can inspire each teacher's own professional development strategy.

Another research carried out by Golombek and Doran (2014) who looked at eleven aspiring language teachers' reflection journals from their teaching internships in different research. The findings demonstrated how feeling united by cognition, can contribute significantly to the improvement of teachers' skills. If teacher educators adequately address the affective needs of pre-service teachers in deliberate and methodical ways, inquiry-based activities like reflective journals can be used as a mediational space.

7.2 Internship for undergrads at Farhangian University

A study has been carried out in Iran regarding teacher preparation for future profession. The study consisted of two main parts: theoretical and practical.

The first part meant studying for four years at the university, gaining theoretical background in order to find out the essence of being a teacher and how to make use of that knowledge. The second part incorporated the use of previously obtained theoretical data in practice, when being a third-year student (Mehrmohammadi, 1993).

The study itself consisted of several stages:

1. When beginning their careers as student teachers, they are given the opportunity to observe what happens in the classroom by paying attention to the teacher's lesson plans, pedagogical concerns, the students, the classroom's physical appearance, and anything else they deem significant. They spend a while in the office in addition to observing the class so they can learn more about other activities and events. It is recommended that student teachers spend 128 hours every term in classes and seminars.

2. Every week following each classroom observation, student teachers are tasked to prepare their reflection essays. The exact procedures that each student teacher is expected to follow are as follows: the teacher educator reads all of the reflective writings and provides them with various types of comments to help student teachers better examine their surroundings and learn how to revise their writings in light of the comments. Every two or three weeks, student teachers also attend the seminar to share their experiences with their peers and learn from the teacher educator's observations when they read their reflective diaries in class.

3. Student teachers should learn how to recognize a problem in their setting, track down the data that supports it, and then defend their conclusions as they link practical ideas to theoretical ones through reflection on their writings and teacher educators' mediation.

Ten EFL student teachers participated in the research, none of whom had prior teaching experience.

As a result, eight main points were distinguished:

1. **The opinions of student instructors regarding working in schools were favorable**. (The first two pieces of reflective writing were based on actual observations of the environment in the classrooms and at school. Student instructors were instructed in advance to notice everything, including the school's layout, lighting, the number of courses, students, and teachers, as well as how the chairs were positioned in each classroom)

2. **In the initial four essays, student teachers only briefly reflected.** (Students were instructed to base their third and subsequent reflective compositions on the weekly classroom observations they received. The examination of reflective writings revealed a superficial representation of the instructor's guidance without consideration for its particulars)

3. **The fragmentation between several episodes was clear in the reflective writing of the student teachers.** (In student teachers' reflective writings, subject knowledge was most significantly reduced, and only very slightly was pedagogical content knowledge examined)

4. **The tone of the student instructors' reflection writings varied widely.** (While writing their memoirs, student teachers shifted between grateful and ludicrous tones)

5. **Student teachers' self-control improved to some extent as they increased context awareness**. (As teacher educators worked to assist student teachers in surfacing their prior knowledge (an everyday concept) or their own goal of finishing a task and connecting it to the academic concept to move towards the professional goal of the task, self-regulation emerged through the inter-subjectivity of the two parties)

6. **While attempting to resolve the emotional and cognitive dissonance, student teachers are stuck in the "adopting or adapting" issue.** (Through the teacher educator's mediations, student teachers' attentions were directed away from simple observation and toward more complex ones, making them more self-controlled.)

7. **During the transition from theory to practice, student teachers experienced a change.** (The critical role of teacher educators at this point was made clear by the analysis of the reflective writings of student teachers.)

8. **Student educators could use their initiative in interactions to exercise their agency**. (the student teacher at this stage did not bound herself to challenge the current ESL theories but also displayed her agency as she "talking back to the theory" (Sharkey, 2009, cited in Selvi & Martin-Beltrán, 2016).

8 The most typical areas of teacher challenges

We've already established that learning and professional growth go hand in hand with the teaching profession. We have also shown that this developmental trajectory, given its complexity, cannot be explained in terms of a linear process, but rather as a process of reflection and systematization, whether conscious or not, of events, actions, and their reflection. Additionally, we have seen that instructors' ongoing learning has an impact on their cognition, affection, motivation, and behavior. It follows that any of these places could experience a teacher's career obstacles. Some of these are very specific, while others are hard to pinpoint.

Mrázik (2010) divides challenges experienced by teachers into three categories: professional, social, and existential. Professional issues for teachers typically revolve around issues with student motivation, discipline, and tardiness in the context of the traditional classroom. Teacher-related social issues are primarily a result of disparities between students and schools. Existential issues refer to events connected to society and personal conditions (mergers, divisions). Finding good solutions can be particularly challenging because the problems' causes are frequently interconnected and affect one another.

However, the causes of the problematic phenomenon connected to the learning-teaching process as well as ways the teacher can mitigate or address the issues within his or her own framework can be revealed if the teacher deliberately analyzes the phenomenon through reflective thinking. The approaches and procedures for solving problems that are detailed below can aid with this.

8.1 Problem solving

There are several problems a teacher can face throughout his career. Each of these problems have a solution. However, not all of them is as effective as it seems. Some teachers tend to approach the problem from different angles, while other prefer habit to reason. Habit in the given context refers to the teacher's inability to change his or her attitude towards problem solving. They are not fond of the idea of change in their lives, thus having further complications in their teaching practice. Others would rather search for the answer asking more experienced colleagues, reading books, containing material on education and pedagogy. To support this idea the procedure of problem solving in an indoor pedagogical environment will be described as follows:
  1. The identification of the issue and the purpose;
  2. The gathering of information, the collection of potential solutions;
  3. The decision-making process;
  4. The implementation;
  5. The evaluation

The first stage in the process is to formulate the problem itself and the desired state (goal) because a problematic pedagogical scenario is frequently flooded with emotions, perceptions, and information. The ability to think in parallel

allows one to study each component of a problem simultaneously and to distinguish between information that is crucial to the problem's solution and information that is less crucial. The efficient selection of information is a key component of becoming an expert at this point. The next step involves developing possibilities, gathering resources, and coming up with ideas to accomplish the stated objective.

The individual seeking a solution then develops choices, gathers resources (people, tools), and makes suggestions in order to fulfill the objective. Existing solution patterns should be used with caution because they can both facilitate routine problem solving and stifle creative thought. New perspectives and solutions can be produced by breaking out of patterns that do not (yet) offer them. The selection of possibilities in order to find the best solution is one of the most crucial steps in the problem-solving process. The thought processes related to the problem circumstance converge at this point. Solutions are rarely experimented with in pedagogical contexts because each step has an effect on the participants.

The success of solutions is influenced by a variety of elements, including the problem's precise phrasing and an accurate evaluation of the circumstances, options, and scenario. Individuals can make inferences and learn from their own positive and negative experiences with the help of post-implementation reflection. The effectiveness of the solution will be demonstrated by comparing the objectives and results. If the solution worked, we move on from the issue. The cycle then repeats with a deeper, more methodical reconsideration of the processes if, for instance, some crucial information was overlooked and the process failed, or if the person selected the incorrect solution.

8.2 Reflective techniques

Schön is frequently linked to the ideas of reflection and the reflective teacher, and it is true that these ideas have seen a rebirth since the release of Schön's book (1983). Dewey, however, coined the phrase in 1903. He views reflective teaching as being the same as conscious teaching (where the teacher considers the reasons and effects of his or her actions), as opposed to regular teaching that is influenced by custom and impressions.

A cognitive method that ensures ongoing self-monitoring and the growth of pedagogical activity, reflective teaching is a continuous and deliberate analytical thinking and practice (Szivák, 2014). At the technical level, the instructor primarily concentrates on phenomena and results associated with teaching (and not learning), which is a specific aspect of the process. The broader understanding of occurrences is already evident at the artemic (contextual) level. The instructor evaluates his or her choices in light of knowledge, values, and the needs of the student. The teacher analyzes the problems and concerns that develop in a system of social, economic, educational, political, and ethical contexts in a broadest (dialectical) level of interpretation (Szivák, 2014).

Effective reflective action does have its boundaries, though. These include certain personality qualities, feelings, learning-related attitudes, knowledge, the role of the instructor, knowledge gaps in specific subject areas, and the

teacher's surroundings. Case narratives, narrative approaches, action research, and more than twenty other reflective methodologies are all applied in Szivák's (2014) presentation.

In conclusion, reflective thinking is an analytical process based on prior experience that enables systematic reflection on real-world accomplishments (successes and obstacles) in order to get better in the future. A cognitive method that guarantees ongoing self-monitoring and pedagogical activity growth, reflective teaching is a constant and conscious analytical reflection and practice.

9 Peer observation of teaching

The fact that teaching and learning in higher education have become increasingly challenging and complex in recent years is apparent for a number of reasons. Some of the most important problems that academic staff and faculty members encounter frequently in the modern world include the function and goals of higher education itself as well as the expanding commercialization of knowledge production in the global economy. There is no question that each academic develops conscious and unconscious ideologies that direct their professional behavior as well as stances on all controversial issues. Academics face problems due to an increase in the range of disciplines, rising student expectations for learning and teaching, new standards for course design and implementation, and a growing focus on professional credentials.

Peer Observation of Teaching (POT) is a useful technique for promoting teachers' training through group learning. Teachers can learn from one another by observing each other's methods during peer observation. It aims to encourage the exchange of best practices and increase understanding of the effects of individual instruction.

In peer learning, which Donnelly (2007) identifies as active involvement with critical reflection in learning about teaching in higher education, theory and practice are integrated.

The Peer Observation of Teaching was taken into consideration in order to:
- get knowledge from peers' experiences and constructive criticism;
- record the instructional skills;
- provide the information with a purpose in mind;
- enhance pupils' learning outcomes;
- improve the classroom's physical, social, and learning environment;
- establish a network of encouraging mentors and peers.

POT collaborates with peers for dialogic reflection-based professional development and recognition. The process offers competency-based evaluation and, more importantly, the real-world experience of teaching at the college level. It is beneficial to concentrate on student participation in educational activities that are in line with the desired learning outcomes (Maxwell, 2001). With the aid of checklists, observation forms, and rubrics for personal notes, POT training helps personal growth by providing systematic methods of teaching process observation and data gathering

(Gosling, 2002). The POT process is recorded and documented to show the teacher's strengths and weaknesses (Keig & Waggoner, 1994).

POT is a polite and cooperative technique to advance teaching abilities and foster reflective pedagogical growth. It fosters a culture of inquiry, changes in instructional strategies, quick reflection, and growth (Peel, 2005; Biggs, 2011). Peer review is a methodical and effective cycle of teacher preparation that can improve educational activities (Fry, 2009). Having a coworker validate your teaching technique boosts your confidence. Reflective practice is a crucial skill for teachers to improve as educators. Authentic learning is provided in higher education by competency-based teacher preparation programs (Beaty, 1997). For personal comments, there are rubrics and an observation form (Gosling, 2002). The POT process is recorded and documented to show the teacher's strengths and weaknesses (Keig & Waggoner, 1994).

9.1 Peer observation research

Peer observation of teaching follows a conventional process that includes (i) a pre-observation meeting, (ii) observation, (iii) post-observation feedback, and (iv) reflection. The author took part in both roles, acting as both an observer and an object of observation. Reflecting on the theoretical knowledge of the many activity areas and the significance of the professional values in light of actual usage and observation of fundamental knowledge was made easier by this procedure.

9.1.1 Pre-Observation Meeting

A pre-observation meeting is held to go through the responsibilities and position of the observers. It also includes a description of the Faculty policy and any relevant details. In this meeting, the time, date, and place of operation are chosen. Concerns about paperwork and privacy are resolved. The session's organization is also discussed. It is used to explain to students what was learned from the observation session and to identify any specific methods or strategies that the observee would want to receive critique on.

9.1.2 Observations

It's critical to arrive on time and choose a seat for the process at the observation stage. Be careful to tell the pupils in advance. The spectator must remain impartial and refrain from acting. The observer should pay attention to how the faculty and students are interacting without using words. The observer should balance both positive and negative results.

The genuine observation stage was implemented for this investigation within the previously established framework. A checklist, some open-ended notes, and random notes were used as observation tools to complete the task.

9.1.3 Reflection Opportunities and Potential Improvement

- By addressing them by name and keeping their attention throughout the presentation, instructors can increase student participation;
- To improve new teaching tools, multiple teaching methodologies should be made available. Teaching quality can be raised by utilizing multimedia;
- The ratio of student-to-teacher instruction should be balanced;
- Moving around the classroom can enhance learning by allowing teachers to monitor pupils more closely;
- The atmosphere in the classroom might be gentler;
- To communicate at the level required by the industry, English usage should be promoted.

9.1.4 Post-observation Feedback

After the observation activity, formal feedback was prepared in less than two weeks. Private comments were made by both sides at various occasions. The observer took care to ensure that the feedback was helpful and to avoid providing too much information. The observer made sure to be explicit about the areas that needed development and went into great length to discuss the strengths and talents. The observer asked that they take into account a plan of action with due dates.

9.2 Outcome

The pre-observation meeting was very beneficial in helping to comprehend and clarify the lecture's pertinent context. We were both able to develop a sense of collegiality because we were both somewhat fresh to one another. It enabled us to highlight a crucial teaching point where we appreciated some particular input.

Less was expected as an observer. The main focus was on receiving helpful and relevant criticism on the topic. During the post-observation meeting the joint dialogic reflection on the teaching observation was beneficial to both parties. It will have a good effect on the education of the pupils. Despite some disagreement on the part of some of the peer's criticism, it is generally acceptable. Her affirmation of the teaching methods gave the finest sensations. Useful strategies were learned for improving the teaching skills needed for regulating any problems.

Peer observation, which includes feedback and reflection, has a high impact when done well, according to the evidence, and can be a significant component of a teacher's professional growth. It was greatly beneficial to improve the teaching when the watching colleague pointed out the strengths and faults of the lesson. Most crucially, the process allowed for the authentic learning of teaching at the higher education level as well as competency-based evaluation. According to the feedback, the teaching was improved, which encouraged the students to participate more fully in the learning process. The innovative teaching techniques that were mentioned by a colleague were well received by the students. More real-world examples in

the curriculum would have helped students identify with the problems at hand and come up with creative solutions.

10 Morphology

The two language abilities that are thought to be crucial for reading comprehension are morphological awareness and vocabulary knowledge, or the understanding of word meanings. Vocabulary and reading are tightly associated, and as vocabulary grows, so does reading proficiency, according to August & Shanahan, 2006 One of the main causes of reading comprehension problems is a limited vocabulary (August & Shanahan, 2006). Academic vocabulary, in the opinion of Nagy and Townsend (2012), is an essential tool required to raise academic attainment. The majority of the words in the academic English lexicon have Greek and Latin roots and have intricate morphological structures. The teaching of academic vocabulary with Latin roots and morphologically complex structures through morphological analysis, according to Crosson, McKeown, Moore, and Ye (2018), will improve word learning for English language learners. They contend that through improving lexical access and fortifying semantic and orthographic representations, this kind of training improves learning results for academic vocabulary. An increasing amount of research indicates that the most frequent cause of vocabulary gaps is a narrow range of terms known.

Words are typically composed of smaller, easily recognized elements called morphemes, according to Carlisle (2003). Understanding morphemes facilitates understanding or estimating the meaning of new words. Word reading and comprehension of texts are made easier by morphological awareness, which aids in word decoding and meaning inference. Reading requires the ability to recognize words (Adams, 1990).

Originative Word recognition software can benefit from morphological awareness. By breaking apart words into morphemes, one might obtain less common words, such academic terms. Learners should be able to access words with decoding if they possess morphological awareness. This may facilitate quicker and easier word recognition. The ability to read lengthier words more precisely and fluently is one way that morphological awareness helps readers read, according to Nagy, Beminger, Abbott, and Vaughan (2003). Their ability to recognize words, read words, and comprehend what they read is enhanced by this awareness.

As previously mentioned, research has shown that reading comprehension and awareness of derivational morphology are positively correlated. Research suggests that morphological awareness may have a positive effect on vocabulary and reading, but there haven't been many studies done with students for whom English is a second or foreign language. Regretfully, not much research has been done on EFL students; the majority of what has been done is correlational research that ignores the impact of morphological instruction. Morphological instruction can help students increase their vocabulary and strengthen their reading comprehension, according to intervention studies conducted on L1 learners (Bowers, Kirby, & Deacon, 2010; Goodwin & Ahn, 2013).

10.1 Metalinguistic awareness

Thinking about and reflecting on one's own language is known as metalinguistic awareness (Scott & Nagy, 2004). It is commonly acknowledged that metalinguistic awareness facilitates language learning. Morphological awareness is one of the subcategories of metalinguistic awareness (Yucel-Koc, 2015). Because English is a morpho-phonemic language, morphological awareness is crucial for learning to read and write (Carlisle, 2003, p. 292). This highlights the connection between literacy and morphological awareness.

According to Nagy, Beminger, and Abbott (2006), there is a considerable correlation between reading comprehension and metalinguistic awareness in terms of reading. Reading comprehension and vocabulary development in learners are significantly influenced by metacognitive and metalinguistic factors. Reading comprehension and vocabulary are linked to morphological awareness, which is a subcategory of metalinguistic awareness.

Linguists have put forth a wide range of theories and hypotheses to explain how language is learned. The Noticing Hypothesis, one of the theories relating to second language acquisition, is significant to the current paper. Schmidt (2001) argued that awareness is a prerequisite for learning a language and suggested that learning does not occur without it. Metalinguistic awareness is linked to noticing hypotheses.

Metalinguistic awareness is referred to by several names in second language acquisition research, including noticing, consciousness, and consciousness raising (Yucel-Koc, 2015). Metalinguistic awareness is the subject of Schmidt's language awareness/noticing hypothesis. According to him, learning a second language differs from learning a first language. He asserts that while incidental learning can occur during LI acquisition, it cannot occur during L2 acquisition. According to Schmidt (1990), intentional learning is essential for adult L2 learners in particular. He said that learning language forms begins with noticing. This indicates that having a metalinguistic understanding of language forms aids in both the acquisition and retention of those forms by learners. Form-focused instruction is closely related to the importance of explicit teaching and raising learners' awareness in the language learning process, as stated by Schmidt (1990).

Form-focused instruction, as defined by Ellis (2001), is any intentional or unintentional educational activity designed to encourage language learners to focus on linguistic form. Focus on form should not be overlooked in the learning process. Better language gains can result from language instruction that emphasizes developing metalinguistic awareness (Fotos, 1994; Swain, 1998). Planned instruction aimed at assisting students in paying attention to morphological forms is known as morphological awareness instruction.

10.2 Three aspects of derivational morphology in relation to reading

There are a lot of studies in the literature on the connection between morphological awareness and reading comprehension, but there aren't many that look at derivational morphology in relation to reading comprehension. In

order to find out if the three derivational morphology aspects—the distributional, syntactic, and relational aspects—emerge as underlying factors in morphological awareness, Katz (2004) conducted a study. The goal of this study was to ascertain how each component affects reading comprehension. Fourth and sixth grade English native speakers were among the participants. The findings indicated a strong relationship between reading comprehension and morphological awareness. Tasks measuring morphological awareness and comprehension of passages showed the strongest correlation.

Among native English speakers who struggle with reading, Loudermill (2014) examined the connection between reading comprehension and derivational morphology knowledge. In order to evaluate comprehenders' knowledge of derivational morphology, the study separated out each of the three aspects of derivational morphology and gave them three distinct morphological tasks. In order to determine whether reading comprehension and derivational morphology knowledge are significantly correlated in poor comprehenders, the study looked at whether there is a statistically significant difference in comprehension between good and poor comprehenders regarding knowledge of the three aspects of derivational morphology. The three aspects of derivational morphology exhibited a noteworthy variation among the participants, according to the results. In the current study, tasks measuring relational knowledge yielded better performance from the poor comprehenders than tasks measuring syntactic knowledge. As was evident in the group of proficient comprehenders, this suggested that their relational knowledge was more advanced than their syntactic knowledge.

10.3 Morphological instruction

As was already mentioned, relational or correlational studies make up the majority of research on morphological awareness and reading. Levesque et al. (2017) investigated the relationship between reading comprehension and L1 learners' comprehension of morphologically complex words through morphological decoding and morphological analysis. The findings showed that, above and beyond all other factors, morphological awareness contributed to reading comprehension. Additionally, Levesque, Kieffer, and Deacon (2018) looked into how morpheme-related core skills help English-speaking students develop their reading comprehension. The results showed that reading comprehension development is supported when students use morphemes to deduce the meanings of unfamiliar, complex words.

Numerous studies on second language learners have looked into the connection between literacy and morphological awareness. The direct and indirect effects of morphological awareness on L2 vocabulary knowledge and reading comprehension among advanced Chinese EFL readers were examined by Zhang and Koda (2012). They discovered that morphological awareness had a beneficial impact on reading comprehension. Additionally, Shoeib (2017) looked into the awareness levels of EFL Saudi university students and attempted to find any connections between their ability to understand morphology and successful reading comprehension. Students' overall results on morphological tests showed a positive correlation with their overall results on reading comprehension exams. There are few instructional

studies on morphological awareness among L2 learners, and the participants in these studies vary widely. Investigations into the causal relationships between morphological awareness and the development of literacy require instructional studies.

Diaz (2010) looked into whether morphological instruction helped English language learners and their peers who spoke English as their first language pick up vocabulary, spelling, and reading comprehension more quickly. The findings demonstrated that when morphological instruction constituted a substantial portion of the curriculum, ELL students could potentially achieve notable advancements in reading, vocabulary, and spelling. The question of whether teaching morphological awareness would improve the word learning outcomes of ELL teenagers was examined by Crosson et al. (2018). The findings demonstrated a strong treatment effect for morphological word-unfamiliar word problem-solving that resulted in lexical access.

In order to test the idea that morphological knowledge can be divided into two categories—morphological awareness and morphological knowledge—Muse (2005) tried to explore the fundamental nature of morphological knowledge. The findings showed that the two morphological knowledge subcategories were not theoretically distinct and that a unidimensional construct of morphological knowledge was the most appropriate way to describe them. Therefore, using three sets of distinct measures—inflected versus derived, real words versus pseudowords, and contextual cues versus no contextual cues—Tighe and Schatschneider (2015) studied the construct and potential multidimensionality of morphological awareness in Adult Basic Education (ABE) students. The findings showed that morphological awareness dimensions differed depending on the tasks that were measured. For instance, while the real words and pseudowords tasks represented two distinct facets, the facets of inflectional and derivational tasks were not validated as distinct latent dimensions of morphological awareness.

A small number of studies have looked into how morphological awareness affects learners of English as a foreign language (EFL) or as a second language (ESL) when it comes to vocabulary acquisition. Schmitt and Meara (1997) found that there was a moderate correlation between morphological knowledge and lexical associative knowledge as well as lexical breadth. The study involved 95 Japanese middle and high school students and the relationships between vocabulary knowledge, morphological knowledge, and lexical associative knowledge.

Measurement errors overestimated the strength of the direct effect and underestimated the magnitude of the mediated effect, which is related to the methodological limitations in earlier studies (Hoyle and Kenny, 1999). The current study aims to explore the underlying mechanism between latent variables in structural modeling analysis, using the latent variable models, which are specified as the true measure of construct (MacKinnon, 2008), to improve the accuracy of mediated effect measurement.

11 Phonology

Understanding what and how language knowledge is acquired is the main objective of linguistics. Chomsky (2004) recently emphasized that knowledge of how a lexicon is constructed during acquisition and the appearance of lexical representations is crucial to comprehending what syntactic knowledge is. This is also true for phonology: understanding the evolution of the phonological system and phonological representations is crucial to comprehending phonological knowledge, assuming that phonology in childhood and adulthood is continuous.

Continuity assumes that there are finite differences between the languages of children and adults. Child language can only differ from adult language in the same ways that adult languages can differ from one another, according to the strong continuity hypothesis (Pinker 1984). A more limited interpretation of continuity would be the methodical manner in which kids progressively develop a phonological system (Jakobson 1941/1968). The majority of modern theories presume continuity.

Numerous studies conducted over the years have shed light on how phonology is learned. Every ten years, phonological theories evolved, and with them, the subject matter of acquisition studies. Children were expected to learn about morpheme structure conditions and the active phonological rules that connect surface forms to underlying forms in the 1970s. The emphasis in the 1980s was on the phonological representations that kids needed to learn. Determining the (ordering of the) constraints that define children's productions was the focus of child phonology in the 1990s (see Fikkert 2000; Kager et al. 2004 for an overview).

Another reason that has kept child language data from reaching a wider audience is the dearth of complex and exhaustive analyses of longitudinal databases and complementary experiments where databases do not provide enough information. Furthermore, in a set of child language data, the majority of studies focus on a single phenomenon, such as consonant harmony (e.g., Vihman 1978, Goad 1997, Pater & Werle 2003) or cluster reduction (e.g., Ohala 1996, Jongstra 2003).

Formal theories of phonology and phonological acquisition have not traditionally prioritized speech perception, but this is beginning to change (see, for example, Broe & Pierrehumbert 2000, Hume & Johnson 2001). There are two main trends driving the increasing interest in the function of phonology in perception. One is the present inclination to link phonetic grounding in perception and production—both in Hayes, Kirchner & Steriade (2004) and Davis, McNeilage & Matyear (2002)—with markedness. The second trend is a renewed emphasis on phonological representations, which act as a mediator between perception and production. The main concern here is the amount of detail that is stored in these representations.

Acquiring patterns have always been explained in large part by markedness. Markedness has historically been associated with typology: unmarked, early acquisition characterizes global languages. This theory holds that typology and acquisition are related in a manner similar to that of phylogeny and ontogeny (Jakobson 1941/1968). Marker constraints appear to exist in various forms, though. While some scholars contend that markedness constraints are

based in perception and articulation, others assume that markedness constraints are inherent and universal. These grounded limitations might apply to everyone. However, some perceive markedness constraints as lexicon-wide generalizations (Beckman & Edwards 2000, Pierrehumbert 2003, Fikkert & Levelt 2004). Therefore, divergent views regarding the genesis of markedness constraints account for a large portion of the diversity present in the field of phonological acquisition today.

The line separating competence from performance is irrelevant if limitations on performance are mirrored in the phonology, such as restrictions on perception and articulation. The extent to which production reflects linguistic competence rather than just performance limitations is a topic of great debate in the field. While psycholinguists frequently believe that perception reflects competence and that performance constraints obscure competence in production, linguists have traditionally assumed that competence is reflected in production.

11.1 Phonological acquisition in optimality theory

Currently, theories based on constraints capture formal phonological approaches to acquisition. Rule-based theories, such as those put forth in Chomsky & Halle's (1968) Sound Patterns of English (SPE), are fundamentally different from constraint-based theories, such as Optimality Theory, or OT (Prince & Smolensky 1993, papers in Kager et al. 2004).

Additionally, generalizations across the lexicon may give rise to constraints (Beckman & Edwards 2000, Pierrehumbert 2003, Fikkert & Levelt 2004). According to Pierrehumbert (2003) and Beckman & Edwards (2000), acquisition is influenced by target lexicon frequencies. Since frequency and "universal" markedness frequently work together to produce the same patterns, it generally appears difficult to distinguish between the two (Zamuner 2003, Zamuner et al. 2004).

A detailed investigation into the acquisition of place of articulation features was conducted by Fikkert & Levelt (2004). They discovered that during the initial phases of word learning, consonants and vowels shared locations for articulation features, with vowel features being more prevalent.

11.2 Phonological representations in the mental lexicon

Menn (1978) has proposed a two-lexicon model: one for production and one for perception. According to Menn & Matthei (1992: 218), the production lexicon contains "just the information required to keep the child's output words distinct from one another." Researchers have long assumed that early (stored) words are holistic or un(der)specified for a variety of reasons.

Only output forms may be limited in "classical" OT; input forms and underlying representations are unrestricted. In OT, there is not enough research on the subject of how phonological representations of words are kept in the mental lexicon. Acquisition studies in "classical" occupational therapy implicitly presume that the underlying phonological representation of words is fundamentally "adult-like" throughout the entire acquisition process.

Therefore, phonological differences alone account for the reason why children do not produce words in the same way as adults do.

This is a direct result of the "Lexicon Optimization" and "Richness of the Base" principles (Dinnsen et al., 2001; McCarthy & Prince, 1994), which state, respectively, that while any input is theoretically possible, input forms that match the output form are preferred and will be stored in the lexicon.

PART 2

12.1 The participants, instruments, and research methodologies

12.1.1 Methodology

When a person starts to learn something new about the world, it is important to pay attention to the details. Every time someone acquires a piece of information, he or she might interpret it in their own way. It is natural for a human being to be curious about how everything works and how to better understand the major concepts life is based upon. One such aspect is the language.

This study focuses on some of the linguistic elements, which are paramount to comprehend what language itself represents, namely, phonology and morphology. In this case, a survey was used to find out how do the English major students of the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education reflect on their level of proficiency in the abovementioned fields of linguistics. The questions are designed in such a way, that the surveyees are able to analyze themselves from a linguistic perspective, using self-reflection.

12.1.2 Planning the study

The main aim of the study is to define the greatest strengths as well as weaknesses of the students, in order to help them overcome the obstacles on their way to a successful language acquisition.

The key points of the research are:
- The year of the students' studies;
- The role of reflection on phonological and morphological skills;
- The dedication towards progressing further in their studies.

12.1.3 Participants

The main focus of the research was on the first and second course of the BA English major students in the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. The greatest influence on the research was made by the fact that the participants wanted to better understand what holds them back on

their way to being a better English language learner.

12.1.4 Research procedure

A survey was developed to provide some insight into the student's self-awareness considering linguistic development. The study was conducted between April 22- May 1 2024. The participants were given multiple days to complete the provided questionnaire, which also included links to the supplementary tasks—namely, a word formation task for the questionnaire's morphological portion and a YouTube video for its phonological portion—in

order to better comprehend the provided survey. There were 30 students in total, who gave feedback on behalf of the questionnaire in either Google Questionnaire or paper form. The questionnaire itself was anonymous.

13.1 Empirical research methods

The main idea of the empirical research was to describe the process of self-reflection on the linguistic proficiency of the students on a phonological and morphological level. The students' progress on the survey was closely monitored for an extended period of time in order to maintain a certain balance between the given questionnaire and the participants' comprehension of the task to receive more accurate feedback.

13.1.1 Questionnaire

The abovementioned questionnaire consists of 29 questions (15 phonological and 14 morphological) and is accompanied by additional material, that is, a YouTube video, and a word-building task, both of which are of B2 level. It contains mainly open-ended questions with only one closed-ended. In order to better understand the students' perspectives and provide a more accurate result, the questionnaire includes questions like "How" and "Why." It gives us a more thorough understanding of the topic and the situation that results from it.

## 14.1 Discussion and pedagogical implication of the results

14.1.1 Data analysis

Firstly, the students were inquired to interpret the content of the given YouTube video after listening to it. The following data was received: 10 students understood the content of the video completely, giving extensive answers and describing it in details. Another 12 students understood the key concept of the video, thus providing a less informative, but rather generalized understanding of the text. The remaining 8 participants seemed to have taken little interest in the task, only highlighting the very essence of the material.
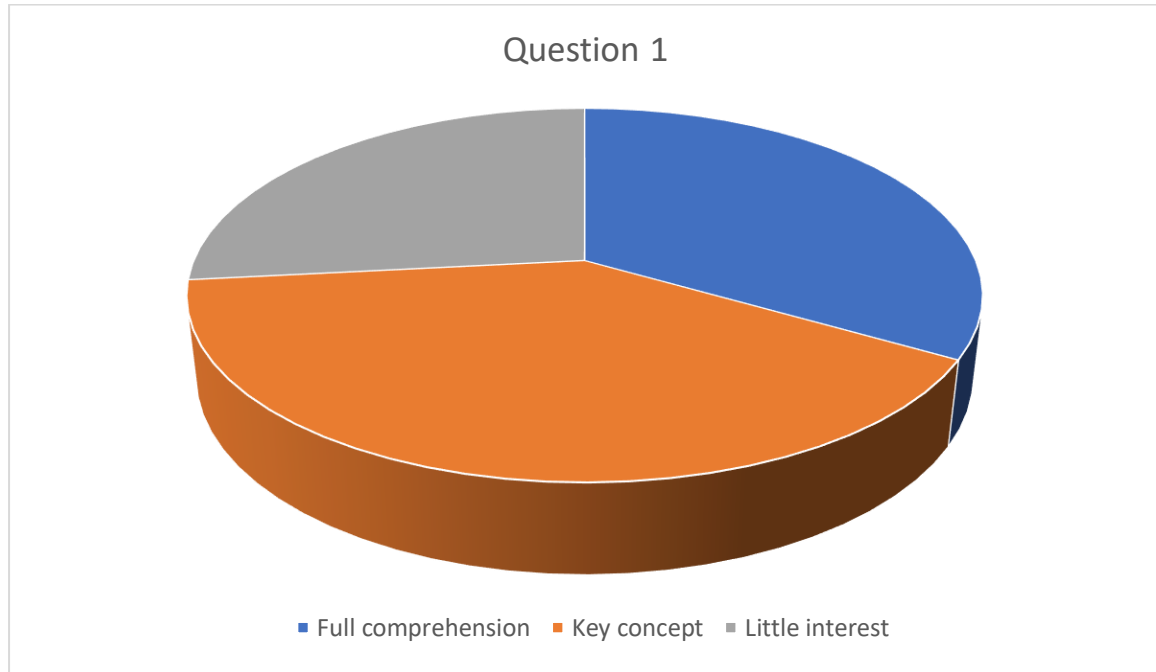
Judging from the results, the majority of the participants either entirely or partially understood the task and replied respectively. Nevertheless, there were certain individuals, who were either not too attentive or keen on carefully studying the video. As a result, the latter gave a quick, but rather vague response. There are many factors that indicate the students' level of motivation towards self-reflection in this particular case. Firstly, as the results show, 73 % of the respondents willingly studied the given material to find out for themselves how good their listening skills are, as well as their level of phonological awareness. To interpret the video correctly, they needed to listen closely to what the speaker said. Moreover, there was a great chance of putting their phonological skills to the test by reflecting on what was being told. For example, identifying if there is any rhyming or alliteration, blending sounds into words or vice versa.

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The second question was aimed at revealing the respondents' initial thoughts regarding the recording, when they first listened to it. The results show that 19 students found it to be very informative and interesting, 8 students wished they could visit the place mentioned to experience all the mentioned possibilities. The remaining 3 participants listened to the text, but were not interested in it, thus putting little effort to it and gave short answers.
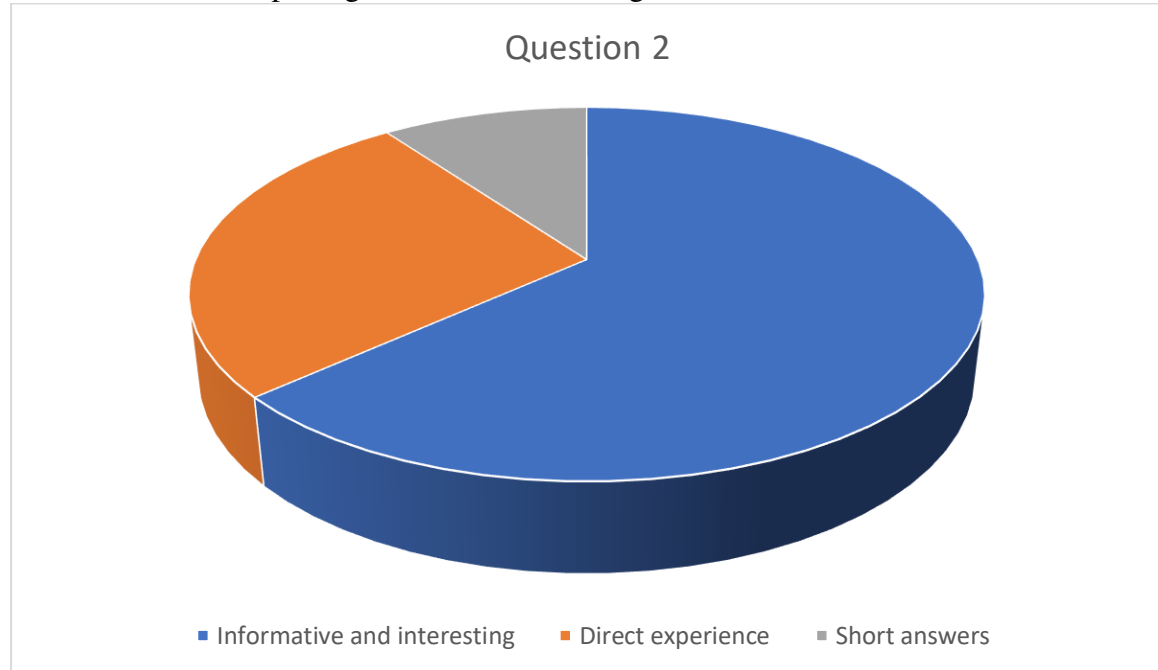
This is another reflective question, which aims at understanding how the participants felt when first listening to the video material. It is crucial to identify the way the students think in order to understand their phonological issues. According to the students, this particular question had a mostly positive effect on them without any boring monotonous text. This statement is supported by the fact that the surveyees enjoyed their participation and gladly reflected on the given topic. Furthermore, the students highlighted the spectacular landscapes of Great Britain, which points to their enthusiastic view and their desire to visit this place as a future goal. As for the phonological part, the respondents could easily differentiate between the native speaker's English and their own, pointing out certain differences, such as ambiguities in sounds and words, which they sometimes misspelled in their answers. Even so, this part of the survey managed to catch their attention and reflect on their mistakes in phonology.

The third question concerns the clarity of pronunciation of the abovementioned text. The majority of the students (25) understood the bulk of the text with a few exceptions. Five students, however, were having difficulties with understanding the pronunciation of some words and they had to check on them on the internet.
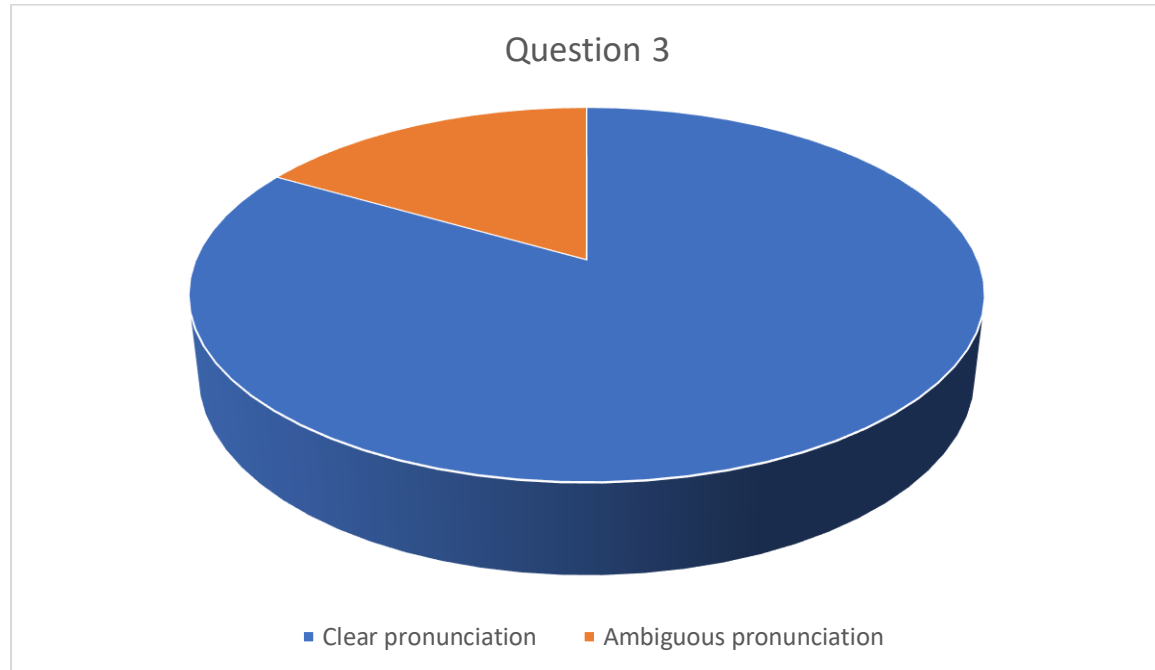
The aim of this question is to reveal any ambiguities in understanding a B2 level English text, using a listening task. Most of the students coped with the task fairly easily. In spite of some misunderstandings, which were later clarified, the text can be considered clear and understandable regarding pronunciation. It also helps the students recognize and correct their mistakes by reflecting on the task at hand. In addition, the process of reflection aids them in understanding how to sound more natural in an English-speaking country, so that everyone can understand a non-native speaker. There are some rare cases, when people of different nationalities cannot understand each other due to their differences in adapting to a new language. The non-natives usually have their accents, thus creating difficulties in cross-cultural communication.

Question 4: Did you encounter some difficulties while listening to the video? If yes, what exactly?

In general, the bigger half of the participants (17) managed to go through the text without any difficulties at all. Eleven students reported that the major difficulty was with the pace of storytelling (too slow or too fast), resulting in having to concentrate more on the subject or even rewind and replay the video. Also, two respondents mentioned that it was hard to keep up with all the facts and numbers, because the given video contained plenty of information about the county of Cumbria in England and the Lake District National Park.
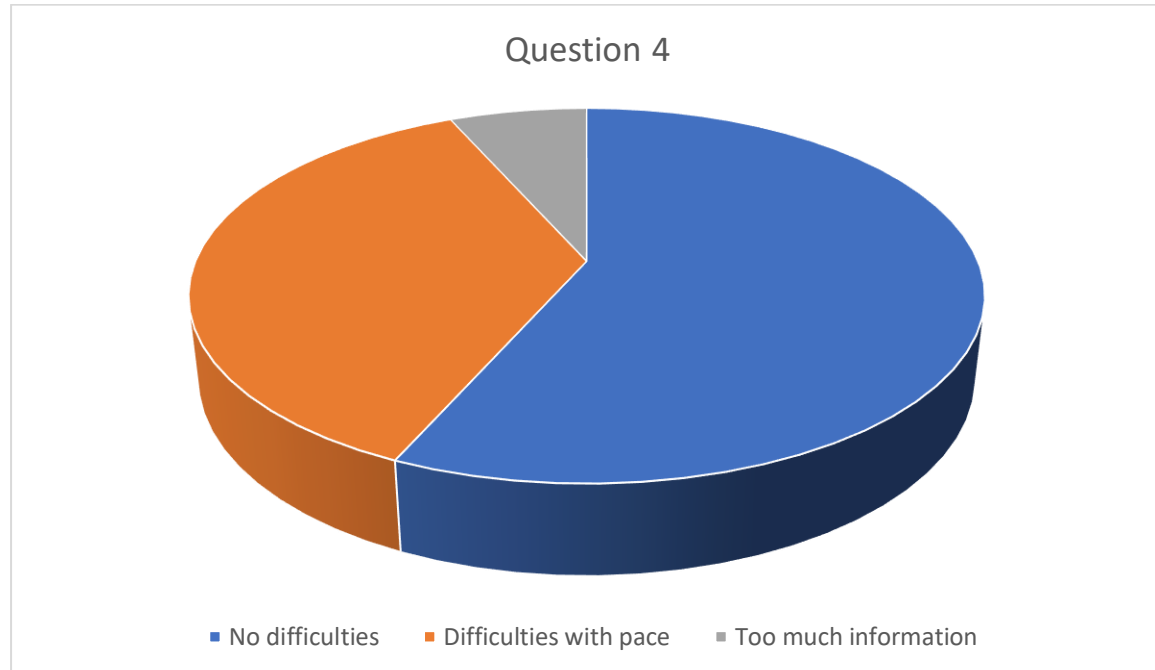

The results indicate that a 57% of the participants had no trouble with completing the task. Another 37% could not keep up or lost their focus because of the speed, at which the information was spread. Besides, two students considered the data given too large and, according to them, "it was hard to keep up."

The main idea of this question lies in understanding the way respondents reflected on their ability to process and filter information. It is very important to see the differences between similar sounds and words. Several cases point at the students being unable to break apart a word into syllables or making new words from common chunks.

Question 5: In your opinion, does the local students' pronunciation in your educational institution differ a lot from that of the given one? How?

According to the survey, 20 respondents think the native speaker's English differs from the students' understanding of English in the institution. Another 10 learners consider their English similar to the native one.
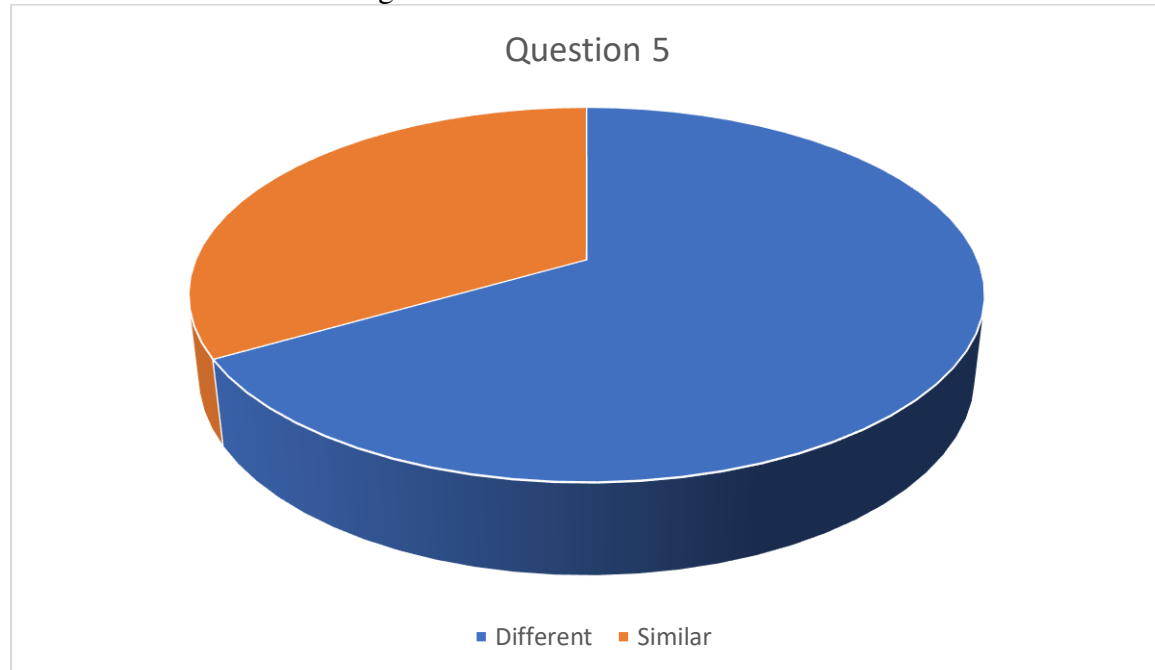
The majority of the students speaks with an accent. It is mainly because English is not their mother tongue. During the years this situation clarifies. The communication between the students affects their linguistic relationship, hence they reflect on the mistakes and take future notes to avoid them. The teachers during the lessons try to teach the students a certain pattern to follow when it comes to phonology, which means understanding the difference between terms like organization and function of sounds, as well as their structure. These notions are linked to certain rules. Students, who manage to communicate via the internet, have the opportunity to make friends with native speakers and listen more closely to how they create sound patterns.

Question 6: Did you like the author's pronunciation of the given text? Why? Why not?

Almost everybody liked the author's pronunciation (27 students). However, there were 3 students, who had problems with pronunciation and failed to fully comprehend the content of the video.
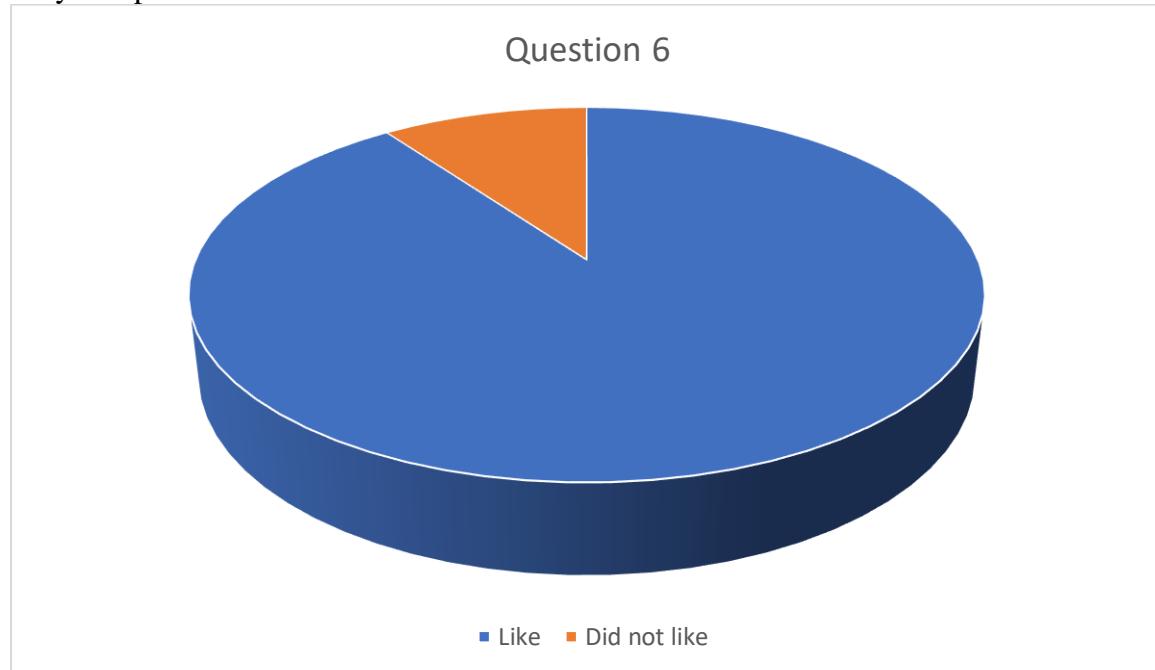
The text was easy to understand. After listening to the video, the majority of the students had positive attitudes towards the information in it. The words were clear. Most of the participants needed no help at all, due to dealing with it on the first try. The text was analysed and the feedback was constructive. The respondents even discussed the previously heard material to check whether they understood it correctly and did not leave out anything important. Despite the fact that the majority of the students coped with the task with relative ease, some of them had to repeatedly listen to the text. In such cases, the learners may require the teacher's help in order to clarify some matters of great importance, including the explanation of the rules, phonology is based on.

Question 7: Were there any words, the pronunciation of which was unclear? Twenty-six students understood the pronunciation in the given text perfectly. Four of them had problems with the names of the landmark, because they were not familiar with them. Even though the names are widespread, further information was required.
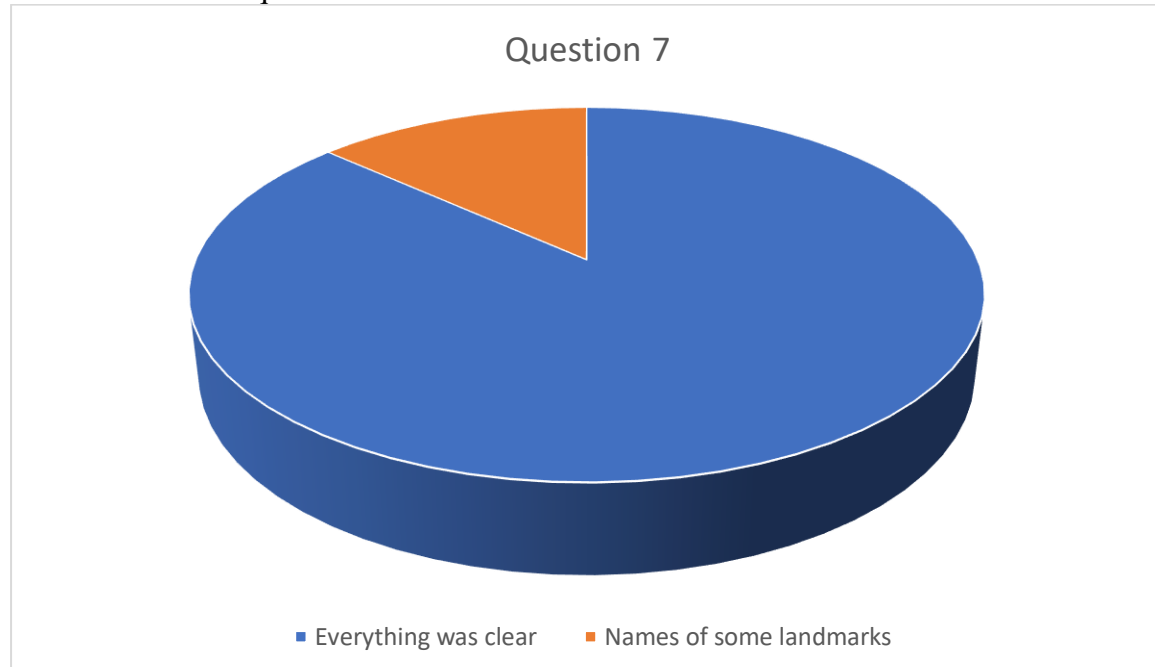
Data shows that the students were able to get acquainted with the landmarks and attractions of the District of Cumbria. The creator of the video made sure its content is understandable for practically everyone. The clarity of the text was essential for the local pupils to avoid any ambiguities. Different students interpreted the information differently, according to their level of linguistic competence. In order for the students to better understand the main idea, incorporated in the text, it was divided into several sections. The English pronunciation of non-native speakers depends on the local attractions and landmarks. To solve the issue of ambiguity in pronunciation, the students searched for the right one on the internet. Hence, they were able to enhance the level of their proficiency.

Question 8: Do you reflect on your own pronunciation? If yes, does it help you in self-improvement?

Twenty participants both reflect and correct their own pronunciation, while 10 of them believes it to be unnecessary, being confident in the correctness of their own pronunciation.
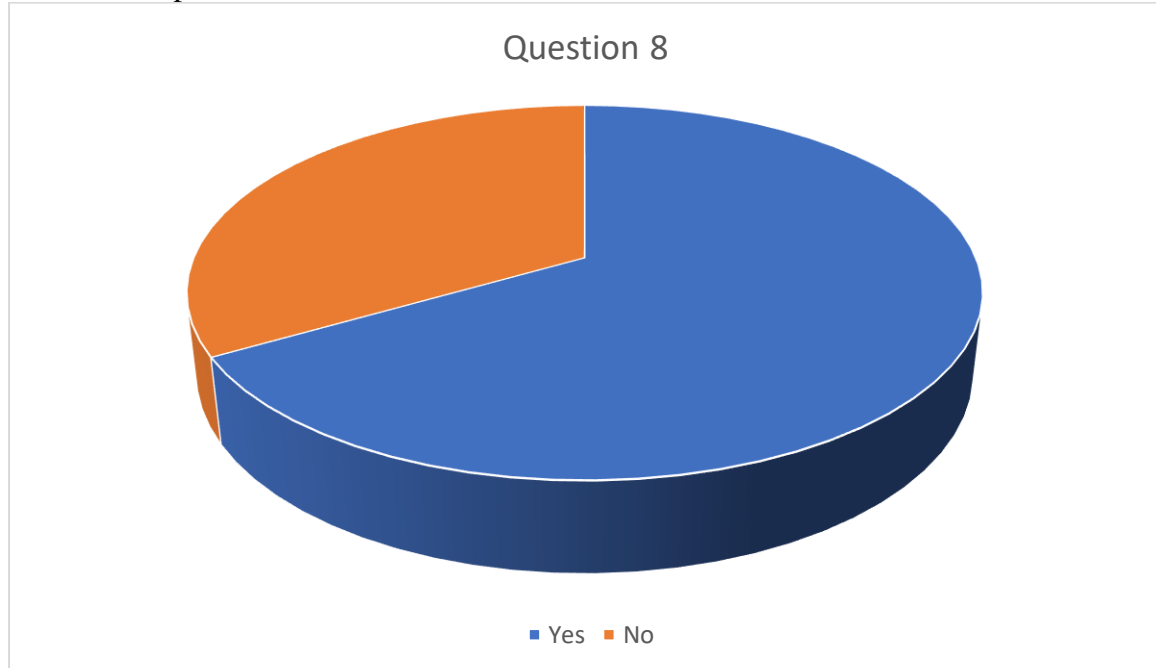
The bigger part of the students seems to conduct self-analysis. For their pronunciation to improve, the respondents need a lot of practice by reading a text out loud and even retell orally what was being told earlier to filter through their mistakes and correct them as a result. The survey showed that the students are self-reliant and thus know how to critically evaluate the data they are presented with. For that they will definitely need additional help, because their English level is not sophisticated enough. If the students succeed in identifying their mistakes or the teacher leads them towards it, then the next time they encounter such a problem, they will not be needing any additional aid. There is a need for years of practice for the skill to be mastered. Both the teachers and the books offer great assistance in contributing to perfect the skills the students already possess.

Question 9: Does your classmates' pronunciation affect yours?
According to the feedback, 28 surveyees do not consider themselves to be affected by their classmates' pronunciation, whilst 2 participants sometimes adapt to the accents of their classmates.
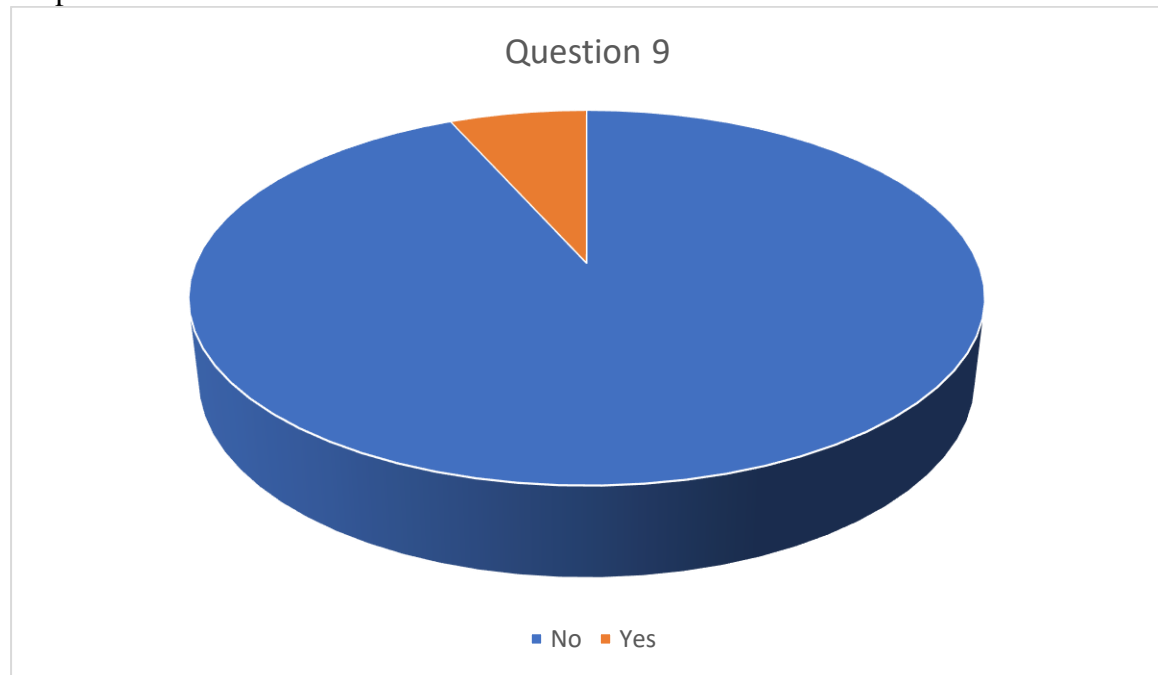

The level of linguistic competence of the students in this area is high enough not to be affected by others, because their preparedness and previous experience in school provides them with all the means necessary to form their inner world. They are given the basics for practically every occasion. Consequently, they do not require adapting to anyone, since they already know how to act in any situation.

On the other hand, those, who have a lower level of proficiency try to adapt to those, who have a deeper knowledge of the area, namely, phonology to acquire the missing pieces of information and to fulfil their lack of knowledge in that particular area.

Question 10: Do you reflect on other's pronunciation and correct them if necessary?

In accord with the survey feedback, 23 students do not think error correction is crucial, while 7 students believe it to be rather effective for avoiding mistakes in the future.
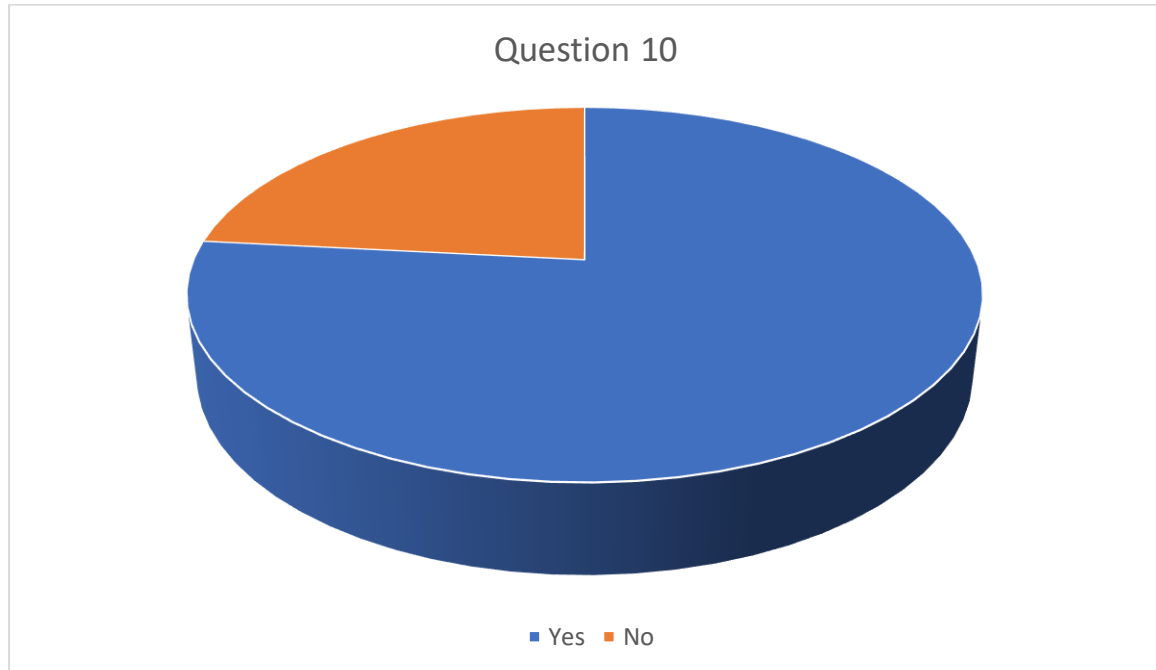
The students communicate with each other, thus their pronunciation is greatly improved. They are not bothered with correcting the other person's mistakes when it comes to pronunciation. However, there are cases, when the learner is aware of his mistakes and asks the fellow pupils to help him out. In the everyday speech the language learners do not require any correction. This is mainly because they learn to understand the meaning behind the text. Throughout the communication process certain students are more attentive than the others and help them by correcting their mistakes. Although it is not always appropriate, since not everyone likes to be corrected all the time. The level of proficiency of the student is high enough to avoid being corrected by their classmates.

Question 11: How do you identify areas where you need to improve your pronunciation?
Nineteen students deal with the question at hand with the help of the teacher by asking for feedback. Six students replied that they try to solve the problem on their own, whereas five students do not see the problem in it at all.
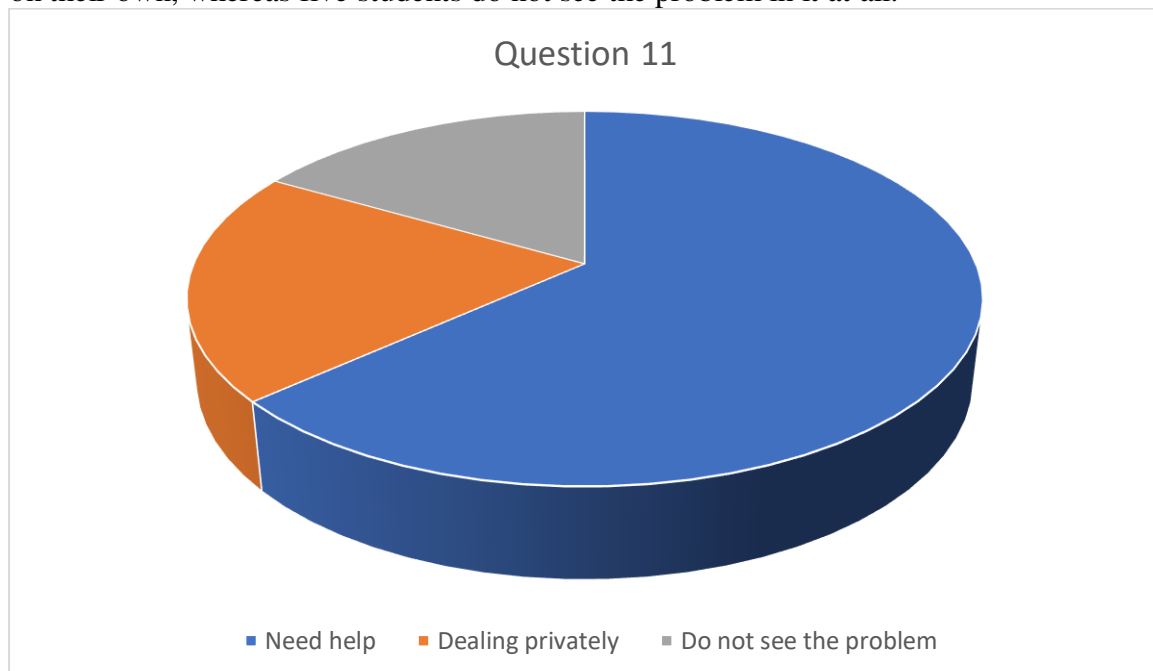
In this particular case the students turn to the internet for help. Since the internet is a huge database, it is the perfect means for identifying and correcting mistakes. The various YouTube videos are a great source for proper pronunciation. In spite of the teachers trying to show the most appealing way for the best skills in phonological awareness, like rhyming, segmenting and blending, the little time the lessons are being held makes it impossible for the student to progress fairly quickly. For that particular reason, one of the best ways is to make connections abroad and spare some time for a chat to see all the errors the student is making and to even ask for advices on how to pronounce the unknown words properly. However, there are learners who receive a high level of education, granting them the chance to advance to the next level of their journey. There is also the opposite case, when someone just does not have any linguistic incline, which makes it more complicated for that person to achieve great success in the field of linguistics.

Question 12: Are you aware of your pronunciation mistakes? If yes, can you correct them immediately?

Twenty-five participants are aware of their pronunciation mistakes and correct them almost immediately. Five participants do not take into consideration those mistakes, skipping them.
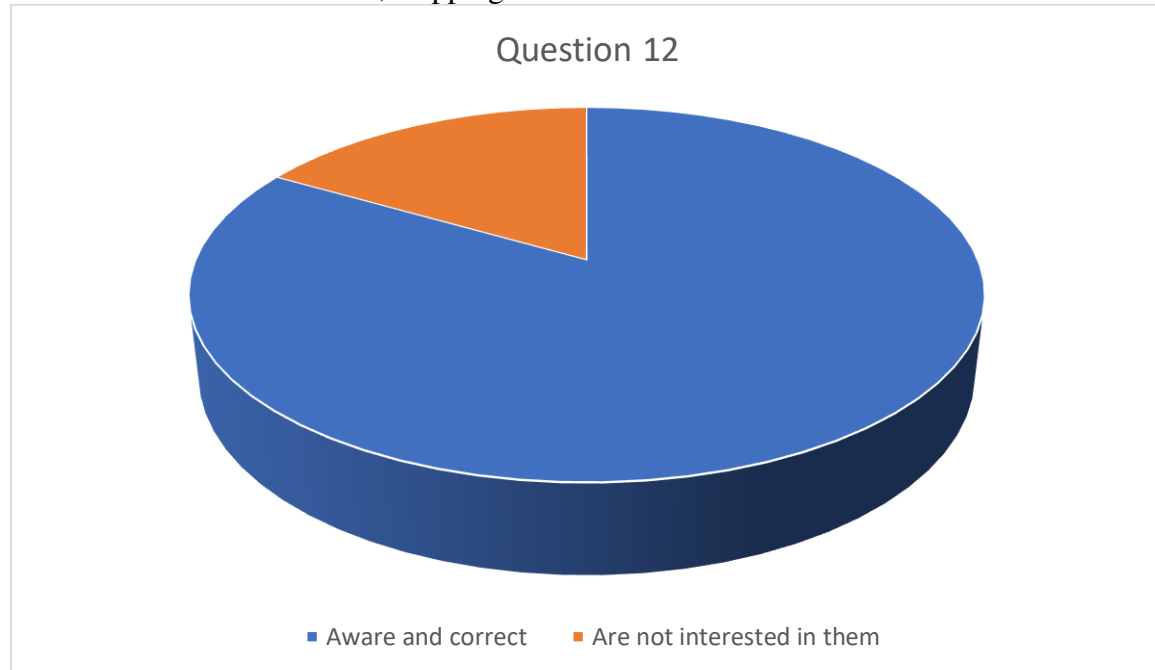
The students are well-prepared and that is why they can filter their own mistakes. Sometimes, however, the need for the teacher's help arises, who points out their mistakes and corrects them, explaining how to act properly. To avoid mispronunciation, a lot of practice is advised. The institutions create syllabuses in a way that helps the learners make progress. The cooperation of the tutor and student leads to a problem-solving method, which facilitates the learning process. Different conferences and presentations assist the learners in paying attention to details when speaking.

Question 13: Can recording yourself speaking help you improve your pronunciation?

The responses to that question indicate that 27 students record himself and only 3 do not consider it a good idea.
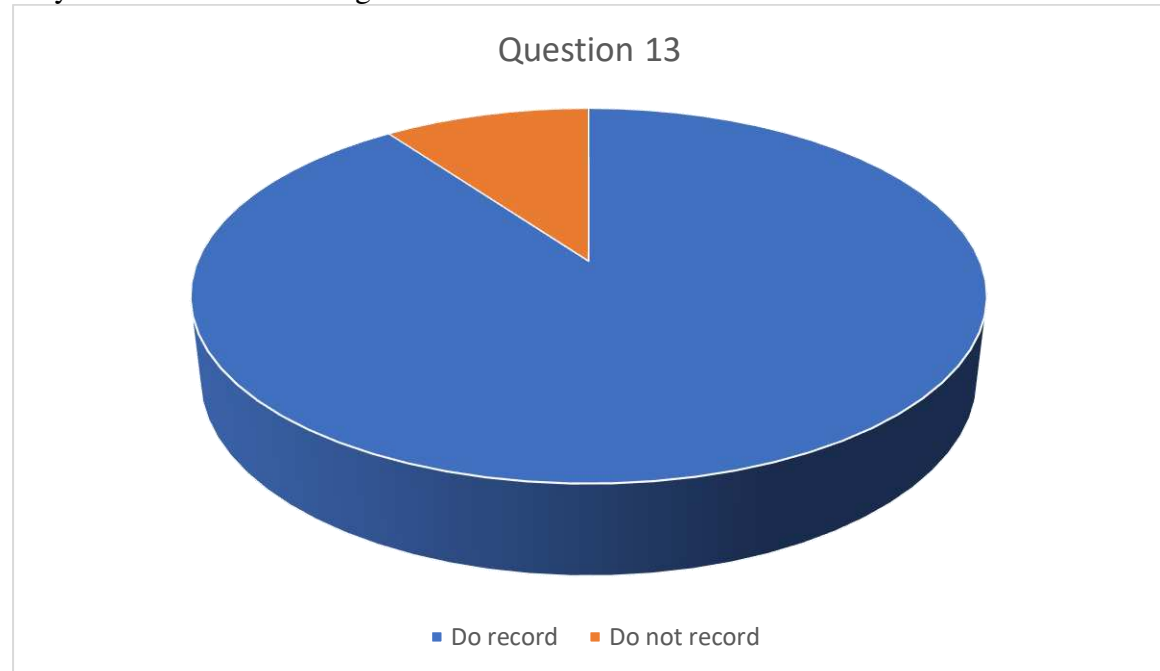
Technology plays an important role in the students' life. It is a tool for language learning. They utilize these tools with great joy. It plays an important role, especially in the given question, because it aids the learners in pronunciation skill improvement. The students record their own speech which reflects their own knowledge. It is then revealed how good they really are at what they have learned. Although this method is not always effective, they give the recording to each other for multiple points of view, making the analysis of the given pronunciation more objective.

Question 14: Does it help to improve if you ask a teacher to listen to your recording and give you feedback?

Twenty-eight students approved the help of the teacher, whereas two students disapproved.


Question 14

■ Yes ■ No
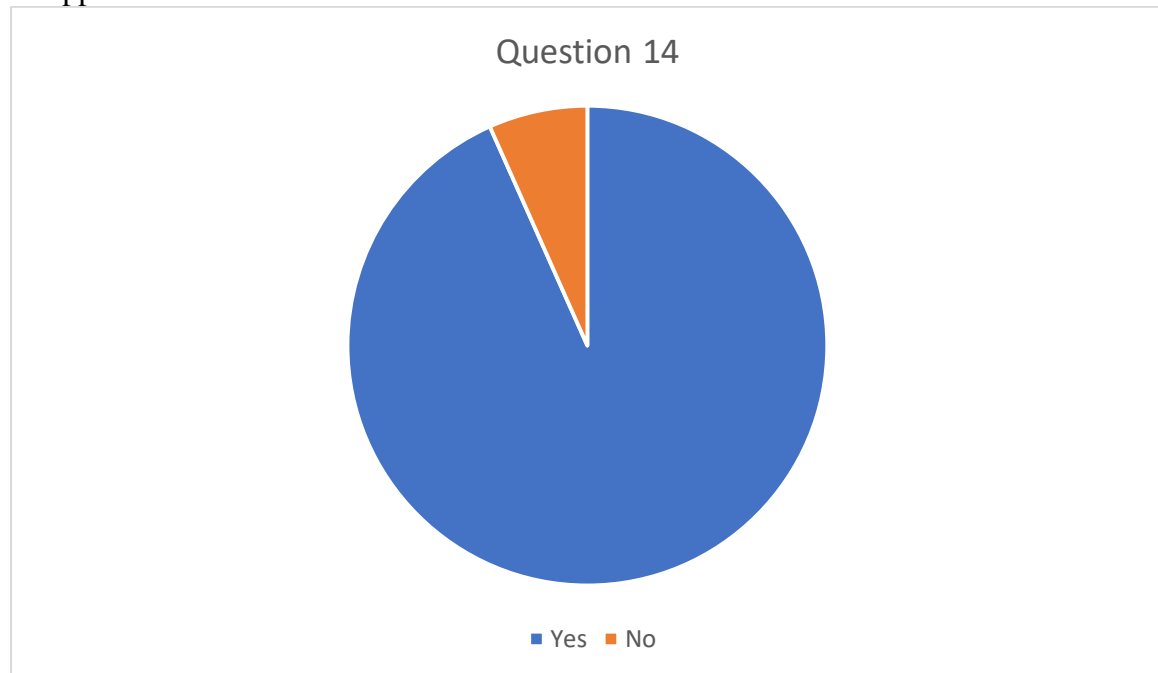
Many students are self-reliant, that is why he or she tries to deal with the given material on their own, but it is not good in the long run. As a result, the aid of the teacher is much needed. Different tutors help their pupils in shaping their future as a linguist. A trusting relationship develops when the teacher and the student cooperate. That is why the learners seek help from the teacher, because this person is considered to be trustworthy by their students. The recordings being made are discussed with the teacher, who highlights the mistakes that are to be corrected. They also explain the rules, which apply to a particular case. Notes are also taken to further avoid mistakes on that ground in the future.

There are students, who do not believe in the importance of consulting with a teacher and these issues become long-lasting, which backfires in the nearest future.

Question 15: Reflecting on your own language use, you can develop your linguistic knowledge and skills. Do you agree?

According to the answers, all 30 participants replied that they do agree with the abovementioned statement.
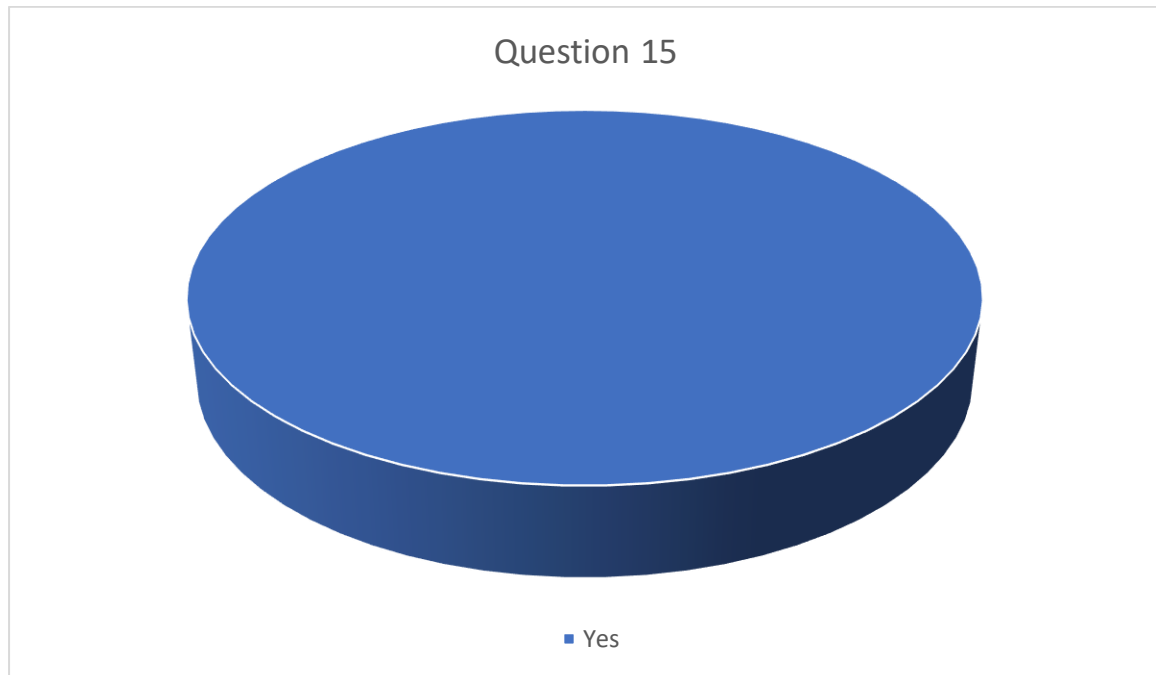
The students write module tests, where their level of linguistic competence is revealed. These tests reflect the results, the students achieved in the field of linguistics. The majority of the students reflect on their progress and even correct their mistakes by default. As time goes, the students learn from their mistakes and avoid them as a result. This is the key importance of reflection- to see the error of one's ways

Question 16: How can you use reflection to develop your own linguistic knowledge and skills?

Fourteen students highlighted the importance of learning from mistakes and sixteen students replied that reflection is good for identifying the strengths and weaknesses in language use.
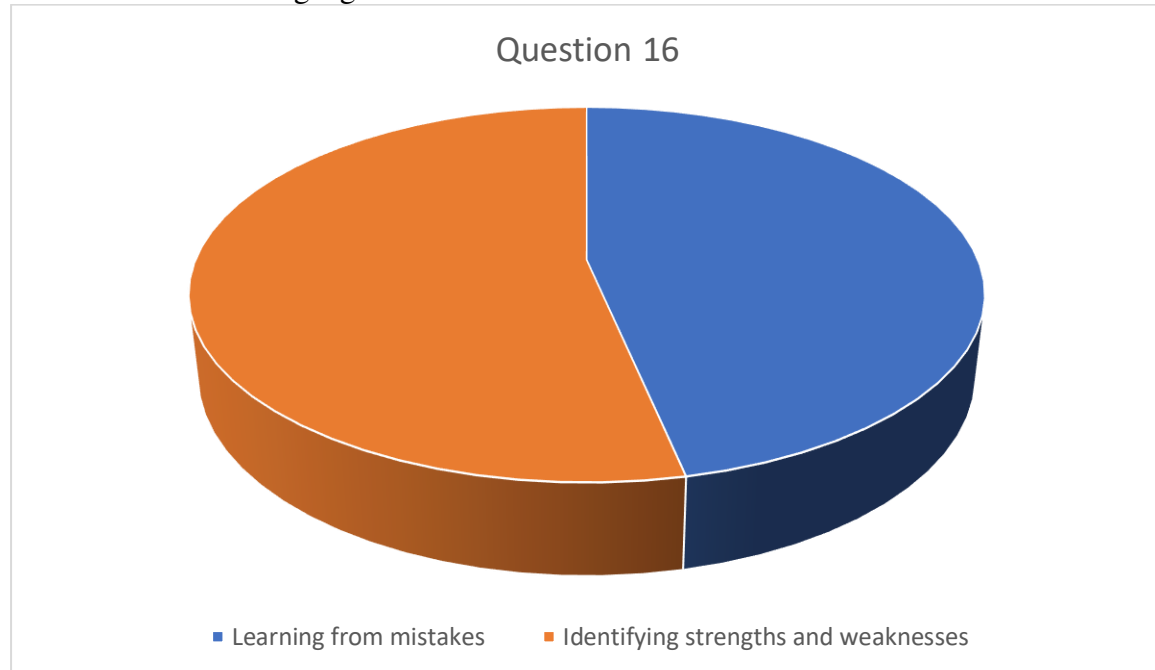

Each student deals with acquiring the required knowledge and skills. For each of them it is individual. The learners have their own definition of morphology, based on their background knowledge of the subject. The first course starts with the more elementary subjects, while the second course is more advanced in that way, have already being through some basic subjects. The students gradually proceed in their quest to learn morphology. Consequently, all the previously acquired material has a positive impact on their future. The better they learn the structure of the sentences, the more advanced their knowledge will regarding their future. The structure of the sentences directly impacts on the level of knowledge of the individual.

Question 17: How can you use reflection to identify and address gaps in your own linguistic knowledge?

Twenty-one students agreed on using reflection as a means of self-assessment for identifying mistakes. Nine students believed that feedback is paramount in reaching a deeper understanding of someone's mistakes.
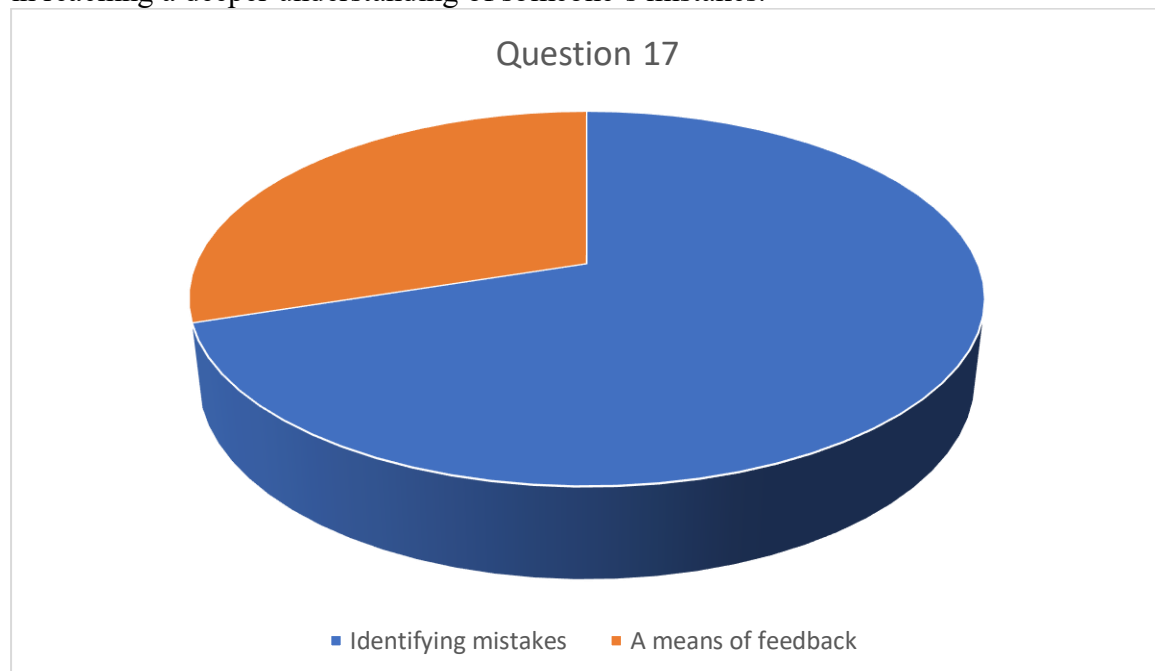
Reflection indicates the way the students are headed to. In order to correct their mistakes, the learners must reflect on their past experiences. It sometimes occurs that they forget about a mistake and start making it all over again. A person who wants to reflect on the past experience has to save a piece of information about it to create a particular material for future references. Every student holds onto a certain learning strategy, but it is not always efficient. That is why the teacher's help is unavoidable, as well as some forums with the relevant information to help the learner overcome the obstacle he is currently facing.

Question 18: How can language learners use reflection to develop their own linguistic knowledge in areas such as pronunciation and grammar?

Fifteen students tried to record their pronunciation and another fifteen tried to set goals for both the phonological and grammatical part.
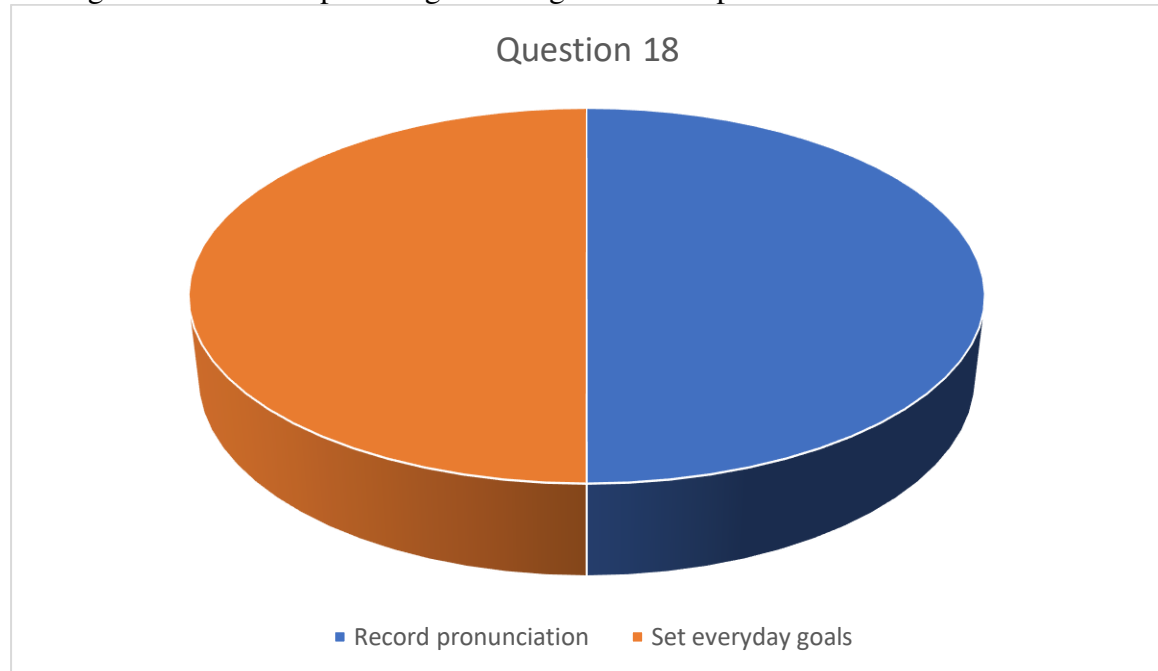
The majority of the students take notes during the lessons. It is important because the content of the material is huge and it is impossible to keep everything in mind. Even though the teacher explains the material the best way possible, additional reading materials are required. In order for the student to succeed, he or she needs to take notes on an individual basis, meaning the material in their copybooks are written in an understandable manner especially for them. More time is needed for the teacher to be able to cover the whole material, otherwise, it will not be enough and the students will most likely have additional questions regarding the topic. There are also mistakes unnoticeable at first and revealed after a certain time span. This is why, according to the students, it is beneficial to set a goal that will create a chain reaction on the way to the top.

Question 19: How would you define phonology and morphology and what role do they play in language development?

Twenty-six students consider phonology and morphology to be of utmost importance and four of them think of those branches as non-essential.
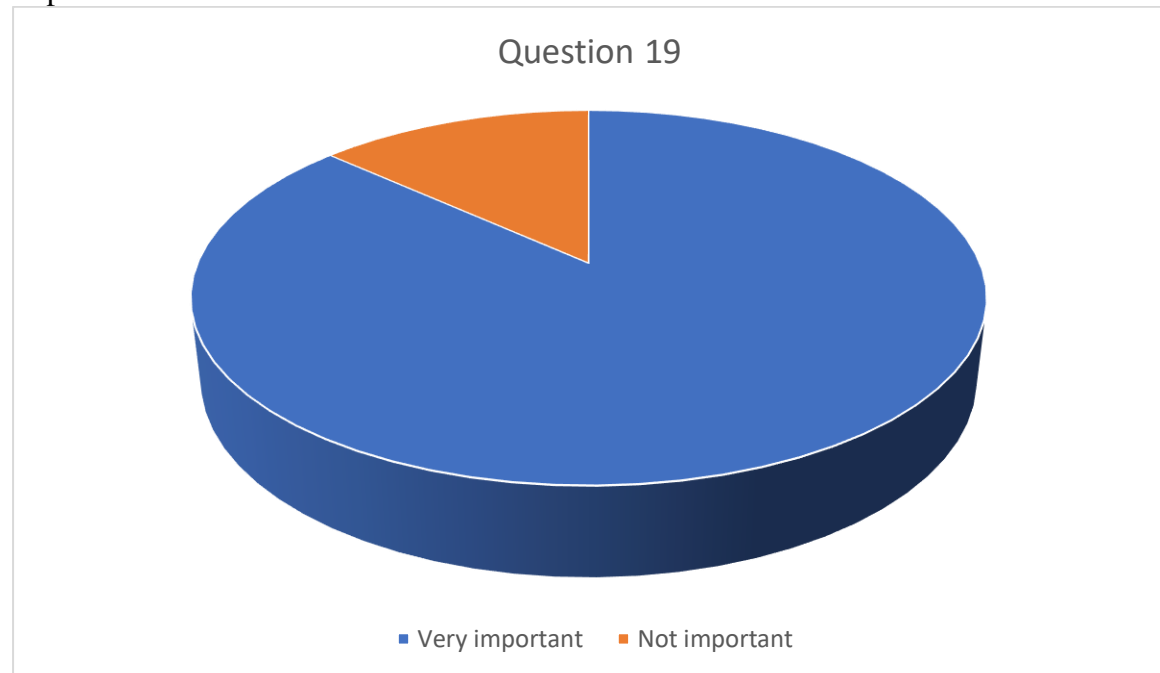
The study of language's sound system, including the distribution, inventory, and rules for sound combination and pronunciation, is known as phonology. The study of word structure and the principles behind word formation is known as morphology. They both have important functions in the evolution of language. The study of sounds is known as phonology, while the study of words is known as morphology. Since they are necessary for communication, they have a significant impact. Within the field of linguistics, phonology examines the sounds produced by human speech. A branch of linguistics called morphology examines the composition and structure of words. Mastering phonological concepts is essential to being a fluent writer, reader, and speaker. Expanding our vocabulary, comprehending intricate grammatical structures, and improving our written and spoken communication are all made possible by morphology. While morphology focuses on word structure and supports language development, phonology investigates sound patterns.

Question 20: Reflect on a specific instance when you encountered challenges in understanding phonological or morphological concepts. How did you overcome these challenges?

Twenty-five students encountered world-building issues, while another five had no such instances.

Question 20

■ Word-building issues ■ No instances
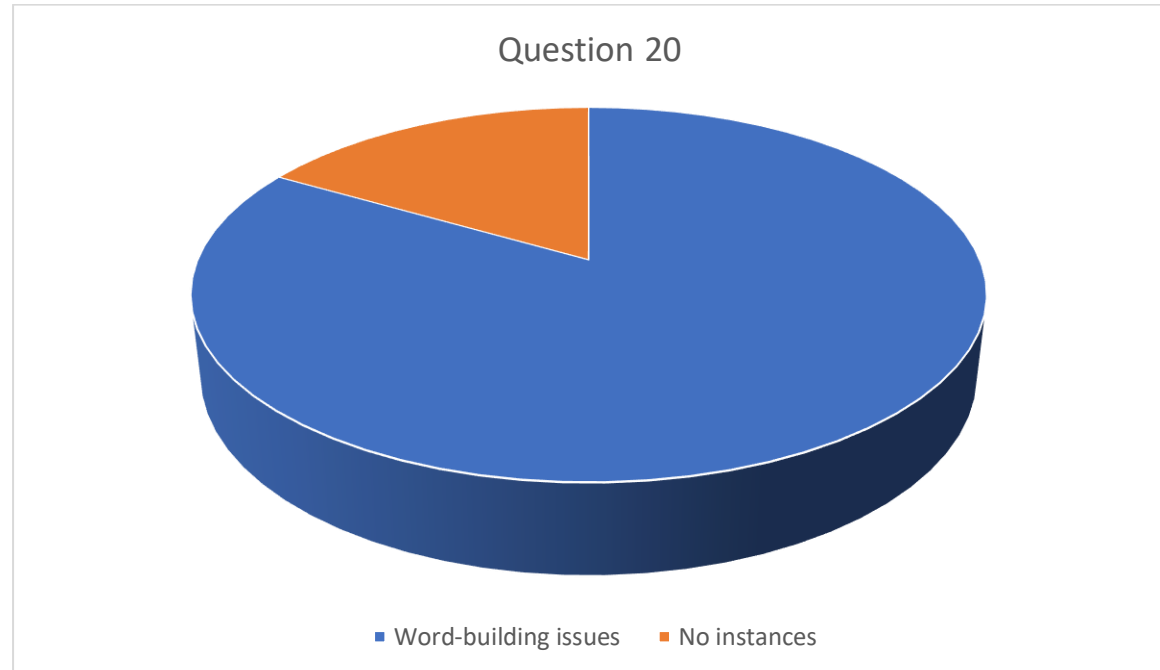
Phonology and morphology are the basics of any language. Without them it is impossible to create words and sentences. Sometimes it was difficult for the students to tell the difference in pronunciation between this and these and only after hearing some sentences did they manage to understand it.

Question 21: Did you overcome these challenges on your own or required the help of another student/teacher?

According to the survey, fifteen students coped with the challenge with the help of a teacher/another student, fourteen- on their own, and one with the help of the internet.
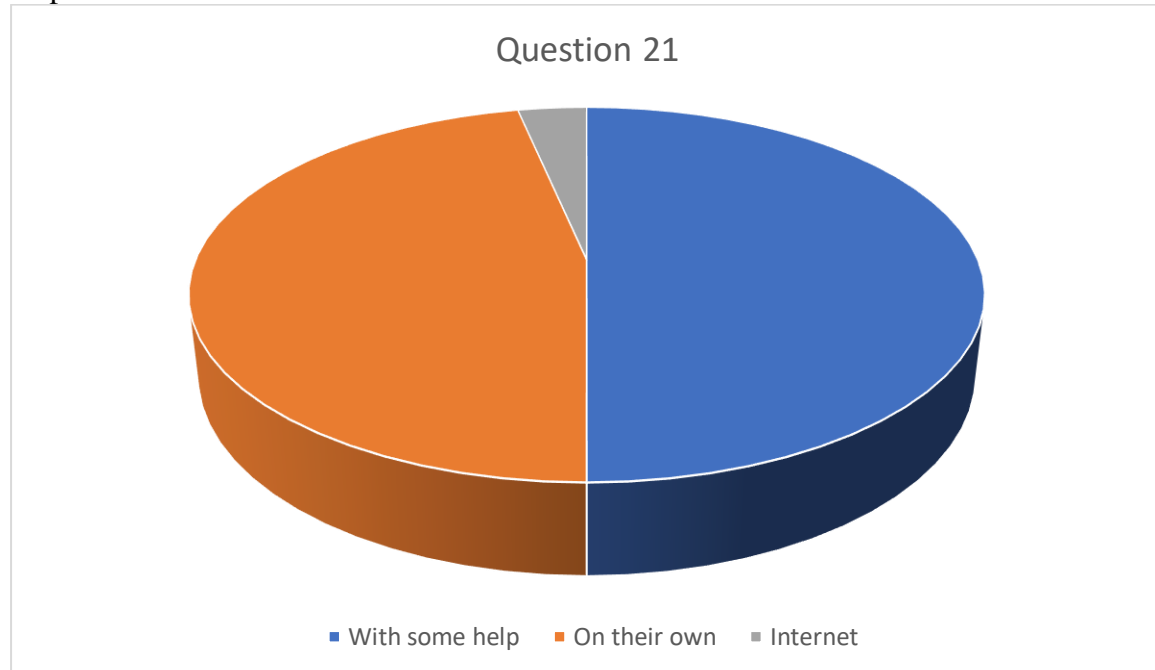
The students are dealing well with learning the rules on their own, but sometimes there is a need for assistance from their peers or the teacher. The teachers guide the students to choose the right path on their way to success. The phonological and morphological rules are quite difficult and learning them requires a sufficient amount of time. The internet holds a lot of information on any topic, but only a small part of it is relevant when it comes to accuracy. The students must learn how to filter the necessary information. For this, a communication link has to be established between the peers or, if it fails, the student should ask the teacher for help. Books are the most accurate source of information, because they contain mostly accurate information with a few exceptions.

Question 22: In your opinion, can the general rules of word-building help in choosing the correct form of the word?

Twenty-eight respondents base their knowledge on rules, while two of them considered rules to be of secondary importance.
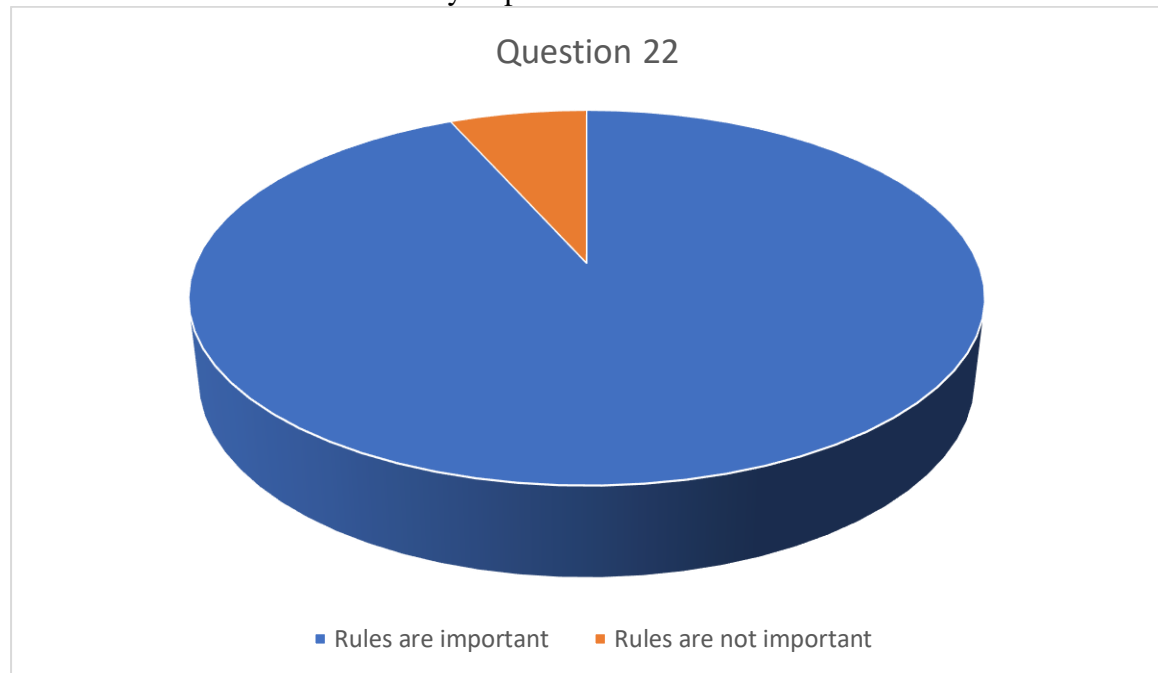
Every language is built upon principles, without which it is impossible to construct a word and, consequently, a sentence. Words consist of sounds, letters, syllables. It is an undeniable part of a language regarding word-building. The students are being taught both phonology and morphology beginning with secondary schools, which help them in further understanding the fundamental pillars a language is based on. To delve deeper into the notion of phonology and morphology, the students practice different exercises, focusing on a particular level of linguistic competence. These tasks help them better understand the essence of the rules. By completing the tasks, they are practicing self-assessment, and by avoiding or correcting mistakes- self-realization.

Question 23: Can you describe a personal that significantly contributed to your understanding of phonological or morphological principles?

Twenty-two students relied on real life experiences, such as camping with native speakers. Four of the participants did not have any experience, three students described recordings they had been listening to and one particular respondent mentioned studying phonology and morphology at the College.
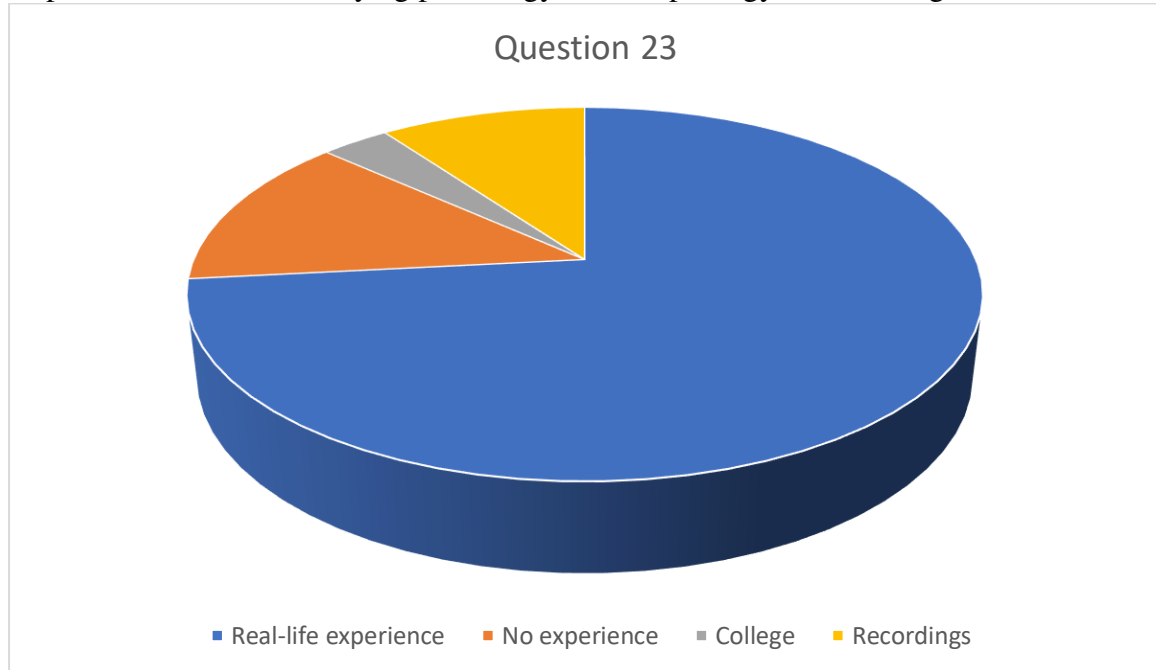
The research shows that each person has an individual approach to learning phonology or morphology, depending on their level of proficiency. This level is based on the knowledge they receive in schools. There are dozens of exceptions in the grammar of any language. It does not always come easy. The wrong choice of a letter can entirely change the meaning of the word. For example, the words "cream" and "dream", which show the complete change of meaning. There are some cases, when the students get the unique chance of going to a summer camp, meeting native speakers and practicing their phonological and morphological skills.

Question 24: What is the best means of learning for you when it comes to morphology: the teacher, books, videos, movies, cinema, internet sources etc.?

All thirty participants tend to use all the abovementioned help depending on the situation.
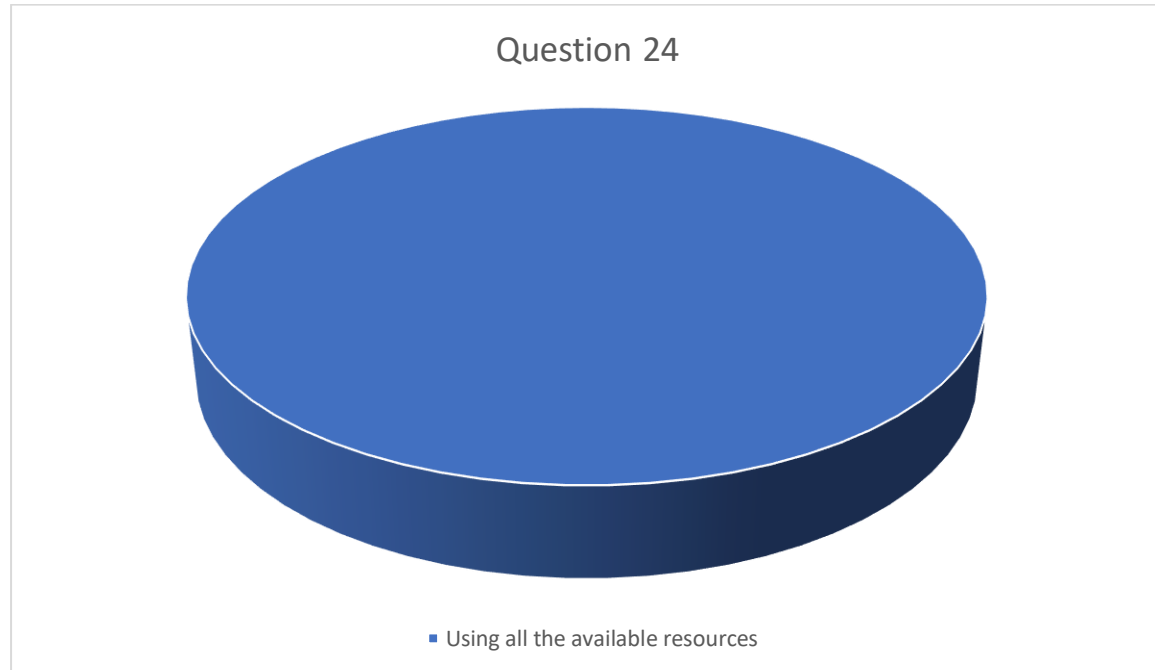
The students are using all the available resources in order to perfect their skills and knowledge in linguistics. First and foremost, they use books, which provide them with the basic principles as well as the teacher, who conveys the information to the students. Second of all, videos and movies can greatly improve the level of linguistic competence, because they are joyful and even entertaining, which further fuels the motivation of the student to learn more about the language. Last but not least, the internet provides a person with practically infinite amount of knowledge, however, the information is not always reliable and can often lead to confusions. It is important to know how to filter information, so that the search proves to be fruitful. Nevertheless, the best way to succeed is to ask a more experienced person (student/parent/teacher) to help in sorting out the unnecessary data.

Question 25: How do you believe reflection aids in the comprehension and application of morphological theories?

The results of the survey show that the majority of the students (18) consider reflection to be a means to return to past experiences and analyze them closely to change the way they used to think about linguistic theories. The other students (12) think that reflection helps learners grasp morphological theories by encouraging them to engage deeply with concepts or analyze language use for patterns.

Question 25

- Analyzing past experiences
- Encouragement in deeper exploration
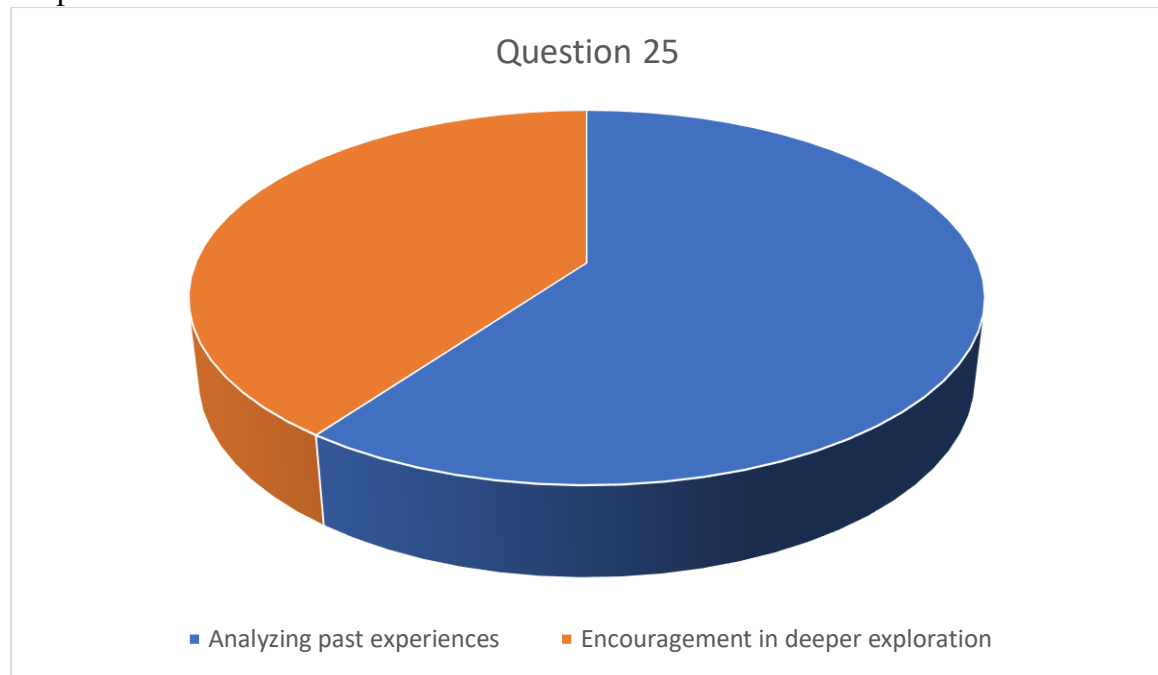
Reflection allows individuals to revisit and analyze their learning experiences. Practices encourage learners to bridge the gap between theory and real-world application. It also fosters awareness of the limitations and challenges associated with morphological theories. By encouraging students to interact closely with ideas or look for patterns in language use, reflection aids students in understanding morphological concepts.

Question 26: How do you think technology has influenced the study and understanding of phonology and morphology, and how does it facilitate reflective learning?

Twenty students believe that technology makes the information about language more accessible to the public. Ten students think that technology offers tools for studying phonology and morphology, supporting reflective learning.
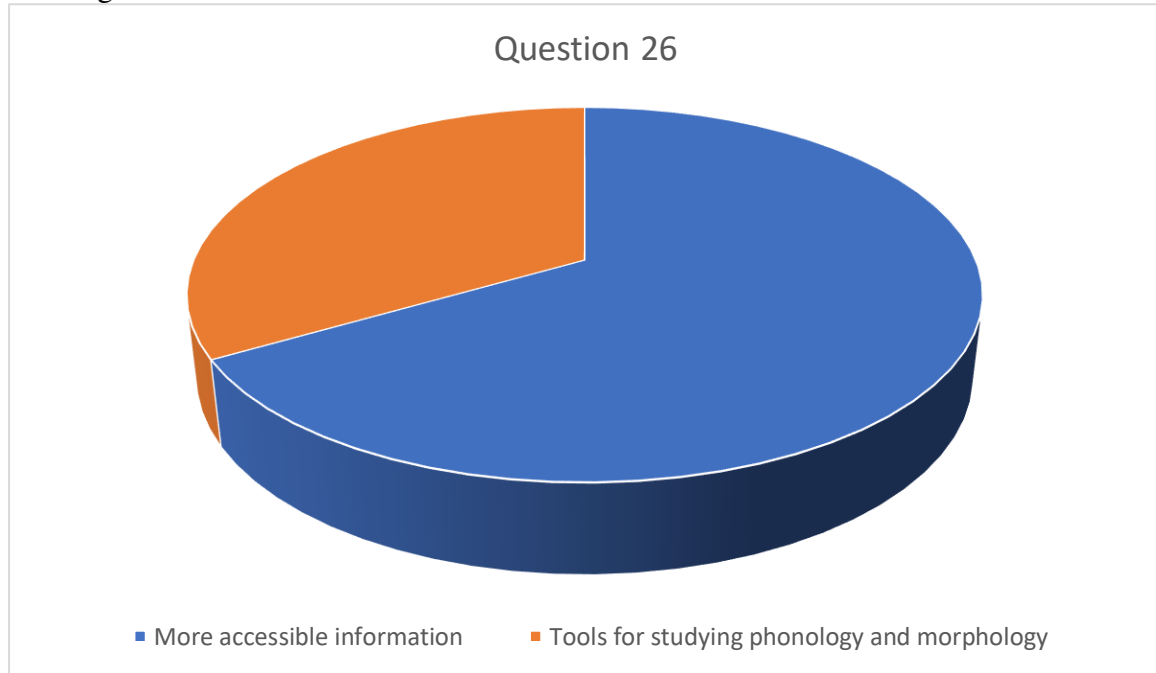
Technology enables linguists to collect and analyze large datasets of spoken and written language more efficiently than ever before. Visualization tools help linguists illustrate complex phonological and morphological concepts, making them more accessible to learners. Technology plays a crucial role in language education, offering interactive software and online resources that support phonological and morphological learning. Today students are able to listen to native speakers and watch English content online. Online native speakers can give feedback to the students.

Question 27: In what ways does reflecting on one's own language experiences contribute to a deeper understanding of phonological and morphological structures?

The research results show that 50% of the participants focused on recurring patterns in both phonology and morphology, and 50% on learning from past mistakes.

Question 27

■ Recurring patterns   ■ Learning from past mistakes
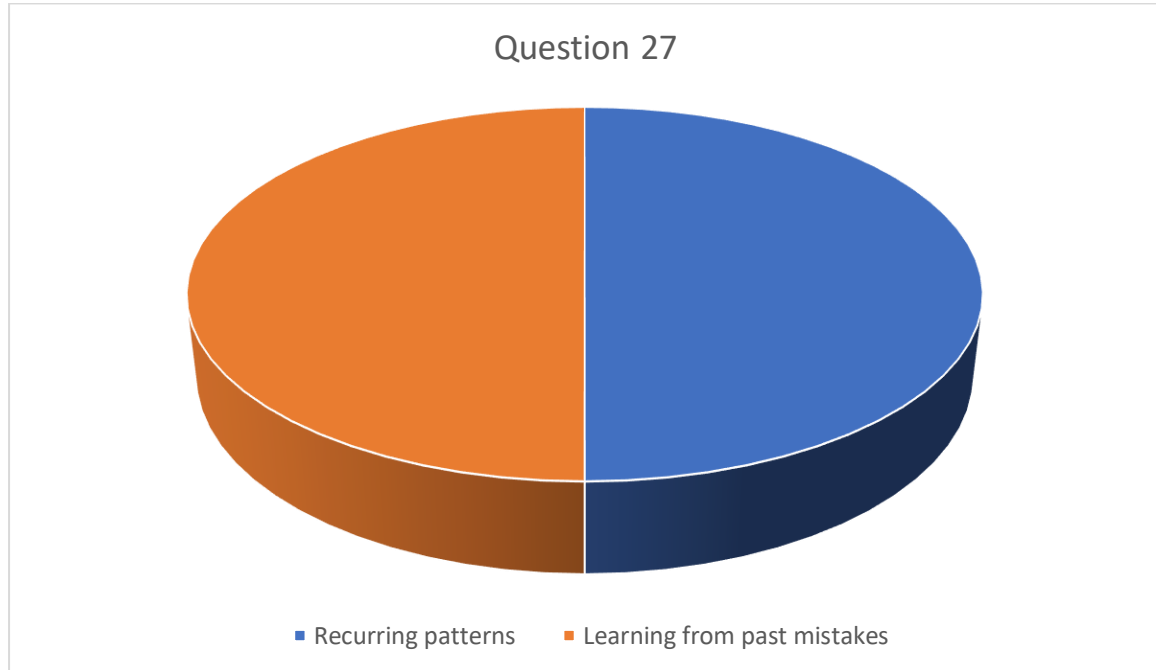
By looking back on past experiences one can find a recurring pattern in how vowels are pronounced and formed. Moreover, linking the theoretical background with practical use may prove beneficial by enhancing linguistic awareness in general.

Question 28: Why do you think reflecting on what we've learned is important for understanding phonology and morphology?

According to the results, 12 students think that reflection helps in using the language correctly, avoiding mistakes in the future. Another 14 participants believe that reflection is crucial in identifying the major weaknesses and strength in both phonology and morphology. Also, 4 respondents consider reflection to be instrumental in having a deeper insight in the language itself.

Question 28

■ Correct use of language ■ Identify major strength and weaknesses
■ Having a deeper insight into language
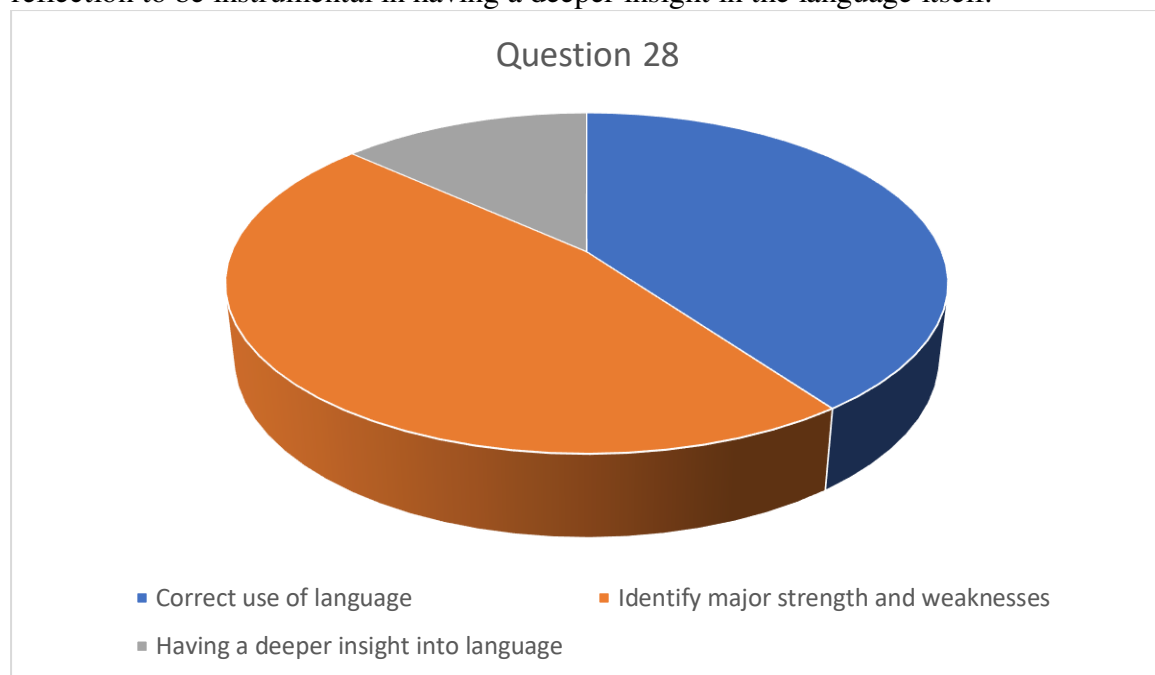
Reflecting on what we've learned helps solidify the concepts in our minds. Through reflection we can identify these patterns more clearly, which aids in recognizing linguistic structures and predicting how words are formed and pronounced. It prompts us to consider how we can apply what we've learned in real-world contexts. It often involves integrating with what we already know about language.

One can better internalize the things learnt by thinking back on what has been studied. The patterns can be more easily recognized through reflection, which helps with language structure recognition and word formation and pronunciation prediction. It encourages to think about how can the knowledge, gained in practical situations be used. It frequently entails incorporating what is already understood about the language.

Question 29: Can you explain what phonology and morphology are and how they help us understand language better?

The replies from the participants indicate that both morphology and phonology are fundamental parts of the language. Twenty-one students believe that both phonology and morphology contribute to better understanding language itself. Nine participants stated that knowing the main rules of sound and word formation can help express ourselves easier.

Question 29

■ Better language comprehention   ■ Easier self-expression
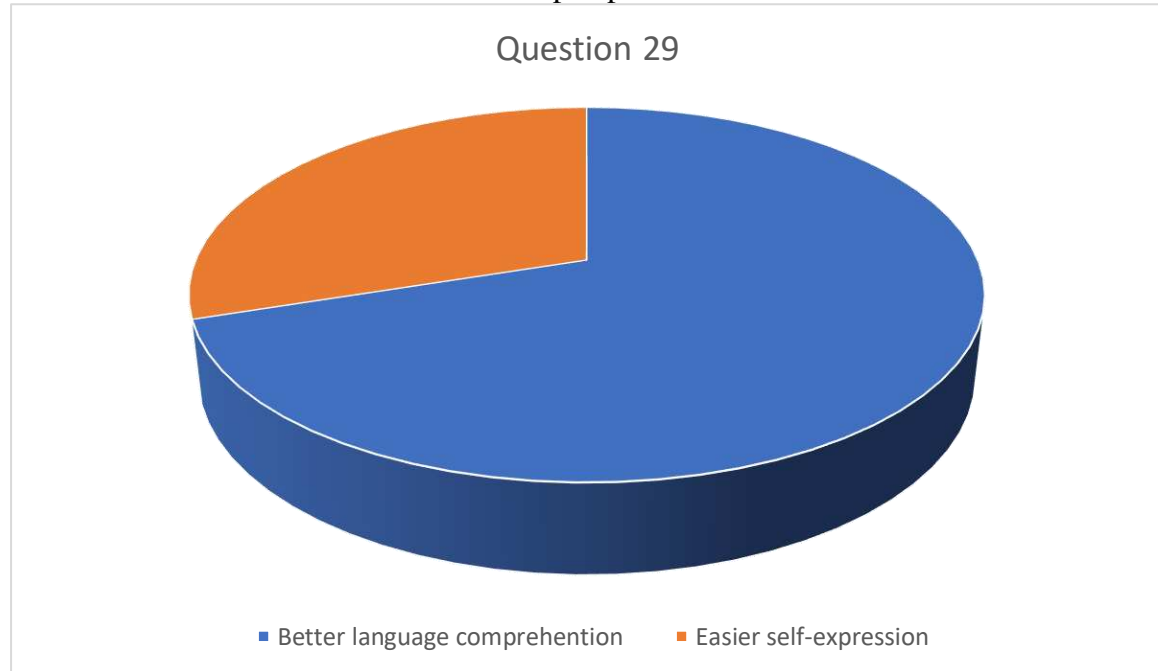
Phonology deals with the study of the sound patterns of a language; focuses on phonemes, which are the smallest units of sounds that can distinguish meaning in a language; investigates phonological rules and processes, such as assimilation, insertion, deletion, and vowel harmony; analyze and predict sound patterns in speech, identify accents or dialects. Morphology is the study of the internal structure of words and bow they are formed; analyzes the rules and processes involved in word formation, including affixation, compounding and derivation; explores morphological typology; analyze the structure and meaning of words in different languages. Both provide insights into the fundamental building blocks of language - sounds and words - and how they are organized and used to communicate meaning.

CONCLUSION

This thesis incorporates the possible solutions for becoming a successful English language learner, particularly, in the areas of phonology and morphology with the help of reflection. The main idea of the paper is to show the different angles of the student's perception of the world through the prism of linguistics. For this to happen, a questionnaire was created, with some additional material to motivate the students' devotion to self-development. The study itself consists of two main parts.

The first part deals with the literary overview of the topic of reflection and its impact on the phonological and morphological learning process.

The second part describes the practical part of the thesis, featuring the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education's first and second course English major students as the subject of the study. Since the younger generation is just starting out on its educational journey, the theme of reflection is extremely pertinent. It is crucial to consider their phonological and morphological abilities. The teacher's role is also mentioned as a valuable asset to create the necessary atmosphere for the students to be able to express themselves more freely and effectively.

As the results show, not everyone was satisfied with their achievements in the area of phonology and morphology. Each field of linguistics appeared to be way more than it seemed at first. That is why the students were struggling mostly with either the phonological or morphological part of the questionnaire. Judging from the results of the questionnaire, those, who were involved, presented various solutions for the recurring problems in the abovementioned areas. In addition, they were not always interested in the topic of reflection, because, as it turns out, not all of them reflect on the material they study. However, the students tried to use various methods to advance in their studies and find the proper way to achieve their goal-becoming a successful English language learner.

To sum up, it is worth mentioning that this paper presents reflection in a positive way. Due to the fact that by analyzing our past, present and possible future, we will be able to draw conclusions from our mistakes and perfect ourselves to such an extent, that it may prove beneficial for future generations, who might encounter some of those obstacles. The human mind is always searching for a way out of different unpleasant situations. This statement is also relevant in the field of linguistics. Different theories have been developed throughout history. Some of them more effective, some-less. Nonetheless, a linguist should be open to the newest opportunities, the world provides him with.

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РЕЗЮМЕ

У цій дипломній роботі розглядаються можливі шляхи успішного вивчення англійської мови, зокрема, у сфері фонології та морфології, за допомогою рефлексії.

Основна ідея роботи полягає в тому, щоб показати різні кути сприйняття світу студентом через призму лінгвістики. Для цього було створено опитувальник з додатковим матеріалом, який мотивує студентів до саморозвитку. Саме дослідження складається з двох основних частин.

Перша частина присвячена літературному огляду теми рефлексії та її впливу на процес фонологічного та морфологічного навчання.

У другій частині описується практична частина дипломної роботи, об'єктом якої є студенти першого та другого курсів англійського відділення Закарпатського угорського вищого педагогічного коледжу ім. Ференца Ракоці II, які вивчають англійську мову. Оскільки молоде покоління тільки починає свій освітній шлях, тема рефлексії є надзвичайно актуальною. Важливо враховувати їхні фонологічні та морфологічні здібності. Роль вчителя також згадується як цінний актив у створенні необхідної атмосфери для того, щоб учні могли більш вільно та ефективно висловлювати свої думки.

Як показують результати, не всі були задоволені своїми досягненнями в галузі фонології та морфології.

Кожна галузь мовознавства виявилася набагато складнішою, ніж здавалося на перший погляд. Тому найбільше труднощів студенти відчували або з фонологічною, або з морфологічною частиною опитувальника. Судячи з результатів анкетування, ті, хто брав участь в опитуванні, пропонували різні варіанти вирішення проблем, що виникали у вищезгаданих галузях, але не завжди були зацікавлені в тому, щоб їх вирішити. Крім того, їх не завжди цікавила тема рефлексії, адже, як з'ясувалося, не всі вони рефлексують над матеріалом, який вивчають. Проте студенти намагалися використовувати різні методи, щоб просунутися в навчанні та знайти правильний шлях до досягнення своєї мети - стати успішним учнем англійської мови.

Підсумовуючи, варто зазначити, що в цій роботі рефлексія представлена в позитивному ключі. Адже, аналізуючи своє минуле, теперішнє та можливе майбутнє, ми зможемо зробити висновки зі своїх помилок та вдосконалити себе настільки, що це може виявитися корисним для майбутніх поколінь, які можуть зіткнутися з деякими з цих перешкод. Людський розум завжди шукає вихід з різних неприємних ситуацій. Це твердження є актуальним і в галузі лінгвістики. Протягом історії були розроблені різні теорії. Деякі з них більш ефективні, деякі - менш. Тим не менш, лінгвіст повинен бути відкритим до новітніх можливостей, які надає йому світ.

APPENDIX 1

Phonology questions

1. After listening to the text, how did you interpret what was being told?
2. What were your initial thoughts, when listening to it?
3. Was the pronunciation clear and understandable for you?
4. Did you encounter some difficulties while listening to it? If yes, what exactly?
5. In your opinion, does the local students' pronunciation in your educational institution differ a lot from that of the given one? How?
6. Did you like the author's pronunciation of the given text? Why? Why not?
7. Were there any words, the pronunciation of which was unclear?
8. Do you reflect on your own pronunciation? If yes, does it help you in self-improvement?
9. Does your classmates' pronunciation affect yours?
10. Do you reflect on other's pronunciation and correct them if necessary?
11. How do you identify areas where you need to improve your pronunciation?
12. Are you aware of your pronunciation mistakes? If yes, can you correct them immediately?
13. Can recording yourself speaking help you improve your pronunciation?
14. Does it help you improve if you ask a teacher to listen to your recording and give you feedback?
15. Reflecting on you own language use, you can develop your linguistic knowledge and skills. Do you agree?

Morphology questions

1. How can you use reflection to develop your own linguistic knowledge and skills?
2. How can you use reflection to identify and address gaps in your own linguistic knowledge?
3. How can language learners use reflection to develop their own linguistic knowledge in areas such as pronunciation and grammar?
4. How would you define phonology and morphology, and what role do they play in language development?
5. Reflect on a specific instance when you encountered challenges in understanding phonological or morphological concepts. How did you overcome these challenges?
6. Did you overcome these challenges on your own or required the help of another student/teacher?
7. In your opinion, can the general rules of word-building help in choosing the correct form of the word?
8. Can you describe a personal experience that significantly contributed to your understanding of phonological or morphological principles?

9. What is the best means of learning for you when it comes to morphology: the teacher, books, videos, movies, cinema, internet sources etc?

10. How do you believe reflection aids in the comprehension and application of morphological theories?

11. How do you think technology has influenced the study and understanding of phonology and morphology, and how does it facilitate reflective learning?

12. In what ways does reflecting on one's own language experiences contribute to a deeper understanding of phonological and morphological structures?

13. Why do you think reflecting on what we've learned is important for understanding phonology and morphology?

14. Can you explain what phonology and morphology are and how they help us understand language better?

APPENDIX 2

Every county in England has something different to offer. Some have coastlines, others have historical landmarks and national parks. Each country of the United Kingdom; England, Scotland, Wales and Northern Ireland all have their own counties

One of the reasons England was split into counties was to make it easier for the government to rule. Another important reason was to retain political borders.

Most counties in England still have the same name as they did many hundreds of years ago! The current counties have been in place since 1972.

Today, we'll focus on the county of Cumbria.

When most people think of England they think of London, Oxford, Cambridge and, maybe, Manchester, but there are many diverse and wonderful parts of the county.

Cumbria is most well-known for the Lake District. The capital of Cumbria is Carlisle. Carlisle is relatively small and has around 70,000 residents. Around 500,000 people live in Cumbria in the northwest of England.

According to the Lake District Official website, The National Park is England's largest and covers a huge 2,362 square kilometers! That's 912 square miles. It is 58 kilometers or 36 miles wide from west to east and is 64 km or 40 miles from north to south.

The Lake District has lots of different mountains. People travel from across the globe to hike up them. Two of the highest are Scafell Pike at 978 meters which is 3,210 feet and Scafell at 964 meters or 3,162 feet.

Aside from mountains, The Lake District is, of course, also full of lakes! Some of the largest and most famous are Windermere at 14,8 square kilometers, Ullswater, at 8.9 square kilometers and Derwentwater at 5.5 square kilometers.

Woodland covers 12% of the National Park and 9,500 hectares are owned or managed by the Forestry Commission. You're bound to see lots of wonderful wildlife. In England, Red Squirrels are now a rarity, but you might be lucky enough to spot one at the Lakes.

According to the Office for National Statistics, in 2018, 40,478 people lived within the boundaries of the National Park. That's a population density per square mile (approximately) of only 18. There are a total of 24,511 dwellings. Of these, 24% are holiday homes.

One thing you must know about the Lake District is that it rains a lot. According to the Met Office, the average annual rainfall is reported to be in excess of 2,000 millimeters. However, this does vary by location.

It's important if you visit the Lake District that you plan ahead and pack the right things. The weather can change quickly so always make sure you have waterproof clothes, water, and some snacks. Additionally, you'll need a map and charges for your devices.

If you have a dog, it must always be kept on its lead and if you want to have a picnic, that's fine as long as you take away all your rubbish with you. Barbecues are strictly forbidden.

If you ever visit the Lake District, here are some things to try:

Take a cruise on Lake Windemere. It's the most well-known and popular lake, but it's well worth a trip! If you do visit, we recommend getting there early and to avoid the summer months when the Lakes are crowded with tourists.

If you enjoy the works of Beatrix Potter, you can visit Hilltop. After she passed away, she left the house and gardens to the National Trust and now it is open to visit. Like with Lake Windemere, try and get there early.

Finally, we recommend a trip to Keswick. This small town has a host of attractions, including the wonderful "Theatre by the Lake" as well as shops, cafes, and a host of other attractions.

URL 1: https://www.youtube.com/watch?v=kUag7ifNW4M

APPENDIX 3

Last week, we went on a fantastic trip to the Museum of **(NATURE)** History, which is **(LOCATE)** only a few blocks away from our school. On **(ARRIVE)** our guide was waiting for us and told us what we were going to see.

The most exciting part of the museum was the section on **(HISTORY)** animals. We stared in **(AMAZE)** at all the skeletons of species that became extinct millions of years ago.

There was a special **(EXHIBIT)** on dinosaurs, creatures that have fascinated us for a long time. The guide gave us some interesting facts about these **(GIANT)** creatures. The Tyrannosaurus Rex, for example, reached a **(HIGH)** of over 6 metres. The Seismosaurus was probably the longest dinosaur with an estimated **(LENGTH)** of up to 40 metres.

The only **(ADVANTAGE)** of the trip was that there was not enough time to see all the interesting things the museum offered. Towards the end it got very **(CROWD)** and our guide informed us that it would be better if we came during the morning hours.

At the end of the tour, she thanked us for our **(PATIENT)** and attention and asked for feedback. She gave us a sheet of paper on which we could write down **(SUGGEST)** and **(IMPROVE)** for future school groups. After two hours in one of the most incredible buildings I have ever seen we went back to school.

URL 2: https://www.english-grammar.at/online_exercises/word-formation/wf087-school-trip-to-museum.htm

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