

Reflective practice in the teaching practicum program: Pre-service English teachers' reflections

Mila Ida Nurhidayah¹, Yanty Wirza²

Universitas Pendidikan Indonesia, Indonesia^{1,2}
email: milaida.n@upi.edu¹

Abstract - Reflective practice has gained significant importance in various professional educational settings. There has been a surge in research conducted on reflective practice across different fields, including English teaching, which indicates an increasing interest in this area. This study explores how pre-service English teachers reflect on their teaching journey, spanning from their initial teaching experiences to their future aspirations. Furthermore, these participants have undergone a teaching practicum program at public high schools in Bandung, Indonesia. In addition, the study uses a qualitative approach through a narrative inquiry design, with three pre-service English teachers participating in interviews to share their experiences. Before the interviews, the participants were required to complete a narrative framework. In addition, the collected data are analyzed through thematic analysis. The findings demonstrate how reflection in teaching practice can positively impact the teaching performance of pre-service English teachers by enhancing their instructional strategies, addressing areas for improvement, and promoting continuous professional development. In conclusion, this study highlights the significance of reflective practice in the field of English teaching and offers insights into its benefits for pre-service teachers. It emphasizes the importance of ongoing reflection to improve teaching effectiveness and enhance the overall quality of education.

Keywords: pre-service English teacher, reflective practice, teaching practice

1. Introduction

Reflective practice has garnered more attention recently because of the realization that mere teaching experience does not necessarily guarantee more effective practices in teaching. Reflective practice is vital for teachers' professional growth (Moreno *et al.*, 2021) because it requires them to perceive their own and other practices as opportunities for learning (Widodo & Ferdiansyah, 2018). Moreover, through engaging in reflective practice, teachers can skilfully communicate and deliver lessons at a suitable level to ensure successful and enjoyable learning experiences for their students.

The current study is expected to develop pre-service EFL (English as a Foreign Language) teachers' comprehension of reflective practice through reflective actions in terms of personal improvement and self-evaluation concerning their teaching practice. Furthermore, the study aims to improve pre-service English teachers' teaching practice through reflective actions in terms of trying out new strategies and ideas and maximizing the learning potential of students in line with their teaching practice. Developing an effective model of reflective practice for pre-service EFL teachers in future actions is also important to be discussed in this study.

Reflective practice has become increasingly significant in Western education since the 1980s, and its influence has since expanded globally. Reflective practice provides valuable insights into how personal beliefs and life experiences serve as a lens or filter for framing and understanding past experiences. Teachers can learn more about their theories and beliefs through reflection. According to (Thompson & Pascal, 2012), reflective practice is the concept of learning from experience. In accordance with this, teachers use 'self-study' or 'self-evaluative reflection' to reflect on each lesson they teach (Smith *et al.*, 2017). Further, reflective practice is crucial for the continuous professional growth of foreign language teachers and is utilized by the teachers to augment the efficacy of their teaching practices.

Dewey (1933), as cited in Donyaie & Afshar (2019); Geng *et al.* (2019) define reflection as a thoughtful and thorough evaluation of a belief or knowledge, taking into consideration the evidence that supports it and the potential outcomes it may lead to. In the context of teaching, reflection involves teachers engaging in thoughtful contemplation and evaluation of their daily experiences (Donyaie & Afshar, 2019), previous sessions, and the needs of their students during breaks. This reflective process can enhance teaching effectiveness, improve student learning outcomes (Donyaie & Afshar, 2019), facilitate adaptation to change, and comply with regulatory system requirements.

Reflective practice is an essential element of teacher professional practice, and Rushton and Suter (2012) outlined the key steps involved in this process. The reflective cycle includes thoughtful consideration, analysis, redesign, implementation, and further reflection. It begins with evaluating teaching and learning to identify areas for improvement, which leads to reflection and consideration of ways to enhance professional practice. These reflections then lead to redesigned practices, which are implemented and evaluated for effectiveness. The reflective cycle is a continuous process that involves ongoing questioning and modifications to improve teaching and learning outcomes.

In addition, Arslan (2019) defined reflective practice as a process of learning from experience, and in the context of teaching, it involves purposeful evaluation of teaching and learning experiences to inform future practices. Further, (Smith *et al.*, 2017) explained that teachers use self-study or self-evaluative reflection to reflect on their lessons, evaluate their effectiveness, and identify areas for improvement. Through this process, teachers can refine their instructional practices, leading to improved learning outcomes for their students. Reflective practice is therefore a crucial component of effective teaching and ongoing professional development.

Reflective practice is not only important for the personal and professional development of teachers but also has significant implications for the quality of education that students receive. Reflective practice helps teachers identify the strengths and weaknesses of their lesson plans and their teaching practices. This, in turn, enables them to make necessary adjustments to ensure that students are engaged in meaningful and relevant learning experiences (Cirocki & Widodo, 2019). Through reflective practice, teachers can also develop a deeper understanding of their students' needs, learning styles, and abilities. This knowledge can then be used to create lesson plans that are tailored to the specific needs of each student (Cirocki & Widodo, 2019), thereby promoting more effective learning outcomes. In short, reflective practice is an essential tool for teachers to improve the quality of their teaching and enhance student learning.

Furthermore, in terms of reflective practice by Dewey (1933), work has important implications for teachers. First, they should acknowledge that what worked in the past may not work in the future, given the changing circumstances. Second, there is no one right way of teaching that fits all contexts, and teachers must be flexible and adaptive in identifying effective strategies. Finally, teachers should have the freedom

to engage in problem-solving and decision-making processes, which are crucial for their ongoing professional development.

Schön (1983) expanded Dewey's (1933) concept of reflection with the ideas of reflection-in-action and reflection-on-action (Cirocki & Widodo, 2019; Donyaie & Afshar, 2019; Rushton & Suter, 2012; Watanabe, 2017; Williams, 2020). He emphasized the significance of teachers reflecting on their experiences in the classroom to enhance their professional practice. Schön (1983, 1991) cited in Watanabe (2017) suggested that teachers engage in 'reflection-in-action' and 'reflection-on-action' to continually assess and improve their teaching methods. Reflection-in-action involves reflecting on and adapting to situations as they occur in the classroom, while reflection-on-action involves looking back on past experiences and using them to inform future decisions (Williams, 2020). This approach to reflective practice has become widely accepted in the field of teacher education (Farrell, 2022) and is commonly used as a framework for professional development.

Effective teaching requires more than just technical skills; it also requires the ability to reflect and make decisions based on professional judgment. When faced with challenges in the classroom, teachers must draw on their depth of knowledge and reflect on their experiences to find solutions (Williams, 2020). This process, known as 'reflection-for-action', can lead to insights that can be applied to improve future actions (Cirocki & Widodo, 2019; Donyaie & Afshar, 2019; Farrell, 2014; Olteanu, 2017; Watanabe, 2017; Williams, 2020). Regularly reflecting on one's teaching practice can also result in accumulating years of actual teaching experience, rather than simply repeating the same year repeatedly. Reflection is a mandatory practice for teachers who seek to continuously improve their professional practice (Brandenburg *et al.*, 2017).

Reflective practice is essential for pre-service EFL teachers when planning lessons. By engaging in reflective practice, pre-service teachers can critically evaluate the effectiveness of their lesson plans and teaching strategies. They can identify areas that need improvement and make necessary adjustments to ensure that their lesson plans are relevant, engaging, and effective in meeting their students' learning objectives. Furthermore, reflective practice can enable pre-service teachers to recognize the diverse needs of their students and adjust their lesson plans accordingly. By reflecting on their practices and experiences, pre-service teachers can develop a deep understanding of their teaching style and philosophy, which can help them become more effective in their roles. Therefore, incorporating reflective practice into lesson planning is essential for the ongoing professional development of pre-service teachers.

Several studies have been conducted on reflective practice within the framework of teaching and learning involving pre-service EFL teachers. First, a research study conducted by Gutiérrez *et al.* (2019) investigated the potential of reflective practice in developing the professional identities of pre-service EFL teachers at a university in the northern region of Chile. Furthermore, the results and significance of this research could be beneficial to teacher educators operating in different environments who wish to foster professional identity in pre-service teachers through the use of reflective practices.

Second, a study conducted by Arslan (2019) examined the types of reflections made by four individuals who were training to become English as a Foreign Language (EFL) teachers. The study revealed that while most reflections focused on the outer levels of the onion model, including setting, performance, and proficiency, some pertained to the inner point of purpose. Additionally, the study found that participants' reflection processes evolved from initially being outer-level oriented to becoming more inner-level oriented at the end of the study.

While previous research studies have mainly focused on exploring the potential of reflective practice in developing the professional identities of pre-service EFL teachers and analyzing the types of reflections made by individuals undergoing EFL teacher training, the present research focuses on the practical application of reflective practice in the teaching practice stage of pre-service EFL teachers. To address this issue, the study poses the following question: How do pre-service English teachers reflect, in terms of reflection-on-action, reflection-in-action, and reflection-for-action, on their teaching practice?

Pre-service EFL teachers can use this research as a guide for reflective practice when preparing lessons and seeking to improve their classroom success. Reflective practice can increase teachers' self-awareness of their knowledge, skills, competencies, and workplace practices. Furthermore, this research can contribute to improving pre-service teachers' knowledge and practice in the future, particularly in the context of language teaching in the Indonesian EFL classroom environment. Therefore, this study holds special significance for pre-service EFL teachers to reflect upon their teaching practices.

2. Method

During this investigation, a qualitative method in the form of a narrative inquiry design was applied to explore the self-reflective practice experience of pre-service teachers in lesson planning. Narrative inquiry offers a comprehensive framework for investigating how humans experience the world as reflected in their stories (Mertova & Webster, 2020). This approach is especially useful for gathering and recounting personal stories that can provide a deeper understanding of human experience. Therefore, a narrative design was chosen as an appropriate method to describe the individual lives of pre-service teachers and their experiences in reflective practice. Through this approach, the investigation aimed to gain insight into the pre-service teachers' reflective practices and how their reflections on lesson planning influenced their professional development.

The study was conducted at a state university in Indonesia that administers a teaching internship program. The researcher is familiar with the research institution and obtained the necessary approvals for the study while adhering to their protocols. Creswell and Creswell (2017) suggest that researchers should choose familiar individuals or situations to better focus on identifying the phenomenon of interest.

The primary participants of this research will be three pre-service English teachers who are undergoing teaching internships at a school located in Bandung, Indonesia. As narrative inquiry research typically involves a limited number of participants (Barkhuizen & Wette (2008), purposeful sampling was used to select individuals who were willing to share their experiences openly and honestly. The selection of participants was based on their expressed interest in participating in the study. Therefore, a purposeful sampling approach is utilized, as described by Creswell and Creswell (2017), which involves deliberately selecting individuals or locations to gain a deeper understanding of the topic of interest.

This study used a narrative inquiry based on Creswell's (2018) procedures. To gather the initial data for the study, a narrative frame was provided to the participants. The purpose of the narrative frame is to collect information about participants' experiences as language pre-service teachers. To achieve this objective, the researcher adopted a narrative frame developed by Barkhuizen and Wette (2008). The data gathered from the narrative frame were used to construct the participants' stories.

In the later stage, once the data is collected using the story frame, interviews are conducted to validate the data and obtain in-depth information. The interviews, which are conducted over the phone, will last around forty minutes. The interview was recorded and subsequently transcribed for analysis. The data collected through the narrative frame and interviews are critical components of the data analysis process in this study. Once collected, the data are reconstructed and organized according to their themes. This approach gives richness to a story and depth to understanding individual experiences (Creswell, 2018). Following this phase, the data are coded and analyzed using thematic analysis. The researcher then uses the data to create narratives that illustrate the participants' experiences (Creswell, 2018). Throughout the research process, the researcher works closely with the participants to ensure that the findings are accurate and supported by the data. This collaborative approach enhances the dependability and confirmability of the findings and ensures that the participants' voices are heard and respected.

3. Results and Discussion

The first research issue that will be addressed in this study will be on pre-service English teachers' reflection on action, followed by reflection in action, and finally reflection on action in teaching practice in an EFL classroom.

Participants' Reflections on the Action

The three participants, Mr. Tio, Ms. Nadi, and Ms. Nura (by pseudonyms) had their own experiences when they began to teach as pre-service English teachers. They implicitly expressed engaging in reflection on their teaching experiences. They believed that through reflection, they could improve their teaching practices. In addition, the statement that they wrote in the narrative frame exhibited ideas comparable to the results of the interview. The details of their experience stories are as follows. Mr. Tio stated:

"I learn from my past teaching experience. So, I often do reflection after teaching, and my reflection is like, look at my teaching. How is my teaching? How did I do the teaching? What kind of materials? I mean, is there any material I missed? Do the materials transfer well to the students? What can be improved? And that reflection makes me better for the next teaching practice."

Mr. Tio emphasizes the importance of reflecting on past teaching experiences to learn and improve. He regularly evaluates his teaching methods, materials, and performance, seeking areas for improvement. This reflective practice plays a crucial role in enhancing his teaching skills. Mr. Tio is not alone in his reflective practices; other teachers also adopt similar strategies to enhance their teaching effectiveness. For example, Ms. Nadi emphasized her approach to evaluating and adjusting her teaching methods. In addition, Ms. Nadi asserted:

“Yes, sometimes, if it is needed. I mean when I feel my teaching at that moment did not run well. I always think about what material I missed when I was teaching. And after that, sometimes, I try to make games that match the learning material and then try to simulate it. If the simulation is running well, it means that the next day when I have to teach, I will directly use that game.”

The participant mentions that she engages in reflection when she feels that her teaching did not go well. She specifically focuses on identifying any missed materials during the lesson. In response, she sometimes creates games that align with the learning material and simulates them to assess their effectiveness. If the simulation goes well, she incorporates the game into her teaching for the next day. This approach allows her to address teaching challenges and improve her methods by incorporating interactive and engaging activities into her lessons. Ms. Nadi’s reflective approach to teaching is also implemented by another teacher who prioritizes adaptability and student engagement in their methods. For instance, Ms. Nura emphasizes the importance of adjusting her teaching strategies based on student reactions and classroom dynamics.

Ms. Nura further stated:

“Oh ya, I do reflection, whether the students are enthusiastic or not. Then, outside class hours, I will ask random questions to students who look less enthusiastic or feel less attentive when studying. Besides, I always prepare the lesson plan for teaching so that it is clear what I want to do in my teaching, but if the classroom situation is not possible to run the lesson plan, I change the way I teach a little.”

Ms. Nura mentions her practice of reflection, particularly focusing on whether students are enthusiastic and attentive during class. She also takes the initiative to engage with students individually outside class hours, asking questions to those who seem less enthusiastic or attentive. In addition, she emphasizes the importance of having a clear lesson plan but remains flexible to adapt her teaching approach if the classroom situation requires adjustments. This is in line with the findings of Farrell & Kennedy’s (2020) study, which indicates that teachers frequently deviate from their lesson plans because, sometimes, the prescribed lesson plans simply do not align with the teacher’s instructional approach, leading them to make necessary modifications during the teaching process. Furthermore, this proactive approach to student engagement and adaptability in teaching methods allows her to ensure student involvement and create a dynamic learning environment.

In the selected excerpts, the three pre-service English teachers share similar views on reflection-on-action in teaching, which involves reflecting on past teaching experiences to improve future practices. In general, they agree that post-teaching reflection is important and helps them improve their future teaching experiences. This aligns with Ikwuegbu & Harris’ (2024) belief that educators must reflect on the action, which entails them looking back on all critical events that occurred in the classroom and engaging in thoughtful consideration of these events.

The findings emphasize the importance of learning from past teaching experiences through reflection. Pre-service English teachers reflect on various aspects of their teaching, including lesson plans, instructional strategies, materials used, interactive methods, and their effectiveness in transferring knowledge to students. They also consider their students’ enthusiasm and attention levels during lessons. This reflective process allows pre-service English teachers to identify areas for improvement and enhance their teaching practice. This approach aligns with the concept of reflection on action, in which teachers critically analyze their actions and make adjustments for future teaching (Schön, 1983).

Research on reflection-on-action indicates that engaging in reflective practices enhances teachers’ abilities to analyze their teaching approaches, identify areas for improvement, and address specific problems by recalling information (Cirocki & Farrell, 2017). This process allows teachers to develop a deeper understanding of their teaching practices, gain valuable insights into the effectiveness of instructional strategies, and make informed decisions about instructional improvements. By continuously engaging in reflective practices, teachers foster a culture of continuous improvement in teaching, leading

to improved student learning outcomes and professional growth (Loughran, 2002). This cycle of reflection ultimately benefits both teachers and students in the pursuit of quality education.

Based on previous research, reflection on action in teaching has been recognized as an essential component of teachers' professional development. Reflection can help teachers improve the quality of their teaching, identify their weaknesses and strengths (Margić & Vodopija-Krstanović, 2018; McKay & Barton, 2018), and enhance the effectiveness of their instructional strategies. Some studies, such as Cirocki & Widodo (2019); Farrell (2014); and Widodo & Ferdiansyah (2018), also indicate that structured and systematically documented reflection can assist teachers in developing a deeper understanding of their teaching practices and foster ongoing professional growth. By engaging in reflective practices, teachers can continually enhance their teaching approaches and promote meaningful learning experiences for their students.

Participants' Reflection in Action

Each of the three participants had different experiences when engaging in reflection in action or present-day teaching activities. The subsequent paragraphs outline their individual experiences.

Mr. Tio stated:

"When the situation does not run well, I must fix something immediately. So, I did a reflection on it directly. I do, of course, I do."

The participant acknowledges the need to address issues promptly when the class situation is not going well. He expresses his commitment to reflection as a means of identifying and rectifying any shortcomings in his teaching. He emphasizes the importance of taking immediate action to improve the situation and his dedication to the reflective process. This proactive approach allows him to identify areas for improvement and make necessary adjustments to enhance the learning experience for his students. Mr. Tio's proactive stance on reflection is shared by another teacher who also recognizes the importance of direct adjustment in her teaching methods. This shared commitment to continuous improvement is evident in the practices of teachers like Ms. Nura.

In addition, Ms. Nura stated:

"I do it when I feel it is necessary, not that often."

The participant clarifies that she engages in reflection in action when she feels it is necessary, but not frequently. She emphasizes that she does it only when she perceives a need for self-improvement in her direct teaching practice. Therefore, she focuses on specific instances or situations that require her attention and evaluation.

Meanwhile, Ms. Nadi stated

"No. I leave it alone if there are any unexpected situations while teaching. Ya, I don't know what to do. But the next day, I just ensure to try not to let it happen again."

The participant explains that when unexpected situations arise during teaching, she prefers to leave it alone and not intervene immediately. She expresses uncertainty about the actions to take in such situations. However, she emphasizes her commitment to preventing similar incidents from occurring again in the future by ensuring better preparation and planning for the next day's lessons.

The statements provided by the participants regarding reflection in action present different perspectives on their engagement with reflective practices. One of the pre-service English teachers indicated that when a situation in teaching did not go well, he felt the need to immediately address and fix the issue. He indicates that he engages in reflection directly to address the problem. This is certainly in line with Umutlu & Kim's (2020) view that pre-service teachers should be able to adjust the activities based on what they are going through at that very moment while the class is being conducted. This statement reflects the importance of reflection in action, which involves actively reflecting on and responding to ongoing teaching situations (Schön, 1983).

On the other hand, the other pre-service English teacher stated that she engages in reflection when she feels it is necessary, but not frequently. This viewpoint indicates that she may not prioritize reflection as a regular practice in her teaching. Nevertheless, a study by Loughran (2002) indicates that it is important for teachers to reflect to avoid the risk of routinizing the challenges of teaching. Engaging in regular reflection can help teachers adapt and improve their instructional strategies. In addition, reflective practices

can benefit teachers in identifying and addressing issues as they arise, contributing to continuous professional growth (Bleach, 2014).

In contrast to the two pre-service English teachers' viewpoints, another participant in the study revealed that she does not engage in immediate reflection when unexpected situations arise during teaching. However, she acknowledges the significance of preventing such situations from recurring in future teaching practices. Although her approach may not involve instant reflective action, it highlights the importance of learning from past experiences and adjusting for future teaching. This aligns with Cirocki and Farrell's (2017) concept of reflection-in-action, which pertains to a teacher's ability to effectively handle classroom dilemmas as they arise. The primary objective of reflection-in-action is to respond adeptly to student learning in this moment. reflection-in-action encompasses both positive and negative surprises that occur during the teaching-learning process. When unexpected situations arise, teachers may explore various on-the-spot solutions until they find the most effective solution. In such instances, the reflection process typically centers around three key aspects: the action itself, the intuitive understanding of the action, and the outcomes of the action taken (Pollard & Pollard, 2014).

Overall, the experiences expressed by the participants in relation to reflection in action vary. Engaging in reflection during teaching situations can enhance pre-service English teachers' ability to respond effectively to challenges and improve their instructional practices, although reflection-in-action is not commonly practiced by pre-service English teachers (Pham *et al.*, 2024). However, the extent to which pre-service English teachers incorporate reflective practices may differ based on personal preferences and beliefs.

Participants' Reflections on Action

The hopes for future action differed among the three participants. Reflection-for-action pertains to the knowledge and skills that teachers employ to strategize and prepare for future actions (Cirocki & Farrell, 2017). Here are the participants' aspirations.

Mr. Tio stated:

"Um. Of course, learning from sources. So many sources. I also watch my videos because I often do video recordings for my teaching. In the future, I want to learn maybe from YouTube and join many workshops, like teaching workshops. And I will improve myself as a teacher later. I also learned a lot from my senior teacher at the school where I teach. They told me anything about teaching and they told me anything about how to face the situation if the lesson plan doesn't run well, and it helps me. And, in the future, I want to learn a lot from my lecturer, whom I consider to be my mentor."

The participant highlights his diverse sources of learning and self-improvement as a reflection for action. He mentions using various resources, such as videos of his teaching sessions, which he reviews to analyze his performance. He expresses a desire to learn from YouTube videos and attend workshops, particularly those focused on teaching, to enhance his teaching skills. He also values the guidance and advice provided by senior teachers at his school, who share insights on handling situations when lesson plans do not go as intended. In addition, he looks forward to gaining knowledge and guidance from his lecturer, whom he considers a mentor. While Mr. Tio emphasizes the importance of utilizing diverse learning sources for self-improvement, Ms. Nadi identifies a specific area she wishes to enhance, namely her communication skills. This distinction underscores the individual nature of professional development goals among teachers.

Ms. Nadi stated:

"What I want to improve most is my communication skills because I talk like to be convoluted. Sometimes, it makes the classroom atmosphere awkward, and the students have difficulty remembering what I say."

The participant expressed a desire to improve her communication skills, acknowledging that she tends to speak convolutedly. She recognizes that this can create an awkward classroom atmosphere and make it challenging for students to remember the information conveyed. By focusing on enhancing her communication skills, she creates a more engaging and effective learning environment. This self-awareness highlights her commitment to improving communication skills to facilitate effective teaching and students' understanding. While Ms. Nadi focuses on improving communication skills, Ms. Nura shares a similar commitment to self-improvement through seeking various learning sources as Mr. Tio. This dedication to

expanding their knowledge base and upgrading their teaching methods reflects an active approach to professional development.

Ms. Nura stated:

“I will continue to look for other references from various sources that I can reach.”

The participant expresses her determination to continue seeking additional references from various accessible sources. She is committed to expanding her knowledge and expertise by exploring diverse resources beyond her current references. This proactive approach indicates her dedication to continuous learning and professional growth as an educator. By actively seeking out new and varied sources of information, she aims to enrich her teaching practice and enhance her ability to meet the needs of her students.

In terms of reflection for action, the pre-service English teachers have hopes for the future to acquire additional knowledge to enhance their teaching and facilitate further improvement. The statements provided by the participants reflect their perspectives on reflection for action, which involves seeking and using various sources of knowledge and continuously improving teaching practices.

Two of the participants emphasize the importance of learning from multiple sources to improve as a teacher, which aligns with the notion of reflection for action involving continuous learning and adaptation based on new information and insights (Schön, 1987). In line with Rushton and Suter (2012), they highlight the significance of learning from various sources and seeking guidance from experienced teachers and mentors. This approach also aligns with the concept of reflection for action, where teachers actively seek new knowledge and perspectives to enhance their teaching practices and professional development.

Furthermore, another pre-service English teacher identified communication skills as an area she wanted to improve. Recognizing personal areas for growth plays a significant role in fostering professional development. This self-reflection demonstrates the recognition of personal areas for growth and the desire to enhance specific skills for more effective teaching. Research on reflection for action emphasizes the importance of ongoing professional learning and the pursuit of diverse sources of knowledge. Reflective teachers actively engage in acquiring new information, skills, and perspectives to enhance their instructional practices and meet the evolving needs of their students (Schön, 1987).

4. Conclusion

The results of this study demonstrate different experiences of reflective practices, including reflection on action, reflection in action, and reflection for action. Regarding reflection on action, pre-service English teachers reflect on past teaching experiences after the teaching process. This type of reflection allows students to analyze their teaching practices, evaluate the effectiveness of the materials and strategies used, and identify areas for improvement. By critically examining past experiences, pre-service English teachers can enhance their teaching skills and make informed decisions regarding future teaching practices.

In terms of reflection in action, two of the participants actively reflect on teaching practices during the teaching process itself. Meanwhile, one participant is not actively involved in this reflection concerning her ability to handle classroom dilemmas in real-time. Despite this, this real-time reflection allows for immediate adjustments and improvements in response to the classroom dynamics. It enables pre-service English teachers to adapt their instructional strategies, identify missed materials, and ensure effective knowledge transfer to students. In addition, reflection for action focuses on continuous learning, seeking new knowledge, and adapting teaching practices accordingly. This type of reflection involves actively seeking diverse sources of information, attending workshops, engaging with mentors, and incorporating new perspectives into teaching. By embracing ongoing professional development and being open to new ideas, pre-service English teachers can continually improve their instructional approaches and address areas for growth. In summary, reflection on action, reflection in action, and reflection for action are interconnected processes that contribute to the growth and improvement of teaching practices. By integrating these reflective practices into their teaching journey, pre-service English teachers can create meaningful learning experiences and positively impact student outcomes.

This study has contributed to the understanding of reflective practice in the EFL teaching practicum context. However, we do not deny the limitation of this study that only employed three pre-service teachers' reflections on their teaching practices. Working with more participants would result in different perspectives. Moreover, this study recommends further work to promote reflective practice by EFL-experienced teachers.

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