

## **Pre-service EFL Teachers' Reflective Thinking Skills in Their Instructional Practices**

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### **ABSTRACT**

Reflective skill is a component of 21st century learning and one of the main keys to become a professional teacher. However, pre-service teachers often have difficulty in reflecting their teaching and learning. Thus, this study aims to describe the reflective thinking abilities of pre-service English teachers in implementing their teaching practice. This research was a qualitative research with the design of a descriptive case study involving 12 pre-service English teachers. The instruments used were observation of documents and interviews. The results indicate that pre-service English teachers tend to practice four reflective thinking skills that are reflection as retrospective analysis (ability to self-assess), reflection as a problem-solving process (awareness of how one learns), critical self-reflection (developing continuous self-improvement), and reflection on self-confidence. The most dominant reflective skill practiced is reflection as a problem-solving process. Meanwhile, testing internal consistency on problem solution become a difficult aspect to be fulfilled by the pre-service teachers due to the lack of training, the time constraints, and their limited awareness. In brief, it is recommended that pre-service teachers should have more opportunity to practice their reflective thinking skills during the teaching and learning process in order to produce professional graduates who have high competitiveness and ability to face the challenges in the world of education.

**Keywords:** reflective thinking skills, English Language Teaching, pre-service teachers, professional teacher

### **INTRODUCTION**

Effective teaching is a dynamic process that goes beyond the mere transmission of knowledge; it involves a continuous cycle of reflection, adaptation, and improvement. Reflection is one of the various ways that teachers can develop their professional competencies in carrying out their responsibilities (Meierdirk, 2016; Riyanti, 2020). It can assist people in growing from their experiences, which can lead to new information that can be organized into professional activities in the future (Widodo and Ferdiansyah, 2020). This unquestionably calls for critical discourse analysis. In addition, whatever form of reflection practice is required, it must develop over time and can learn from people's self-awareness, as self-awareness is the cornerstone of development and learning in the reflection process, according to many researchers (Hendriwanto, 2021; Makina, 2019; Widodo & Ferdiansyah, 2020).

Pre-service teachers, in particular, face the challenge of transitioning from the theoretical foundations of their teacher education programs to the practical realities of the classroom. To navigate this transition successfully, pre-service English teachers must develop and hone their reflective thinking skills. Reflective thinking skills are essential for pre-service English teachers to successfully manage the challenges of implementing their teaching practice. It increases understanding of teaching styles, methods, and technique while also increasing self-awareness of one's own teaching practices to identify faults and strengths (Hung & Thuy, 2021). Teachers that are dedicated to reflection activities profit by gaining more worthwhile experiences to update their lesson plans. The experiences will help teachers be well-prepared and reform their teaching strategies, which will lead to conduct better teaching practices. The experiences will also help teachers gain more confidence to see the positive impact of changes on their performances and students' learning achievement in the classroom (Jones & Ryan, 2014; Nez Pardo & Téllez Téllez, 2015).

The practice of four specific reflective thinking skills among pre-service English teachers includes retrospective analysis, reflection as a problem-solving process, critical self-reflection, and reflection on self-confidence. Retrospective Analysis involves the ability to review and analyze past teaching experiences, enabling educators to identify areas of success and areas in need of improvement. This skill is essential for pre-service teachers as they seek to refine their instructional methods and enhance student learning outcomes. Reflection as a Problem-Solving Process is crucial in equipping pre-service teachers with the tools to address classroom challenges effectively. It encourages them to view obstacles as opportunities for growth and development, ultimately leading to better teaching practices. Critical Self-Reflection entails questioning one's own assumptions, biases, and teaching philosophies. This skill helps pre-service teachers gain a deeper understanding of their instructional choices and promotes an inclusive and learner-centered approach to education. Reflection on Self-Confidence acknowledges the role of confidence in teaching effectiveness. Pre-service teachers who reflect on their self-confidence can identify areas where self-doubt may hinder their ability to inspire and engage students, leading to strategies that promote a more dynamic and impactful teaching presence. These four reflective skills are pivotal in the development of effective and self-aware educators who can meet the diverse needs of their students and create a positive learning environment.

Reflective teaching practice is a popular topic to explore since it is thought to be an important component of instruction. The development of the field of reflective teaching research has ranged from examining how reflective practice affects the effectiveness of online education (LaPrade et al., 2014; Zahid & Khanam, 2019). Studies in the past have examined the effectiveness of reflective practice during the teaching practicum (Zahid & Khanam, 2019), how reflective teaching was perceived and practiced (Hung & Thuy, 2021; Phan et al., 2022; Salih & Omar, 2022), the reflective teaching strategies used by pre-service teachers (Nuraeni & Heryatun, 2021), how reflection combined with questioning improve learners' learning (Liu, 2019), and finally how describing the reflection's methodology and the challenges experienced (Maulid, 2017; Tajik & Ranjbar, 2018).

This study aims to explain the practice of four specific reflective thinking skills among pre-service English teachers in Teacher Profession Education (TPE) program. TPE program is a program designed by the government to produce teachers or teacher candidates who are able to master all required competences such as pedagogical competence, professional competence, social competence, and personality competence. Moreover, this study typically investigates how pre-service English teachers engage in exploring various aspects of reflective thinking,

including retrospective analysis, problem-solving through reflection, critical self-reflection, and reflection on self-confidence.

## **METHOD**

### **RESEARCH METHOD**

This research was a qualitative research with the design of a descriptive case study since it aims to illustrate English pre-service teachers' reflective thinking skills during their pre-service teacher profession education. A case study is a research design which is effective for investigating and understanding the complex issues in the real-life settings (Harrison et al., 2017). Moreover, the subjects of this study were 12 participants of English pre-service teacher profession education (TPE) who were taking the second field experience practice in an educational institution. The number of respondents of this study was minimal since it was qualitative research focusing on personal experiences. Different textbooks suggest different-sized samples for phenomenological research, but a sample of between 6 and 20 individuals is sufficient (Ellis, 2016)

### **INSTRUMENTS AND PROCEDURES**

This study focused on English pre-service teachers' reflective thinking skills during their pre-service Teacher Profession Education (TPE). Documentation and interviews were used as the study's main instruments. The documentation was needed because each participant developed individual teaching stuff and practiced their teaching skills using their teaching stuffs. Meanwhile, the interview aimed to reveal facts and thoughts about the participants' general knowledge and practice of reflective thinking skills.

For the research procedure, the researchers first observed the individual teaching documents created by the pre-service teachers. The teaching stuff document consisted of lesson plans, teaching materials, and learning media. After having the results of the document observation analysis, the researchers asked several questions regarding to reflective teaching practices that the respondents applied in the field experience practice and audio-recorded. Next, the results of the stimulated recall audio recordings were transcribed, translated into English, and interpreted according to the parameters of reflective teaching skills. The results of this analysis provided more facts about the pre-service teachers' reflective skills, which they used in their classroom practice, and the challenges they encountered when implementing these skills to increase their pedagogical competence.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

Pre-Service Teacher Profession Education (TPE) program is strongly related to teachers' professionalism. Reflective teaching skill is considered one of the pedagogical skills needed by a professional teacher. Therefore, the Pre-Service English in Teacher Profession Education (TPE) program participants are purposively stimulated to gain reflective teaching skills. In order to assess the reflective thinking skills of English pre-service teachers who were currently employed, four elements can be utilized to determine their process of reflection.

These components included retrospective analysis, a problem-solving procedure, critical self-reflection, and reflection on self-assurance.

RETROSPECTIVE ANALYSIS

The results of the retrospective analysis can be seen in Table 1. The analysis involves reviewing and evaluating past events, actions, or decisions to discover lessons learned and comprehend the contributing elements that led to the outcomes.

TABLE 1. Retrospective Analysis

No.	Aspects	Results	Number of Participants		
1	Identifying the problem	Determine problems in language skills or components of language skills			
		1. the main problem in teaching English is writing	8		
		2. Reading problems	3		
		3. Vocabulary problems	1		
		Problems with the type of text used			
		1. Recount text type	1		
		2. Descriptive text type	4		
		3. Procedure text	4		
		4. Report text	1		
		5. Advertisement text	1		
		6. Transactional text	1		
		2	Identifying concepts/materials related to the problem given	The material concepts that have been identified are;	
				1. The concept of writing	8
2. The concept of reading in general	3				
But some theories have not been identified such as					
1. Recount text					
2. Types of descriptive text	1				
3. Procedure text	4				
4. Report text	4				
5. Advertisement text	1				
6. Transactional text	1				
3	Explaining the difficulties when solving a similar problem given	In relation to learning and teaching writing, there are several issues that the respondents have expressed:			
		1. Writing skill is the most difficult skill	8		
		2. Writing skills require a very long time	8		
		3. Most students get an average writing score still below the KKM	8		
		4. The learning process is still teacher' centered or lecture	12		
		5. Teachers do not use interesting media	12		
		6. Students do not have adequate vocabulary skills	9		
		7. Students are unable to create topic sentences and detail information	8		
		8. Students are unable to answer questions from written text	8		

Table 1 presents three components discovered throughout the research: problem identification, idea identification for the given topic, and explanation of challenges encountered when handling comparable situations. The study revealed that most pre-service English teachers had identified two main categories of problems: language skill deficiencies and issues

with the types of texts utilized. There were three outcomes of the language skills problem. Specifically, eight pre-service teachers stated that teaching writing was the most challenging aspect. It was claimed that teaching writing was a time-consuming and multi-stage process, which posed challenges for students in generating ideas or engaging in brainstorming.

Additionally, many students needed more materials during the drafting phase as they struggled to formulate a topic sentence. Three pre-service teachers specializing in English instruction focused on teaching reading, while one pre-service teacher specialized in teaching vocabulary. Most teachers claimed that they were utilizing teacher-centered approaches, resulting in a lack of motivation for pupils to study, as they were not given any opportunities to practice their English. Additionally, they stated that they abstained from utilizing any form of media that served as a source of motivation for their studying. Consequently, the students needed more vocabulary skills to respond to the questions and write in paragraph form. Subsequently, four pre-service teachers specializing in English education indicated that descriptive and procedural texts were the most challenging for them. Recount texts, reports, advertisements, and transactional texts closely followed this. Pre-service teachers often found descriptive and procedural texts to be the most challenging. This was because their instructors frequently assigned writing tasks that needed these types of texts, leading the teachers to perceive them as particularly tough.

#### REFLECTION AS A PROBLEM-SOLVING PROCESS

The following analysis results were made regarding reflection as a problem-solving process (awareness of how one learns). The activities detailed in Table 2 are performed to develop strategies for resolving the aforementioned problems through expanding experiences.

TABLE 2. Reflection as a Problem-solving Process

No.	Aspects	Results	Number of Participants
1	Specifically identifying concepts and their interrelationships of these concepts that contained in the problem presented	The material concepts that have been identified are; 1. The concept of writing 2. The concept of reading in general 3. The concept of learning outcomes 4. The concept of motivation in learning	8 3
2	Choosing the right strategy that is appropriate in solving the problem presented	For writing skills, the method used is Project Based Learning (PjBL). The media used for writing are storyboards, comic strips with Canva, For reading, the method used is PBL The media used are graphic organizer, collaborative canva, google jamboard, video and word square.	8 8 3 5
3	Clarifying the difficulties commonly encountered when applying the chosen	The students' low grammar skills in English and their lack of vocabulary acquisition (8). This is due to the lack of examples of different types of texts and the long writing process. The second factor comes from the teacher himself, namely (1) learning still uses a lecture model or (teacher-centered)	

strategy when solving the problem	<p>and (2) there is no use of technology-based media, the media used is still a blackboard, PPT or textbook that does not support collaboration skills.</p> <p>The problem with reading skills is that students have not been able to carry out the process of understanding reading texts.</p> <p>Vocabulary acquisition problems are also influenced by the need for more diversity of texts or readings given by the teacher. The media used is also not interesting.</p>	
	This is because the teacher has not explained the concept of	12
	Media theory	12
	Motivation theory	8
	Writing assessment	2
	Canva media	2
	Reading concept	2
	Reading assessment does not exist yet	2
	Collaboration concept	8
	Vocabulary	8
	TPACK	
4	<p>Clarify how to adapt approaches or strategies used in problem solving to other problems</p> <p>For writing problems, PjBL and storyboard media are used so that students can write in groups and they also actively discuss.</p> <p>Improving teacher competence in TPACK</p> <p>PBL strategy for reading skills and the media used are jamboard, graphic organizer and canva as a place to collaborate.</p> <p>Use of video and word square media to improve vocabulary acquisition</p>	

Pre-service teachers engaged in four facets of reflective teaching, as shown in Table 2. These facets included identifying concepts in the presented problem, selecting the most appropriate strategy for solving the problem, elucidating the challenges frequently encountered when implementing the selected strategy, and specifying how to adapt problem-solving strategies. Pre-service teachers encountered a range of challenges. Specifically, three pre-service teachers addressed the concept of reading in general, while eight pre-service teachers addressed writing. Each pre-service teacher addressed one of the following two concepts: learning outcomes and motivation.

In order to address these challenges, pre-service English teachers implemented various approaches. For instance, eight pre-service teachers utilized Canva to create comic strip media and utilized the project-based Learning (PjBL) method to circumvent the writing process. Three pre-service teachers utilized media and problem-based learning (PBL) to surmount their reading difficulties. Word Square, graphic organizers, Canva, Google Jamboard, and video are utilized to encourage students to read. Moreover, integrating teamwork features in Canva facilitates students' capacity to cooperate while acquiring English language skills. Despite employing various strategies to surmount challenges in the initial aspect, pre-service teachers also acknowledged encountering numerous obstacles while implementing these strategies. Educators continued to encounter challenges in crafting diverse materials that adhere to the multimodality concept, impeding their ability to inspire students to learn.

Moreover, the implementation of diverse assessment methods further complicates the task of educators in accommodating differentiated instruction. They had thus far concentrated

on a single assessment. Technology-based collaborative learning presented an additional challenge for pre-service teachers, whose technological pedagogical proficiency was still limited.

In order to enhance their proficiency in incorporating strategies into these learning activities, pre-service English instructors participated in a range of seminars and workshops. Additionally, learning in groups facilitated the adaptation of the selected strategies. Additionally, the utilization of instructional videos facilitated the adjustment of the strategies that have been selected.

#### CRITICAL SELF-REFLECTION

Teaching reflection is also associated with the concept of critical self-reflection. The analysis results of this aspect of reflection is illustrated in Table 3.

TABLE 3. Critical Self-reflection

No.	Aspects	Results
1	Determining the right solution criteria	12 teachers have also determined the solution criteria. For example, a. 100% of students can write recount text b. 95% are active in the activity of paraphrasing recount texts c. 90% of students score above competency d. 90% active in discussion e. 90% of students can edit text f. 100% of students enjoy collaborating to increase their confidence g. 100% of students are motivated to learn when teachers use technology
2	Clarifying the advantages and shortcomings of the solution done	Teachers only explained the advantages of PjBL, PBL, graphic organizer, canva, word square, video, jamborad, and story board. But no teacher mentioned the disadvantages of these solutions, for example, it takes a long time, requires an internet connection, laptop or computer that supports fun learning
3	Clarify efforts to improve weaknesses owned or done when solving the problem	Only some teachers (2 teachers) attempted to explain about strategies or ways to improve the weaknesses

As shown in Table 3, critical self-reflection encompasses three facets: identifying the appropriate solution criteria, elucidating the merits and demerits of the implemented solution, and elucidating endeavors to enhance areas of weakness. The findings indicate that every English pre-service teacher identified the solution criteria, which included the ability of students to paraphrase and compose recount texts. By utilizing technology to amend texts and collaborate in groups, students could increase their motivation and ultimately earn a passing grade. In addition, pre-service teachers described the benefits of PjBL, PBL, graphic organizers, Canva, word squares, videos, jamboards, and story boards when instructing English. However, none of the pre-service teachers highlighted the drawbacks associated with these solutions. Therefore, a mere two pre-service teachers tried to elucidate on approaches addressing their areas of weakness.

#### REFLECTION ON SELF-CONFIDENCE

The last aspect of reflective teaching skill is reflection on self-confidence. In this aspect, the teachers evaluate their experience and confidence in choosing the teaching strategy,

clarifying the strategy success, and testing the consistency of the solution implemented. The results of reflection on self-confidence is provided in table 4 as follows:

TABLE 4. Reflection on Self-confidence

No.	Aspects	Results	Number of Participants
1	Deciding on the strategy	PjBL and story board as a solution	
		1. Recount text	1
		2. Descriptive text	4
		3. Procedure text	4
		4. Report text	1
		5. Advertisement text	1
		6. Transactional text	1
2	Clarifying whether the solution solves the problem or not	Yes, it was clarified that PjBL and story boards made students happy to learn to write so that their scores were above the passing grade.	10
		Facilities and infrastructure need to be adequate (such as internet networks and devices)	12
3	Testing internal consistency on solution of problem solving done	-	0

Related to reflection on self-confidence, it can be seen that all English pre-service teachers were confident in choosing the strategy to solve their teaching problem. All of them thought that innovative learning such as Project Based Learning (PjBL) was an excellent solution to solve their identified problem in the classroom. They explained that innovative learning could be implemented for teaching all types of text, including Recount, Descriptive, Procedure, Report, Advertisement, and Transactional text. Besides, they confirmed that innovative learning, such as PjBL, could increase the students' motivation to learn. However, all participants did not test the internal consistency of the solutions to problems they solved, even though it was an essential step in problem-solving processes. There were some reasons why the pre-service teachers did not thoroughly test the internal consistency. The first reason was the lack of training. The pre-service teachers argued that they did not receive sufficient training or guidance on the importance of testing internal consistency in their problem-solving processes. The next reason was the time constraints since they felt time pressure to complete tasks quickly, and as a result, they may skip some steps in the problem-solving process, such as testing internal consistency. The last reason was their limited awareness. Some pre-service teachers did not fully understand the significance of internal consistency in ensuring the validity and reliability of their problem-solving outcomes.

## DISCUSSION

Prospective professional teachers exhibited four distinct stages of reflection: a) retrospective analysis or recall, which involves the ability to assess oneself; b) a problem-solving process that entails awareness of one's own learning methods; c) critical reflection on



oneself, aimed at fostering continuous self-improvement; and d) reflection on self-confidence and success. During the reflection phase of retrospective analysis, it has been shown that teachers need to highlight any issues they encounter after teaching the English topic. Teaching writing poses the most significant challenge for them; hence, the instructor should analyze the situation's causes, effects, and outcomes. Retrospective analysis is a systematic investigation of the past, usually aimed at comprehending the chronological order of events and their consequences (Ellis, 1997). The main goal of retrospective analysis is to discover both effective and ineffective aspects of previous actions that enable educators to capitalize on successful strategies and tackle areas that require enhancement. It aids in optimizing tactics and enhancing decision-making processes. An essential aspect of retrospective analysis involves comprehending the diverse circumstances contributing to certain outcomes. Pre-service teachers have the option to incorporate internal aspects, such as culture or student behavior, as well as external factors, such as economic conditions or unforeseen events. Through introspection of previous encounters, aspiring educators might employ acquired knowledge to upcoming pursuits, adapting methodologies and decision-making protocols to augment efficacy (Barbot et al., 2013). Regularly conducting comprehensive evaluations and assessments of previous achievements enables the implementation of constant enhancements and modifications, hence fostering a perpetual cycle of progress.

It also aims to aid teachers in creating materials suitable for their students' level and defining the learning methods or approaches used. Utilizing teaching resources that are suitable for the specific context can enhance the effectiveness of the teaching-learning process and assist teachers in achieving their learning goals. This aligns with the conclusions drawn from Mohammadi and Talebinejad's (2015) study, which asserts the necessity of utilizing instructional resources that are suitable for the age and learning level of the students. Creating materials tailored to students' learning preferences can enhance their motivation to study English and foster the development of critical thinking skills. Therefore, most English language education teachers have developed their lesson plans and materials using a critical thinking framework (Muhsin Arif et al., 2023). Furthermore, teachers also need to understand the processes of students' verbalized cognitive including problem identification, Internet reading source selection, and answer elaboration during open Internet reading to help students develop deeper learning and complicated reading strategies as well as enhancing students' self-regulated reading skills within open Internet reading environments (Laeli et al., 2023).

The subsequent stage of reflection involves employing reflection as a method for resolving problems. As an initial step, English pre-service teachers identify particular difficulties or concerns that arise in their instructional methods or the classroom setting, including the instruction of reading and writing. In order to obtain a clear and accurate image of the situation, a more in-depth analysis of the experiences is required. Instructors engage in a rigorous analysis of the elements that contribute to the difficulties and contemplate alternative viewpoints. As stated by Ricci (2013). One may investigate the effects of their instructional decisions, modes of communication, or approaches to classroom administration on the results that are observed. The findings indicate that English pre-service teachers improved their writing, speaking, creative thinking, and critical thinking skills through the use of innovative learning strategies such as Problem-Based Learning (PBL) and Project-Based Learning (PjBL) during the PBL. As Susanti et al. (2020) asserts, the implementation of Problem-Based Learning (PjBL) in the context of writing instruction can enhance pedagogical efficacy through the creation of highly relevant and engaging learning environments for students. Instructors can enhance the quality of education through the use of engaging media to support students'

writing abilities in project-based learning. As stated by Talat and Chaudhry (2014), the implementation of PBL in the classroom can increase student engagement and efficiency. Furthermore, the findings indicate that pre-service educators employ educational materials to promote student engagement and participation. Additionally, Bobkina et al. (2020) asserts that instructors can benefit from the utilization of educational technology, YouTube, films, and videos in the areas of classroom administration and curriculum development. Additionally, this improves the technological pedagogical content knowledge (TPACK) proficiency of educators. (Valtonen et al., 2019). Furthermore, the implementation of a wide range of educational resources elucidates the instructor's function within the classroom, which is to serve as a facilitator to encourage students' active participation in the learning process.

Student engagement in the learning process can be enhanced through the use of innovative learning models, such as PjBL (Susanti et al., 2017). Students are extraordinarily motivated when they propose creative project concepts. The knowledge that students have gained can be applied to the undertaking that they have developed. Furthermore, student collaboration is fostered through the implementation of PjBL, which enhances their communication abilities (Yoshida, 2018). Students are more comfortable articulating their opinions when working in groups (Sutrisno et al., 2018); therefore, small-group English instruction can improve students' critical thinking abilities. Collaborative writing learning can be enhanced through the utilization of Canva media (Drajati et al., 2019). Graphic organizers facilitate the development of students' evocative writing abilities (Hamid, 2011). In addition, English pre-service teachers formulate a strategic course of action to tackle the obstacles in an effort to enhance student learning and teaching methodologies. They can implement their strategies and insights while also monitoring the effects of the modifications on instruction and learning. The reflective problem-solving cycle concludes with this stage, although educators maintain an ongoing dialogue regarding the results of the implemented modifications (Anderson et al., 2001). Pre-service English educators ought to reflect on aspects that were successful and those that could be enhanced. An assessment should be made of the congruence between instructional objectives and results, the appropriateness of pedagogical approaches, and the ability to address students' requirements.

Reflection, when utilized as a problem-solving mechanism, entails a purposeful and reflective evaluation of one's experiences, actions, and results with the intention of attaining understandings, recognizing obstacles, and formulating efficacious approaches for enhancement. It is a methodical and organized strategy for deriving knowledge from one's own experiences, both favorable and unfavorable, and utilizing that knowledge to tackle obstacles and improve subsequent endeavors. Teachers may find the reflection process especially beneficial when attempting to navigate the intricacies of the classroom environment and enhance their pedagogical approaches.

The results demonstrated that each English pre-service teacher identified the solution criteria. This implies that pre-service teachers engaged in critical self-reflection when they examined their perspectives critically and were open to exploring the underlying reasons for their particular viewpoints and contemplating alternative viewpoints. Their introspection facilitated the harmonization of their actions with their values and enabled them to make deliberate decisions. By engaging in critical self-reflection, English pre-service teachers can frequently discern areas that require enhancement. By doing so, they can establish objectives that are precise, quantifiable, and feasible, thereby augmenting their expertise, understanding, and overall efficacy (Lewis & Vialleton, 2011).

As a result of reflective thinking related to analysis of the experience based on the solution, nearly all pre-service teachers explained that the criteria minimum competence was exceeded by the average learner results when the chosen solution was implemented. This demonstrates that students were motivated in studying learning content and appreciate studying English. Utilizing the solution enhanced the learning experience. According to Zouganeli et al. (2014), innovative learning models can enhance the content of learning. The use of innovative learning models can enhance learning outcomes and student motivation, as was explained.

Pre-service teachers must have access to adequate facilities and infrastructure in order to use learning models with online and interactive learning media such as jamboard and canva. If the infrastructure and facilities are sufficient, the learning process can proceed without interruption. Dashtestani (2020) explains that a lack of learning facilities can make education less engaging, preventing students from engaging in active learning. This can also have an impact that learning cannot be carried out equitably. The results also indicate that almost all pre-service instructors have not evaluated the solution's consistency. Teachers must therefore assume the function of researcher as well as educator. This contradicts the findings of Dikilitaş and Wyatt (2018), who found that teachers who become researchers can enhance the quality of learning outcomes.

This study implied that reflective teaching is an instructional strategy in which teachers systematically reflect on and analyze their teaching practices in order to enhance the quality of student learning. Teachers are able to recognize which activities are their assets and which are their weaknesses. This means that instructors are able to determine which teaching strategies are effective and which are ineffective, thereby aiding their professional development. Pre-service teachers also seek out techniques or strategies that will make lessons more engaging, interactive, and pertinent to students, so that students will achieve positive learning outcomes. To develop instructors' research skills, they must be assisted and enhanced so they can conduct classroom experiments and use scientific methods to enhance student learning.

## **CONCLUSION**

This study illustrates the necessity for pre-service teachers to actively participate in reflective thinking as a means to augment student learning. Through the utilization of reflective teaching, pre-service teachers can assess the efficacy of different instructional approaches in promoting active student engagement and identify strategies that may be less conducive to effective learning. The maintenance of learning quality and educational equity can be achieved through the continual implementation of reflective teaching approaches by teachers. Reflective teaching is a potent instrument for ongoing professional growth since it allows teachers to improve their methods, stay updated on educational progress, and strengthen their teaching abilities. By cultivating self-awareness and employing critical analysis, pre-service teachers can discern areas in need of enhancement, proficiently address classroom obstacles, and modify their instructional approaches to accommodate the heterogeneous requirements of their students. The practice of reflection not only enhances teachers' job happiness and adaptability but also significantly influences student learning outcomes. By exemplifying and promoting reflective thinking, pre-service teachers cultivate an environment that promotes ongoing enhancement and analytical thinking in their students, equipping them to navigate a dynamic and evolving society. Incorporating reflective teaching approaches enhances the quality of

teaching and fosters dynamic and effective learning environments, empowering students to succeed in their academic pursuits and beyond. It is recommended that mentoring and research on the enhancement of teacher skills be carried out in teaching and learning research.

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