

**REFLECTIVE PRACTICE OF EFL PRE-SERVICE TEACHER
THROUGH PHOTOVOICE**

A Thesis

Submitted as Partial Fulfilment of the Requirements for Getting
Sarjana Pendidikan Degree of English Language Education Study Program



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2025

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MOTTO

“When you think that any adversity can be overcome and that tears can be replaced with smiles. Then you have performed a very great worship, namely bias towards Allah SWT.”

– **Habib Umar bin Hafidz**

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَاخْلَعْ عُقْدَةً مِنْ لِسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

“(25) He (Prophet Musa) said, “O my Lord, expand my chest” (26) and make things easier for me, (27) and remove the stiffness from my tongue, (28) that they may understand my words.”

(QS Thaha: 25-28)

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. The Most Gracious and Most Merciful, ALLAH SWT, who has given me the breath of life until now and always protects me with all His Greatness.
2. The greatest family, Mr. Sarudin, Mrs. Pahauziah and my younger siblings, Mr. Sarudin and Mrs. Pahauziah who have raised me sincerely all this time, thank you for your prayers, affection, support, and everything you have given me all this time and always give me the spirit to complete my studies. Also my beloved younger siblings, Robi Yansyah and Ahmad Raihan who always entertain me when I return home. May God always give His blessings and grace to our family.
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7. To my lucky 7, my savior, infinity and beyond, my children, thank you for saving my life and giving me another home. I love you so much!
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Finally, I am sure that this thesis is still far from perfect, but it is hoped that this thesis can be useful for the process of teaching English. Therefore, I really appreciate all criticism and suggestions for the improvement of this thesis.

TABLE OF CONTENT

TITTLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK’S ORIGINALLY	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGMENT	viii
TABLE OF CONTENT	ix
LIST OF KEY TERMS & ABBREVIATION	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xv
ABSTRACT	xvi
CHAPTER I INTRODUCTION	1
1.1 Background of the study	1
1.2 Identification of the Problem	9
1.3 Limitation of the Problem.....	10
1.4 Formulation of the Problem	11
1.5 Objective of the Study	11
1.6 Significance of the Study	11
CHAPTER II LITERATURE REVIEW	13
2.1 Reflective Practice	13
2.2 Pre-Service Teacher	21
2.3 Photovoice.....	24
2.4 Review of Relevant Studies	31
2.5 Theoretical Framework	37
CHAPTER III RESEARCH METHODOLOGY	39
3.1 Research Design	39
3.2 Setting and Participants.....	40
3.3 Data Collecting Techniques	41

3.3.1 Photograph.....	41
3.3.2 Pre-Service Teachers’ Reflective Journals.....	43
3.4 Data Analysis Techniques.....	44
3.5 Trustworthiness.....	46
3.5.1 Credibility.....	47
3.5.2 Transferability.....	48
3.5.3 Confirmability.....	49
CHAPTER IV FINDINGS AND DISCUSSION.....	52
4.1 Research Findings.....	52
4.1.1 Philosophy.....	60
4.1.2 Principles.....	75
4.1.3 Theory.....	86
4.1.4 Practice.....	95
4.1.5 Beyond Practice.....	107
4.2 Discussion.....	118
CHAPTER V CONCLUSION AND RECOMMENDATIONS.....	121
5.1 Conclusion.....	121
5.2 Recommendations.....	122
REFERENCES.....	124
APPENDICES.....	132

LIST OF KEY TERMS & ABBREVIATION

PSTs	: Pre-Service Teachers
PSELTs	: Pre-Service English Language Teachers
CPD	: Continue Professional Development
PAR	: Participatory Action Research
PPL	: Field Experience Practices
TCs	: Teacher Candidates
SAMR	: Substitution, Augmentation, Modification, and Redefinition
PALAR	: Participatory Action Learning and Action Research
FGD	: Focus Group Discussion
PLP	: <i>Pengenalan Lapangan Persekolahan</i>

LIST OF TABLES

Table 2. 1 Example Timeline of Photovoice Project.....	30
Table 3. 1 Photovoice Research Project Timeline.....	40
Table 4. 1 Thematic analysis across PSELTs photographs along with a reflective journal organized according to Farrell's (2024)	52

LIST OF FIGURES

Figure 2. 1 Framework for Reflecting on Practice	15
Figure 2. 2 Organizing of Photovoice Phase	27
Figure 2. 3 Theoretical Framework	38
Figure 3. 1 The U-Heuristic.....	45
Figure 3. 2 Braun & Clarke’s Six Phases of Reflexive Thematic Analysis (2021)	45
Figure 4. 1 Photovoice by PSELT-A: Responsibility and trust in professional roles (PH.1.1.1)	62
Figure 4. 2 Photovoice by PSELT-E: Individualized support and care (PH.1.1.2)	64
Figure 4. 3 Photovoice by PSELT-D: Student-centered discipline (PH.1.1.3)	65
Figure 4. 4 Photovoice by PSELT-C: Balancing planning and responsiveness (PH.1.2.1)	69
Figure 4. 5 Photovoice by PSELT-G: Holistic support for learners (PH.1.2.2).....	72
Figure 4. 6 Photovoice by PSELT-B: Professional presence and relational warmth (PH.1.2.3)	74
Figure 4. 7 Photovoice by PSELT-B: Dialogic pedagogy (PR.2.1.1).....	77
Figure 4. 8 Photovoice by PSELT-G: Personalized instruction (PR.2.1.2).....	78
Figure 4. 9 Photovoice by PSELT-F: Experiential and hands-on learning (PR.2.2.1)	82
Figure 4. 10 Photovoice by PSELT-D: Fostering curiosity and respect (PR.2.2.2)	83
Figure 4. 11 Photovoice by PSELT-I: Use of educational technology (T.3.1.1) ..	87
Figure 4. 12 Photovoice by PSELT-A: Confidence-building practices (T.3.1.2). 90	90
Figure 4. 13 Photovoice by PSELT-B: Teacher as instructional leader (T.3.2.1) 93	93
Figure 4. 14 Photovoice by PSELT-C: Supporting comprehension through pacing (T.3.2.2).....	94
Figure 4. 15 Photovoice by PSELT-A: Belief-practice alignment (PRA.4.1.1)....	97
Figure 4. 16 Photovoice by PSELT-D: Responsive group facilitation (reflection-in-action) (PRA.4.2.1)	101
Figure 4. 17 Photovoice by PSELT-E: Confidence through presentation (reflection-on-action) (PRA.4.2.2)	103
Figure 4. 18 Photovoice by PSELT-G: Facilitating student expression (reflection- for-action) (PRA.4.2.3)	105

Figure 4. 19 Photovoice by PSELT-B: Empowerment through interaction (PP.5.1.1).....	109
Figure 4. 20 Photovoice by PSELT-B: Mentorship and peer-guided growth (PP.5.1.2).....	111
Figure 4. 21 Photovoice by PSELT-C: Material presentation and comprehension (PP.5.2.1)	114
Figure 4. 22 Photovoice by PSELT-H: Intrinsic motivation and fulfillment (PP.5.2.2).....	115

LIST OF APPENDICES

Appendix 1 Farrell’s Reflective Journal Blueprint (2024).....	133
Appendix 2 Photovoice Project Phases – Organizing Instrument.....	136
Appendix 3 Pre-Service Teacher’s Photovoice	138
Appendix 4 Pre-Service English Teachers Reflective Journal.....	188
Appendix 5 Participants’ Profile Philosophy	225
Appendix 6 Participants’ Profile Principles	227
Appendix 7 Participants’ Profile Theory.....	229
Appendix 8 Participants’ Profile Practice	231
Appendix 9 Participants’ Profile Beyond Practice.....	233
Appendix 10 Coding and Thematic Analysis	236

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ABSTRACT

This study explores how reflective practice during the teaching practicum shapes EFL pre-service teachers' readiness for their future roles as English language educators. Employing photovoice and reflective journals as tools, ten pre-service teachers from a private Indonesian university documented their practicum experiences. Data were analyzed using Farrell's (2024) reflective framework: philosophy, principles, theory, practice, and beyond practice combined with the U heuristic approach to photovoice analysis. Findings reveal that reflective practice during the teaching practicum plays a crucial role in shaping EFL pre-service teachers' readiness for their future roles. Reflection was not only retrospective but also an active, integrative process involving personal experience, pedagogical knowledge, and classroom realities. Through reflection-in-action, on-action, and for-action, participants developed adaptive strategies to meet evolving demands in English language education. These reflective modes enabled real-time responsiveness, post-lesson evaluation, and intentional planning for future challenges. Moreover, reflection supported the formation of professional identity rooted in empathy, inclusivity, and social responsibility. It empowered pre-service teachers to align personal values with professional expectations, transform challenges into growth opportunities, and envision themselves as ethical and responsive educators. Collectively, these findings affirm that reflective practice serves as both a foundation for immediate pedagogical growth and a sustainable framework for ongoing professional development. The study contributes to teacher education by highlighting photovoice as an innovative reflective tool for enhancing professional preparation and addressing the theory practice gap.

Keywords: EFL Pre-Service Teachers, Identity, Photovoice, Practicum, Reflective Practice.

CHAPTER I

INTRODUCTION

1.1 Background of the study

Reflective practice is one of the fundamental aspects of pre-service professional development of EFL teachers. This aspect plays an important role in shaping their teaching identity and improving their pedagogical skills. Albushra, Al-thaqafi and Alharbi (2023); Farrell and Stanclik (2023) investigated reflective practice as a fundamental aspect of professional competence for EFL pre-service teachers. This practice is recognized as a catalyst for meaningful engagement in the teaching profession, allowing educators to develop their teaching identity through critical self-assessment and validation of their practice in a supportive learning community. Reflective thinking plays a vital role in helping teachers evaluate and adjust their teaching methods, especially in teaching young learners. Reynolds et al. (2021) found that reflective thinking facilitates changes in beliefs about teaching methods, especially for young learners. It allows teachers to evaluate and adjust their teaching methods based on new insights. Teaching practice experiences play a crucial role in shaping EFL pre-service teachers' independence and understanding of assessment practices. Prastikawati et al. (2022) highlighted teaching practice experiences are an important phase in the development of EFL pre-service teachers' agency and understanding of assessment practices. Reflective practice provides opportunities for teachers to think about their practices, experiences and decision-making in a systematic, independent and collaborative way in the teaching and

learning process. Reflective practice is an important element in the development of EFL pre service teachers as it allows them to evaluate and understand their beliefs and assumptions about the teaching and learning process.

Some previous studies have explored reflective practice in pre-service teacher education, such as Ong et al. (2020) who demonstrated utilizing vlogs as a reflective tool for addressing challenges faced during lessons and outside the classroom can serve as an alternative for 13 Malaysian ESL pre-service teachers, contributing to their professional development. Meanwhile, Korucu Kış and Yükselir (2021) comprehensively examined reflective practices in Turkey's pre-service English teaching context. This provides the theoretical foundation for this research on the perception of EFL pre-service teachers, developed through the photovoice method as a tool for reflective practice in English language learning. Schulze and Ittner (2021) conducted a study on the application of systemic functional linguistics (SFL) as a pedagogical and analytical instrument to enhance the teaching of reflective writing to Mandarin-speaking teacher candidates enrolled in an ESOL course within a university educator preparation program in China that employed English Medium Instruction (EMI). Pokhrel (2022) explores reflective practices of how they shape English teachers' professional life in Kathmandu University, Nepal. The method that has been used is 'Reflective Practice' through autoethnography, the mindful consideration of one's own action. It discloses the experiences of English language teachers of cultivating a reflective mindset to examine a theory-practice gap in classroom teaching, understanding pedagogical practices, using different strategies in EFL class and developing self-efficacy as a

reflective practitioner. Reflective journal writing is recognized as a valuable tool for pre-service teachers to analyze their teaching experiences and foster professional growth in Kuwait. Almutawa and Alfahid (2024) findings suggest that reflective journal writing enhances pre-service teachers' self-awareness, critical thinking, and professional growth. However, challenges related to time constraints and classroom management also emerge. This study highlights the potential of reflective journal writing as a powerful tool for professional development among pre service English language teachers in Kuwait. By exploring the impact of the weekly frequency of reflective journaling on participants' experiences to enhance teacher education programs. The primary aim of researchers engaging in reflective activities is to facilitate the professional development of Pre-Service Teachers. Reflective practice aims to enhance awareness among Pre-Service English Language Teachers (PSELTs) regarding the advantages of reflection and to assist them in evaluating their own classes for the efficacy of their teaching strategies and materials to foster students' learning outcomes.

Despite the diversity of reflective tools explored in prior research ranging from vlogs and journal writing to autoethnography and linguistic frameworks there remains a notable gap in studies that employ photovoice specifically as a structured methodology for fostering reflective practice among EFL pre-service teachers. While photovoice has shown promise in encouraging visual and narrative exploration of teaching experiences, it has yet to be thoroughly examined within the context of early-phase EFL teacher training, particularly regarding its effectiveness in identity formation and pedagogical awareness. Furthermore,

limited empirical evidence exists on how photovoice supports reflection in more constrained classroom settings where public exhibitions or extensive image processing may not be feasible. This research addresses that gap by focusing on the initial three phases of photovoice, offering a practical yet transformative approach to deepening reflective engagement in EFL teacher education.

Over the last few decades, there has been increasing emphasis in the field of teacher education, where teachers are required to be able to improve and enhance their own quality. Therefore, reflective teaching is one way that can help teachers develop their teaching methods because reflective teaching is a continuous and systematic process of considering and analyzing one's teaching practices and experiences. In pursuit of high-quality teacher education programs and Continuing Professional Development (CPD) activities, reflective practice has received wider attention because teaching experience itself does not guarantee improved practices. Participating in CPD makes pre-service teachers more capable of putting evidence-based practices into practice, adapting to shifting learning environments, and successfully meeting the requirements of students from various backgrounds (Shawn et al., 2021). As a result, CPD plays a critical role in fostering teacher self-efficacy, work satisfaction, and ultimately academic success for students (Bahriadi et al., 2022; Naila and Mirwan, 2022).

In the past five years, reflective practice has also been documented in Indonesia, the context of the current contribution. In the Indonesian context, the government, as well as the universities offering teacher education programs, put an increased emphasis on reflection and reflective practice at schools. Consequently,

the Ministry of Education, Culture, Research, and Technology has revised the regulations and policies pertaining to Teacher Education Standards in Indonesia. The government has enacted Regulation Number 56 of 2022 from the Minister of Research, Technology, and Higher Education, along with Regulation Number 26 of 2022 from the Minister of Education and Culture, which emphasizes the necessity for teachers to engage in ongoing competency development informed by reflective practices in their teaching (Marlina et al. 2024). This policy implies that reflective practice is mandatory for teachers and educators by which they are required to continuously refresh and update their professional and pedagogical knowledge and skills in order to improve the quality of teaching and learning (Sunra, 2020). For this reason, Kusumarasdyati and Retnaningdyah (2024) mentioned that the Ministry of Education, Culture, Research, and Technology in Indonesia includes reflective competence as one of the abilities that teachers must develop, and teacher education programs in universities follow this up by fostering the reflection of pre-service teachers. Because insufficient training contributes to teachers being inadequately equipped to teach and engage students in an enjoyable manner, which frequently leads to diminished student enthusiasm during the learning process.

The implementation of reflective teaching practice by Indonesian Pre-Service English Language Teachers (PSELTs) can be carried out through various methods, one of which is the use of photovoice. This visual and narrative-based tool allows pre-service teachers to reflect on their teaching experiences in a more personal and meaningful way. For example, Safitri et al. (2024) found that

photovoice was effective in exploring teacher emotions, particularly in relation to the use of Dictogloss technology in language classrooms. Similarly, Izzah (2024) investigated how four EFL teacher candidates constructed their professional identities during teaching practicum through photovoice, demonstrating how visual reflection can deepen self-understanding and identity formation. Reflective practice is essential in helping pre-service teachers develop their professional identity, as it allows them to examine their teaching experiences and understand their roles more clearly. Although various reflection tools such as journals, group discussions, and portfolios are commonly used, the integration of photovoice remains limited. Novitasari and Rahman (2024) highlight this gap by emphasizing the potential of photovoice in facilitating self-reflection for EFL pre-service teachers. This highlights the need for innovative reflective tools like photovoice to enhance the quality of teacher education and better support the identity formation of future educators. The empirical findings from these studies also offer valuable implications for improving teaching practicum programs and preparing pre-service EFL teachers for their future professional roles.

Consequently, there is a growing need for innovative reflective tools like photovoice to enhance teacher education and support identity formation. While previous studies have focused on emotional responses and identity construction, this current study differs by examining the extent to which theoretical insight, policy demands, and teaching experience influence pre-service EFL teachers' reflection during their practicum. Using photovoice and reflective journals, this

study offers a more comprehensive lens on how reflection operates within the broader context of professional preparation.

The previous studies above are in line with the preliminary study conducted by the researcher, in preliminary research, the researcher explore 10 students' experiences of the English Language Education Study Program at a private university in Indonesia during their teaching practicum, they faced various challenges in implementing English language achievement competencies based on the curriculum used in schools and the demands of technology-based teaching and student creativity. Based on Pre-Service English Language Teacher (PSELT) A's experience during teaching practicum or PLP (*Pengalaman Lapangan Persekolahan*), she has difficulty in compiling lesson plans, analyzing learning outcomes, and creating a flow of learning objectives because she has not been able to make good use of technology-based English language teaching. She felt there was a gap between the theory taught at university and the teaching practice that had to be done at school. Therefore, she realized that the process of creating teaching materials was difficult. Meanwhile, PSELT-B experienced difficulties while conducting class projects with students due to the lack of teaching time allocation given at school. She stated that the boarding school has a certain time for students to do routine religious activities, which take up a lot of students' learning time in class. Moreover, students are also not allowed to bring smartphones, so accessing technology-based learning is rather difficult due to the limited equipment available at school. In its implementation, PSELT-C also finds it difficult because of its limited English language skills, while it must be able to practice good and correct

English to students at school. In addition, PSELT-D found it difficult to understand students' psychological understanding. Hence, she did not know how to encourage students to ask questions in the learning process and had difficulty finding students' learning engagement. Thus, it can be concluded that they still encounter difficulties and various challenges in the teaching and learning process during the teaching practicum. From this data, it is necessary to reflect on teaching practicum as an evaluation for PSELTs to improve their teaching skills.

In the context of reflective practice through photovoice for EFL pre-service teachers, the clear gap in teaching experience often centers on the transition from theoretical understanding to practical application. Many pre-service teachers grapple with aligning what they know about pedagogy, classroom management, and language instruction with the unpredictable realities of actual teaching. This research aims to reflect on that dissonance known as the theory-practice gap and explore how visual reflection helps reconcile these challenges. The novelties explored include how photovoice encourages reflection on specific English skills such as lesson planning for speaking and listening, designing interactive tasks to enhance communicative competence, and responding to varied language proficiency levels. In terms of teaching components, this study delves into classroom management, emotional regulation, learner engagement, and instructional adaptability all often overlooked in traditional written reflections. Not all teaching processes are reflected on in equal depth. Instead, photovoice selectively captures moments that are emotionally significant or pedagogically impactful such as moments of breakthrough with student understanding, instances

of confusion, peer collaboration, or classroom tension. This selective focus allows richer insight into the pre-service teachers' evolving identities and helps uncover dimensions of teaching that may remain abstract in other forms of reflection.

In conclusion, the researcher would like to collect the photos as a reflection by PSELTs at a private university in Indonesia during their teaching practicum and analyze using U-heuristic theory. Through photovoice, PSELTs will capture and analyze images that represent reflections on their teaching practice experiences. This method will help them visually articulate the relationship between teaching experiences and teaching skills, thus allowing for a deeper understanding of how these factors shape their professional teaching growth.

1.2 Identification of the Problem

Based on the background of the study above, it can be concluded that several of problems that emerged in this study are as follows:

1. Pre-Service English Language Teachers (PSELTs) have difficulty in compiling lesson plans, analyzing learning outcomes, and creating a flow of learning objectives because they have not been able to make good use of technology-based English language teaching. There was a gap between the theory taught at university and the teaching practice that had to be done at school.
2. PSELTs have difficulty conducting class projects with students due to the lack of teaching time allocation given at school. The boarding school has a certain time for students to do routine religious activities, which take up a lot of students' learning time in class.

3. Students are also not allowed to bring smartphones, so accessing technology-based learning is rather difficult due to the limited equipment available at school.
4. In its implementation, PSELTs also finds difficulties because of its limited English language skills, while it must be able with practice good and correct English to students at school.
5. PSELTs have difficulty capturing students' psychological understanding, not knowing how to encourage students to ask questions in the learning process, and have difficulty finding students' learning engagement.

1.3 Limitation of the Problem

This study uses the photovoice approach to evaluate the practice of EFL pre-service teachers. This study included only ten pre-service teachers from 8th semester at one of Indonesia's universities. As a result, the sample in this study does not represent other pre-service teachers at other universities, as pre-service teachers may have various backgrounds when judging pre-service English teacher practice. Furthermore, based on the identification of the problem, the study focused on the shared experiences of EFL pre-service teachers participating in teaching practicum. This research investigates how EFL pre-service teachers reflect on their teaching experiences during their field experience practicum (PLP). The reflection process is examined not just as a technical skill, but as a developmental journey that deepens professional identity and pedagogical awareness.

1.4 Formulation of the Problem

1. How does reflective practice during the teaching practicum shape EFL pre-service teachers' readiness for their future roles as English language educators?
2. How do EFL pre-service teachers engage in reflective practice in action, on action and for action to interpret and respond to the changing demands of English language education?

1.5 Objective of the Study

1. This study explores how reflective practice during the teaching practicum shapes EFL pre-service teachers' readiness for their future roles as English language educators.
2. This study examines how EFL pre-service teachers engage in reflective practice in action, on action, and for action to interpret and respond to the changing demands of English language education.

1.6 Significance of the Study

This research is expected to have an impact on pre-service teachers, English teachers, and other researchers.

1. For pre-service teachers, the writer expects that through photovoice, PSELTs will help them visually articulate the relationship between teaching experiences and teaching skills, thus allowing for a deeper understanding of how these factors shape their professional teaching growth.

2. For English teachers, the author hopes that this study will help them provide an overview of how to reflect on and evaluate English teaching and learning outcomes through photovoice.
3. For other researchers, the findings of this study are intended to provide valuable information and expertise for anyone interested in conducting more research on the same topic. Future researchers can develop research on reflective practice using a larger sample size to increase the variety of data findings by using different theoretical analysis approaches.

CHAPTER II

LITERATURE REVIEW

2.1 Reflective Practice

Reflective practice serves as a guiding compass for educators who may be in search of direction regarding their actions within the classroom. Farrell (2012, p. 15) explored that reflective practice is a compass of sorts to guide teachers when they may be seeking direction as to what they are doing in the classroom. In other words, it is the teacher's opportunity to contemplate what he/she has done in their teaching in order to find the solution to the problems appear. Reflective practice is considered as one of the strategies to develop teacher professionalism

The process of becoming a professional, teacher does not merely start when teachers have an opportunity to teach in the classroom, but it also begins before teachers enroll an education program at a university. Roberts et al., (2021) explain that reflective practice is crucial for pre-service teachers, but grasping its significance and integrating it effectively into their teaching journey can be challenging. Many PSTs struggle with identifying meaningful reflection opportunities, articulating their insights, and applying those reflections to improve their teaching.

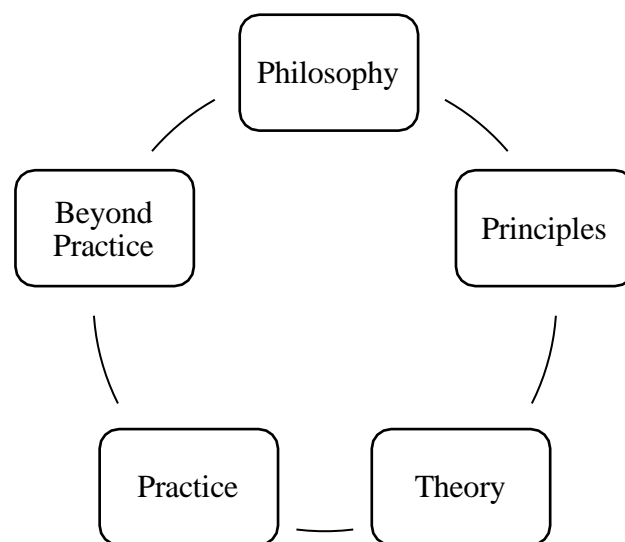
Reflective practice is the process of reflecting on one's actions and experiences to engage in continuous learning and personal development. In English Language Teaching, reflective practice is a vital pedagogical approach for teacher professional development. Although the benefits of reflective practice are widely recognized, their meaning can differ depending on the specific context in which

they are applied (Derinalp, 2022). For the purposes of this entry, reflective practice is described as a mental process combined with certain attitudes, where teachers systematically gather information about their teaching methods and, through discussions with others, use this information to make well-informed decisions about their practices both in and out of the classroom (Farrell & Kennedy, 2019, p. 123). Hence, reflective practice is crucial because professionals must consistently assess their actions and refine their methods.

As mentioned before, reflective practice is a vital pedagogical approach to teachers' professional development. Hence, Indonesian EFL teachers need to continue professional development, because CPD involvement offers the essential groundwork for EFL teachers to manage their teaching practices and effectively address their students' needs and the complexities of the Indonesian educational setting (Cirocki and Farrell, 2019). Indonesia, as one of the expanding circle countries, has documented reflective practice in the past four years. These studies explore how pre-service English language teachers engage in teaching practices (Nurkamto and Sarosa, 2020). For example, Sunra (2020) revealed that reflective practice emerged as a valuable trait among teachers, contributing significantly to enhancing the quality of teaching and learning. This is one example of the documentation of reflective practice in Indonesia as one of the expanding circle countries.

Reflective practice can also be done through several methods, language teachers have the option to engage in several activities that promote reflective practice, and they have the flexibility to engage in reflection through teaching

journals, critical peer discussions, teacher development communities, classroom observations, and/or action research (Farrell, 2018). And reflective practice can also be done through several frameworks or cycles, one of them is created by Farrell (2024). The cycle of reflective practice is described as follows:



**Figure 2. 1 Framework for Reflecting on Practice
(Farrell, 2024)**

Thomas S. C. Farrell's framework outlined in *Reflective Practice for Language Teachers*, emphasizes continuous professional development through reflection. Farrell's cycle consists of several key stages, as follows:

1. The first phase of the framework, known as philosophy, delves into the teacher as an individual, recognizing that their core philosophy has developed since their early years. This phase can be regarded as a "glimpse into the roots of a teacher's practice" because a philosophy of practice suggests that every visible action is motivated by an underlying reason, even if it is not articulated. By discussing past experiences that may have influenced their philosophy, teachers gain self-awareness through reflection

on their backgrounds (i.e., heritage, ethnicity, socioeconomic status, family, and personal values).

2. The second phase in the teaching and learning process is the "principles" stage, which encompasses a teacher's reflections on their underlying assumptions, beliefs, and conceptions about teaching and learning. According to Farrell and Kennedy (2019), this stage is crucial for uncovering the internal values that shape classroom decisions and interactions. Within this reflective phase, they identify two key principles: approachability and nurturing curiosity. The principle of approachability emphasizes the importance of being emotionally accessible and creating a safe, welcoming environment where students feel comfortable engaging and expressing themselves. Meanwhile, the principle of nurturing curiosity highlights the teacher's role in stimulating learners' natural desire to explore and inquire, viewing curiosity not merely as a cognitive trait but as an ethical commitment to fostering growth. Together, these principles serve as a lens through which educators can align their personal values with their professional practice, ultimately enriching the learning experience.
3. In the third stage, it is theory stage, teachers critically reflect on the theoretical foundations that underlie their instructional practices, whether those theories originate from their own intuitions, their teacher training, educational literature, or other sources to examine how those theoretical principles and models actually manifest and translate within the realities of their classroom environments (Farrell, 2024, p.13). Furthermore, Farrell and

Kennedy (2019) further elaborate on this stage by identifying two key components: teaching methodology and planning procedures. Teaching methodology refers to the approaches and strategies teachers use to deliver content such as communicative language teaching, task-based learning, or grammar-translation methods and how these choices reflect their theoretical stance. Planning procedures, on the other hand, involve how teachers design lessons, sequence activities, and anticipate learner needs.

4. The fourth stage, referred to as "practice," signifies the observable and outward expression of a teacher's efforts, representing the visible "tip of the iceberg" within the teaching and learning process (Farrell, 2024, p.13). This practice stage can shed light on the reasons behind similarities or differences by aiding teachers in connecting their philosophy, principles, theory, and practice. Such a connection enhances their capacity to reflect during a lesson (reflection-in-action), after a lesson (reflection-on-action), and prior to teaching (reflection-for-action).
5. The concluding phase, which transcends practice or critical reflection, includes moral, political, emotional, ethical, and social aspects that go beyond simple practice or critical reflection (Farrell, 2024, p.15). Equipped with the knowledge acquired from this stage, teachers are empowered to "contribute to social change for the betterment of students, colleagues, the community, and society as a whole" (Farrell, 2015, p. 86). Furthermore, they can broaden their reflections to encompass not only classroom teaching practices but also elements such as textbooks, syllabus, curriculum, and

working conditions. Given the numerous advantages of reflective practice for language teachers and the various methods available for its implementation, there is no justification for contemporary language teachers to refrain from engaging in this reflective practice.

Accordingly, reflective practice is examined and subdivided into three categories: (1) Reflection in-action; (2) Reflection on-action; and (3) Reflection for action (Farrell, 2012; Farrell, 2018). Reflection in-action, also known as interactive reflection, means the process of teachers' thinking towards teaching and learning activities while on the job. In reflection on-action, the practitioners think their previous teaching, whether there is any problem or not and also to find out an alternative way to deal with it. The last, reflection for-action or anticipatory reflection means teachers consider the problem or situation that will happen in future teaching. Thus, reflection involves an active, ongoing, and meticulous examination of any belief or assumed knowledge based on the evidence that underpins it and the conclusions it leads to. Additionally, reflective practice is a structured inquiry that a teacher must engage in to foster professional development. This process is referred to as reflection-on-action. The concept of reflection-in-action denotes a teacher's chance to apply their intuitive understanding while actively teaching. Moreover, the proactive approach is later termed reflection-for-action.

Furthermore, reflective practice consists of five elements usually realized by the teacher in teaching practice. The elements must be involved in the reflection process, even though not in the set order. The elements are the same as the phase in

thinking toward what the teacher reflected. The elements are suggestion, intellectualization, guiding idea, reasoning, and hypothesis testing (Farrell, 2012). Suggestion means the teacher's actions in responding to the problems that occur at the teaching time. In other words, the possible solutions will be in the teacher's mind when he/she faces the problems. The second element is intellectualization. Intellectualization is a terrible situation in the teaching activities. The teacher at first looks the situation as a difficulty. Then, after analyzing it, it becomes the problem to be solved. It means that intellectualization is the problem. Guiding idea arises when the teacher has a suggestion toward intellectualization in their reflection. In this stage, the guiding idea is using a suggestion that is measurable to solve the problem. The fourth element is reasoning. In the reflection process, reasoning appears when the teacher analyzes the problems and factors of the problematic situation. It is usually linked to the teacher's experience or observation in teaching. And the last element is hypothesis testing in which the teacher implements the guiding idea from his/her reflection. Hypothesis testing could be an overt or an imaginative action. It depends on the situation surrounding the teacher (Istihari, 2023). Thus, the components of reflective practice should be incorporated into the reflection process, although not necessarily in a specific sequence. These components correspond to the phases of thought regarding what the teacher has reflected upon.

Pre-service teachers' practical theories are developed through their practicum related to reflection. Through reflection, pre-service teachers implement some process such as observing and evaluating their experiences and thoughts,

which help them in order to increase skills and awareness of their feelings, beliefs, and assumptions about their experiences in their teaching practice. The professional development is one way to keep teachers updated on their knowledge, commitment, and enthusiasm about their work. The strategies for professional development for PSTs include reflective analysis of teaching practices where they examine beliefs, values, and principles, particularly during the mentoring process. Thus, their professionalism grows as a result of gaining increased experience and examining his or her teaching systematically (Nuraeni & Heriyatun, 2021). Reflective practice has proven to help pre-service teachers develop their repertoire of teaching and to help them survive the beginning year of teaching, as Suphasri & Chinokul (2021) mentioned there are various tools that pre-service teachers can employ in order to reflect on their teaching, such as reflective journals, collaborative learning, recording of lessons, peer observation, etc.

Bray and Fotheringham (2022) conducted study to examine the awareness of policy and underlying pedagogy as well as the use of reflective practice by teaching staff (faculty) within a Scottish university. Significant findings included the dominance of traditional (paper-based as opposed to computer-mediated) reflective writing in teaching staff's own reflection, and the importance of both formal and informal group reflection in methods and process. Thus, Reflective practice is a powerful tool for PSTs development, allowing educators to continuously assess and improve their teaching methods. It encourages self-awareness, critical thinking, and a deeper understanding of students' needs. By fostering a habit of reflection, PSTs can adapt to new challenges, refine their

strategies, and ensure that their teaching remains effective and engaging. Keeping reflective practice embedded in education helps sustain growth, innovation, and meaningful learning experiences for both PSTs and students alike.

2.2 Pre-Service Teacher

Pre-service teacher refers to an individual who is undergoing training and education to become a teacher but has not yet started teaching professionally. According to Keengwe (2022) pre-service teachers are defined as student teachers who are enrolled in a teacher education program and working toward teacher certification. Li and Feng (2024) stated that pre-service teachers are defined as individuals for whom the practicum is designed and through which they gain practical teaching experience in schools. Torro et al. (2021) study provides insights into how pre service students perceive reflective teaching practices. The teaching practicum provides PSTs with a hands-on experience in teaching and learning in which reflective practice skills are taught to pre-service teachers, as developing critical thinking, problem-solving, and decision-making skills is essential (Pokhrel, 2022). Meanwhile, Korucu Kış and Yükselir (2021) comprehensively examined reflective practices in Turkey's pre-service English teaching context. This provides the theoretical foundation for this research on the perception of EFL pre-service teachers, developed through the photovoice method as a tool for reflective practice in English language learning. It may be concluded here that pre-service teachers are people who pursue a relevant degree in order to become teacher in the future.

Pre-service teacher education has the potential to be the genesis of any educational matter. The philosophies, methods, success, or failure of any

educational system cannot be imagined independently of pre-service teacher education. Researchers widely recognize reflective practice as a crucial indicator of professional competence for teachers, as it facilitates effective planning and comprehension of educational concepts, thereby contributing to teaching quality improvement and successful English language teaching in the classroom (Gudeta, 2022). Torres-Cladera et al. (2021) explore how university learning and the period of school placement can contribute to identity development understood as a dynamic and evolving process. From this perspective, they understand the PSTs' professional identity as an ongoing process of interpretation and re-interpretation of experiences that are shaped in professional spaces of relationship with others, where each person makes different processes of identification, representations, and attributions, creating a spiral of continuous construction or reconstruction. It is thus a phenomenon of social interaction.

EFL teacher training for pre-service teachers play a vital role in second language teacher education, according to Damnet (2021) in his study in Thailand, pre-service EFL teacher training benefits in helping student teachers gain confidence before going to their practicum. This study has shed light on the significant role of EFL training for pre-service EFL teachers before their practicum, as the findings showed positive change in their motivation and attitude for their teaching practice. The student's success at school greatly depends on the quality teacher and this has led to the governments' growing focus on the quality of teacher education programs and the production of quality teachers, Ranjbari et al., (2021) in their study explored the contributory role of the newly revised English Teacher

Education Curriculum (ETEC) at Farhangian University in pre-service teachers' professional preparation. The findings from this study may help tomorrow's educational leaders to equip themselves with a visionary perspective and begin to form ideas for future change and direction in line with social influences. It may be concluded here that pre-service teacher education is essential, and it is of great significance to ensure that it is undertaken in accordance with the latest developments. Pre-service teacher education plays a crucial role in shaping future educators by providing them with the foundational skills, knowledge, and experiences needed for effective teaching. Reflective practice is especially valuable in this phase, as it helps aspiring teachers develop self-awareness, improve instructional strategies, and adapt to the diverse needs of students.

The teaching practicum provides pre-service teachers (PSTs) with an opportunity to implement theoretical knowledge in real school environments, thereby improving their teaching abilities. Teaching practicum is widely acknowledged as one of the most influential components of teacher education (Cabaroğlu and Öz, 2025). Additionally, it presents PSTs with opportunities to reflect on their performance, experiment with various teaching strategies, and cultivate autonomy for professional growth, a process facilitated by a collaborative professional development community comprising PSTs, school-based mentors, and university supervisors (Magday and Pramoolsook, 2021). Moreover, the practicum influences the evolution of PSTs' beliefs. Zhu and Alsup (2024) highlight that Asian Teaching Assistants' professional identity development is a dynamic and negotiated process shaped by cultural, institutional, and interpersonal factors. Their study shows that initial feelings of unpreparedness and self-doubt gradually transform into confidence, adaptability, and pedagogical creativity through reflective engagement with teaching practices and intercultural experiences. This

underscores the pivotal role of structured support, mentorship, and collaborative professional communities in fostering sustainable teacher identity formation.

2.3 Photovoice

Photovoice ignites interest in important topics that are relevant within a community and allows a community to express itself through photography. Photovoice breaks past language and traditional communication barriers that often prevent members of a group from expressing their concerns (Apaza and DeSantis, 2016). Thus, photovoice provides the opportunity for community members to creatively document their concerns and simultaneously act as catalysts for change. Photovoice is a participatory action research methodology where people can identify, represent, and enhance their community through a specific photographic technique. Photovoice is a participatory action research method that provides cameras to a group of individuals and asks them to record their experiences over a period of time (Smith, et al. 2022). The photographs taken by participants are subsequently used as catalysts for discussion. ‘Photovoice’ is so called because it aims to allow the photographic image to become the participants’ voice in order to communicate their experiences to a variety of different audiences. Originally developed by Wang and Burris as cited in Smith, et al. (2022) as a way to improve reproductive health policy for women in rural China, photovoice has three primary goals: (1) to enable participants to record and reflect on their community’s strengths

and concerns, (2) to promote critical dialogue and (3) to reach stakeholders (both policy makers and the general public) who are able to enact change.

Photographs, documents, and photovoice can deliver the purpose of a story, science, knowledge, history, tradition, as well as social phenomena and other natural phenomena. In this way, photovoice can be used as an educational tool in the basic methods of learning. From various studies, photovoice has been widely used as a method or strategy in problem-solving in the form of photography or documentaries. For instance, Safitri et al. (2024), whose research indicated that photovoice is effective in exploring teacher emotions, especially in relation to Dictogloss technology. Meanwhile, Izzah (2024) in her study captured pre-service EFL teachers' experiences in constructing their identities during teaching practicum. Designed with photovoice, four PSELTs who had finished their teaching practicum were required to capture their photos that represented their lived experiences in constructing their identities during teaching practicum. This empirical evidence contributes to several implications for the development of pre service EFL teachers. These implications are mainly focused on improving the teaching practicum program and the preparation of pre-service EFL teachers for their future careers.

There are three objectives of photovoice according to Wang & Burris (1) To enable people to record and reflect their community strengths and concerns; (2) To promote critical dialogue and knowledge about important issues through large and small group discussions of photographs; and (3) To reach policy makers and encourage the adoption of health promoting policies (Smith, et al., 2022). Through

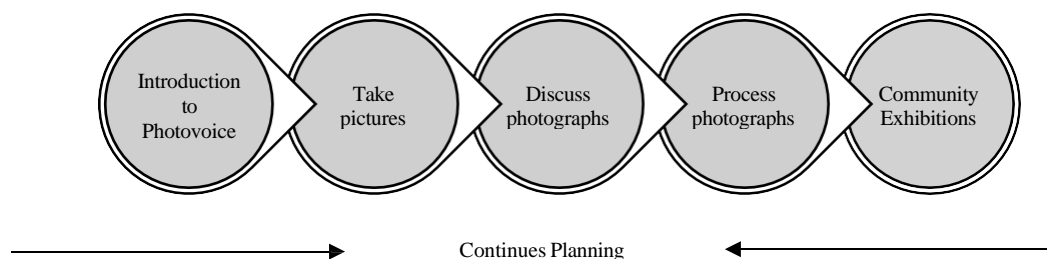
photovoice, students can revive the experience they have gained to be able to express strengths and weaknesses in the field visit program. The initial step of the photovoice process is selecting the audience and creating groups. When the process of forming groups has been made, then the next step gives direction on how to take photos properly. Photos that have been taken then analyzed according to the contents of the image and discussed with the audience (Smith, et al. 2022). Thus, photovoice is the act of taking photos or documentation, followed by telling stories related to these photos. Photovoice is a reinforcement or training technique to help communicate the contents of images and photos.

The audience is allowed to be active in speaking out and having a definite opinion about the photo. The success of photovoice depends on some factors, such as the nature of the phenomenon under investigation, time, period and audience interest in taking photos. Photovoice in the domain of learning makes students can feel directly and analyze comprehensively what they will learn. Outdoor learning and field trips serve as strategies for achieving knowledge and materials in photovoice (Smith, et al. 2022). Therefore, photovoice is utilized as a way to research the domain of education. Through photovoice, students will be connected to science.

Photovoice is unique in that it brings community members together to discuss and act on critical issues presented through photographs and narratives. Participants are active contributors throughout all phases of the photovoice project. Photovoice is a highly customizable community-based intervention. After creation of the photos and narratives, it is important to present them in multiple venues

around the community; the more exposure the project receives, the more likely it will effect change in the community. If working with a large group of people, it may be easier to have multiple training and processing sessions to accommodate the different schedules of participants (Apaza and DeSantis, 2016). It is an approach as a means of gaining interest in research objects. The attraction of these objects makes it easier for readers or researchers to analyze events clearly and meaningfully, so that they can increase researchers' responses.

Photovoice is much more than simply taking a photo and telling a story about the photo. Photovoice is a community engagement process in which participants are introduced to photovoice and trained in its use before photos are taken. After photographs have been taken, participants reassemble for a group processing session or sessions. Finally, the group collectively decides how to leverage the photovoice project to encourage and enact change within the community through the exhibition of the completed photovoice stories. This process is displayed in the following figure. Photovoice can be organized into the following phases:



**Figure 2. 2 Organizing of Photovoice Phase
(Apaza and DeSantis, 2016)**

From the figure above, several significant aspects can be elucidated concerning the phases of photovoice organization:

1. PHASE 1: Introduction to Photovoice (2 hours): (1) Icebreaker Activity – Have participants introduce themselves to each other, because they will be working together in discussing their photos and the community issue later in the project; (2) Introduce Photovoice – Introduce the concept and benefits of photovoice and explain how this project can have a positive effect on a community; (3) Introduce the Project – Introduce the topic and timeline for the project; (4) Introduce Photography Concepts – Provide a short tutorial on how to use the chosen camera for the photovoice project.
2. PHASE 2: Taking the Photos (2 weeks): Encourage participants to take this time between group meetings to explore their community and to capture about three to six photographs that accurately represent the project topic previously discussed. All participants must release the rights to the photos they take in order for them to be used for the photovoice project. Photography subjects must give their consent to be photographed if they or their property can be identified.
3. PHASE 3: Discuss Photographs (2-3 hours): (1) Introduce the SHOWeD Method – Facilitators distribute handouts for participants to begin expressing the meaning behind their photos using the SHOWeD method; (2) Group Discussion – Each participant will select and share two favorite photos they want to display at the exhibitions. Make sure that the participants are answering the questions from the SHOWeD method, as it is

a guide to help them express what they really want to say with their photographs; (3) Narrative Writing – Participants will write a short narrative describing their final selected image(s), taking into account the group discussions.

4. PHASE 4: Process Photographs (1-3 weeks): (1) Formatting – Many of these photos may have few pixels, meaning they were taken with a low- resolution camera, which can affect their appearance when being blown up to be 5 times their original size. Keep this in mind if you are planning to display clear and crisp photographs; (2) Printing – Photos should be printed with the narratives accompanying them. Printing from a computer may be more cost effective but may require extra work when attaching the photos and narratives to display boards. Professional formatting and printing can be done, but may be costly and take a few weeks for development. Displaying the photos on a custom pull-up banner is another option to print and display photovoice. The cost of printing and formatting photos can run from a few hundred to a few thousand dollars; therefore, it is very important to carefully prepare this portion of photovoice to accommodate the budget.
5. PHASE 5: Community Exhibitions (3-5 hours): Set up, display, and discuss the project with community members. Remember, the goal is to bring awareness about the critical issue to the community, so be sure to invite the appropriate community members, such as policymakers and other stakeholders who can bring about environmental and policy change. It is important to present photovoice in multiple venues around the community.

The higher the exposure, the more likely the project will effect change in the community (Apaza and DeSantis, 2016).

**Table 2. 1 Example Timeline of Photovoice Project
(Apaza and DeSantis, 2016)**

Phase	Weeks											
	1-4	5	6	7	8	9	10	11	12	13	14	
Phase 1: Introduction to Photovoice												
Phase 2: Take Pictures												
Phase 3: Discuss Photographs & Develop Narratives												
Phase 4: Process Photographs												
Phase 5: Community Exhibitions												
Continuous Planning												

A successful photovoice project should commence with a well-defined implementation plan. According to Apaza and DeSantis (2016), a successful photovoice project spans several months and must begin with a clear implementation plan. Many communities find that it is helpful to construct a timeline during the pre-planning process of a photovoice project. The timeline displayed below is an example to assist facilitators in the development of their timeline. Each photovoice project timeline will vary due to the group participation size, budget, volunteers, and staff employees. For example, a larger participation group can require additional meetings to prepare images and set up narratives. In

this study, photograph data collection will use the photovoice phase organization steps described by Apaza and DeSantis (2016), which were carried out in three phases, namely introduction to photovoice, taking the photos, and discussing the photographs.

Limiting the reflective practice of EFL pre-service teachers through photovoice to only three phases such as Introduction to Photovoice, Take Pictures, and Discuss Photographs & Develop Narratives is often a deliberate choice based on pedagogical, ethical, and logistical considerations. These core phases are sufficient to foster deep individual reflection, critical thinking, and professional identity formation without requiring extensive resources or public engagement. In many teacher education programs, time constraints and ethical concerns around displaying visual narratives such as student privacy or school policy make Phases 4 and 5 less feasible. Furthermore, the initial three stages align directly with experiential and constructivist learning models, allowing pre-service teachers to engage with personal experiences, construct meaning through images, and articulate evolving teaching beliefs within a safe and focused academic environment.

2.4 Review of Relevant Studies

There are many studies that explore the reflective practice of EFL pre-service teachers through photovoice. The first study by Aboulkacem, Haas & Aboulkacem (2022) entitled “*Developing Photovoice Through an Educational Lens for the Eye Generation*”. In this qualitative study examined the perceptions of 48 pre-service teachers by discussing their own photographs at a university in

southeast Texas, USA. The data analysis used six phases of thematic analysis outlined by Braun and Clarke (2006) “HERE” a breakdown of the six phases: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. One of the major findings was an increase in the depth of discussion and interpretation of photos. The analysis of the students’ reflections and photos yielded themes of overcoming life’s hardships, the importance of supportive people in their lives, a passion for teaching, and the significance of diversity and individual differences.

The second study by Muller (2023) entitled “*Photovoice Methodology to Promote Education for Sustainable Development*”. The aim of the study was to determine whether photovoice, as a participatory action research methodology, could enhance citizen science and place-based education in ESD with pre service, fourth-year BEd teachers in North West University, South Africa. This participatory action research study used the photovoice methodology in the project. The data analysis suggested by Tesch of the written narratives. This study showed that photovoice proved to be suitable as a participatory action research method and a teaching, learning, and assessment tool to provide for creative, real-world learning. The photovoice skills and skills in reflexive practice gained by the pre- service teachers demonstrate that reflecting on visual images can be a powerful tool to negotiate learning and advance critical thinking in real life learning contexts.

The third study was conducted by Solicha (2024). The research entitled “*A photovoice study on pre-service EFL teachers’ struggles for managing students’ misbehavior during teaching practicum*”. This study aims to investigate the types

of students' misbehavior and pre-service EFL teachers' struggles in managing students' misbehavior during their teaching practicum in secondary schools. This research used a qualitative method using the photovoice approach, and two pre-service EFL teachers were recruited to participate in this study. Data collection techniques use photographic documentation, reflective prompts and journaling, narrative development and ethical considerations. The data were analyzed employing thematic analysis. The study concludes with empirical insights into how pre-service teachers encounter challenges addressing students' misbehavior and how they require to use strategies to tackle students' misbehavior, including giving punishments regarding the level of students' misbehavior.

The fourth study by Harahap and Fithriani (2024) entitled "*Employing reflective practice to capture Indonesian EFL pre-service teachers' conceptions of English learning.*" This research delves into the different aspects of the experiences, reflections, and conceptualizations of English language learning among EFL pre-service teachers. A group of eight Indonesian EFL pre-service teachers engaged in participatory action research (PAR) during their field experience practices (PPL) in junior and senior high schools. This study was qualitative research. This study employed a thorough approach to data collection, incorporating photovoice, an open-ended questionnaire, and in-depth interviews. In data analysis, applying the identification and categorization of themes, which allows revealing different perspectives on English language learning. The results of data analysis involving identifying and categorizing themes reveal a diverse range of perspectives, wherein English is likened to a lamp, dictionary, cuisine, flowers,

class, and artificial intelligence (AI). Furthermore, learning English is often portrayed as an engaging and demanding process, highlighting the importance of innovative pedagogical approaches. This study emphasizes the significance of collaboration between language and technology departments to remain at the forefront of educational advancement, establishing a solid foundation for future research and improvements in EFL teacher education.

The fifth study by Mudra (2024) entitled “*Urban Pre-service English-as-a-Foreign-Language (EFL) Teachers’ Challenges During Teaching Practicum in Rural Schools: A Photovoice Phenomenological Approach*”. This study aimed to explore various difficulties encountered by urban PSTs during teaching practicum (TP) in rural schools. A total of seven PSTs enrolled in urban universities of Windsor, Kanada were voluntarily involved in a study that involves people’s senses and perceptions, rather than scientific evidence, also known as a phenomenological study. Data were collected through multiple semi-structured interviews, followed by a photovoice approach through which the participants were asked to take emotional photos. There were several steps for analyzing data from a phenomenological study such as focused on epoche, bracketing such ideas from disseminating the current study, and the phenomenon remained open to being described in many ways, and annotating interview results. The results revealed that the PSTs encountered four main challenges during TP in rural schools, including changes in teacher identity construction, intercultural sensitivity barriers, a lack of supporting resources, and limited teacher professional development. Each challenge was accomplished by photographs representing PSTs’ emotions and

feelings, such as a collection of dolls, natural scenery, old-printed books, and blank paper. In conclusion, integrating emotional photos into descriptive exploration is paramount evidence of how the challenges were encountered, managed, and solved for better future teaching and learning practices.

The sixth study by Kristiawan, Picard and Carter (2024) entitled “*Peace Values Through Photovoice: A PALAR Project with Indonesian EFL Islamic Secondary Teachers*” this research was conducted by student of 17 Agustus 1945 University Banyuwangi, Indonesia which collaborated with student of Flinders University, Australia and student of Curtin University, Australia. This study aimed to explore the Islamic teachers’ perspectives about their views on the potential of photovoice as a useful participatory action research method for enhancing peace values in their classroom practices. This study employed Participatory Action Learning and Action Research (PALAR) in a series of three TPD workshops to support teachers in developing locally grounded EFL peace education material relevant to an Islamic context. The data was collected from classroom observation, Focus Group Discussion (FGD), and the reflective journals written by the participants. All the data were transcribed and analyzed through qualitative content analysis which includes four stages: decontextualization, recontextualization, categorization, and compilation. This study reported on photovoice activities were found to be particularly effective when teachers experienced the activities as students and then iteratively enhanced the materials by developing resources that aligned with their cultural and religious values.

This study investigates EFL pre-service teachers' reflection on their teaching practicum through a qualitative photovoice approach and shares several core similarities with previous research in the field. Like the studies conducted by Aboukacem et al. (2022), Solicha (2024), and Harahap and Fithriani (2024), this study utilizes photovoice as a reflective tool that enables participants to express their teaching experiences both visually and narratively. All these studies emphasize the importance of reflection in teacher development and employ thematic analysis to interpret the data, demonstrating how visual storytelling can deepen pedagogical insight and emotional awareness.

Despite these similarities, this study differs in its specific focus and methodological scope. While Aboukacem et al. explored broader life themes and personal growth, and Muller (2023) applied photovoice to sustainability education, this study concentrates more narrowly on reflective practice during teaching practicum. Unlike Mudra (2024), who adopted a phenomenological lens to examine emotional challenges in rural placements, this study remains grounded in thematic analysis and centers on the reflective process itself. Furthermore, this study employs a more streamlined data collection method: photovoice and reflective journaling compared to other studies that incorporate interviews, questionnaires, or classroom observations.

From the review of relevant literature, it is evident that this study shares a common methodological foundation with previous research, namely qualitative inquiry and the use of photovoice to investigate reflective practice among EFL pre-service teachers. However, the distinct contribution of this study lies in its

exploration of theoretical insight, policy implications, and the role of teaching experience in shaping reflection during practicum. Data collection will involve photographs and reflective journals, which will be transcribed and analyzed using the U-heuristic framework, consisting of three analytical steps: selecting, contextualizing, and codifying photographs. This approach offers a localized and pedagogically focused perspective that enriches the discourse on reflective practice in EFL teacher education.

2.5 Theoretical Framework

This study explored how reflective practice during teaching practicum stages contributed to EFL pre-service teachers' readiness for future roles as English educators. It highlighted reflection as both a process and a tool to address the evolving demands of English language education. The study adopted Farrell's (2024) reflective practice model, which included five dimensions: philosophy, principles, theory, practice, and beyond practice. To collect data, the researcher used photographs and reflective journals. All data were analyzed using the U-heuristic theory by Koltz et al. (2010), which typically involved three steps: selecting, contextualizing, and codifying photographs. The study limited the reflective practice of EFL pre-service teachers through photovoice to three phases: introduction to photovoice, take pictures, and discuss photographs & develop narratives as a deliberate choice based on pedagogical, ethical, and logistical considerations. These phases enabled deep reflection, critical thinking, and professional identity formation without demanding extensive resources or public engagement.

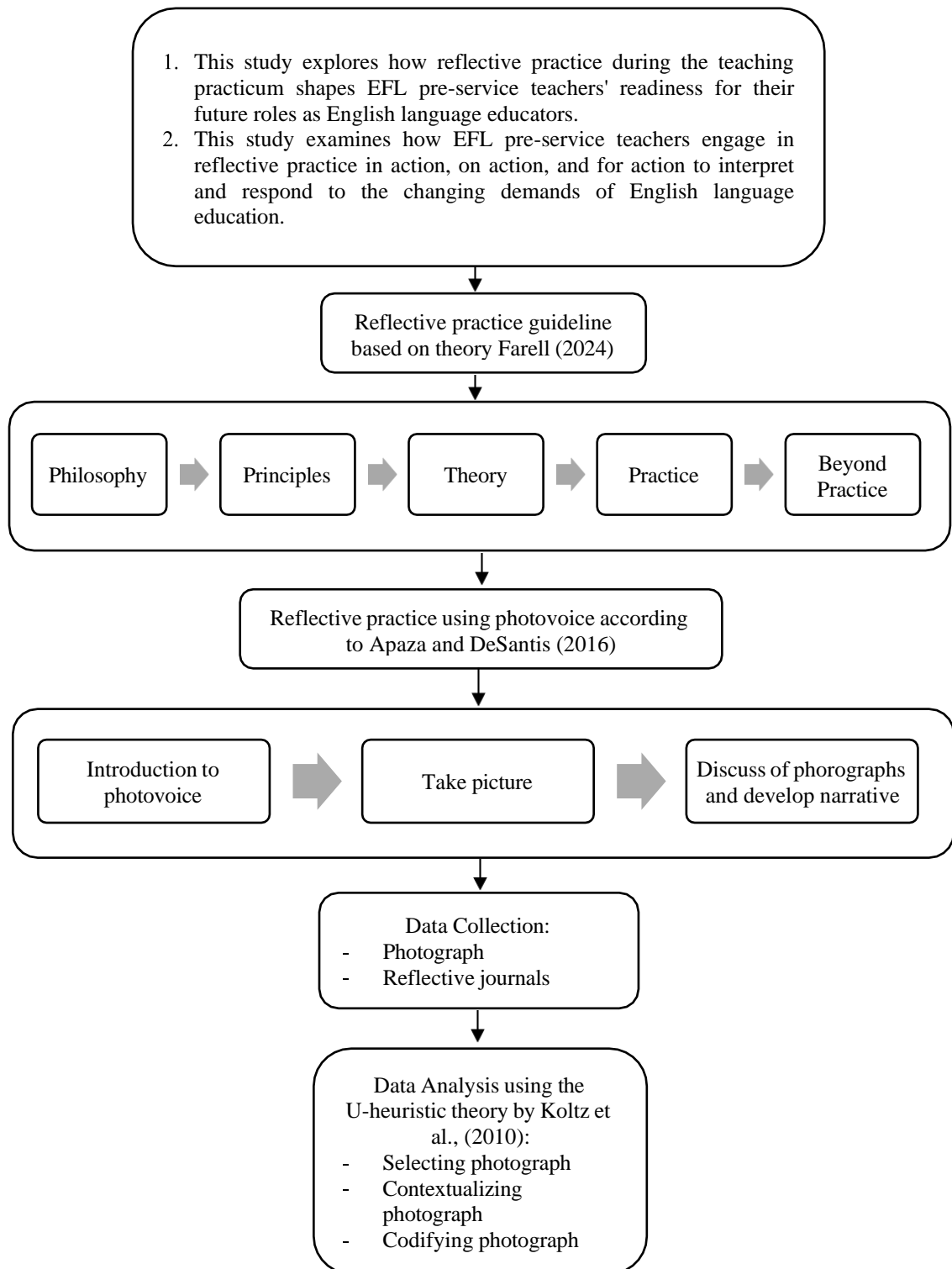


Figure 2. 3 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study investigated EFL pre-service teachers' reflections during their teaching practicum. It classified the research as qualitative with a photovoice approach. Qualitative research focused on understanding human experiences and social phenomena through rich, non-numerical data. Creswell and Creswell (2023, p.4) defined it as an approach to explore the meaning individuals or groups assigned to social or human problems. It involved data collection in natural settings, use of open-ended questions, and inductive analysis to identify patterns or themes.

Photovoice enabled individuals, especially from marginalized groups, to express their experiences through photography. O'Malley and Munsell (2020) described photovoice as a method that allowed participants to actively engage in research and visually represented their perspectives. Mukumbang and van Wyk (2020) characterized it as a visual methodology that combined images and narratives to explore perceptions and meaning-making.

Reflective practice played a vital role in professional development, though it was not always intuitive. Photovoice offered a creative entry point for reflection, especially in education, by transforming abstract thought into visual and emotional engagement (Hing Kwan TO, 2020). PSELTs intended to capture rich descriptions and experiences through this qualitative lens.

The research project followed a 2-week schedule from August 25th to September 6th, 2025, with each day structured to build reflection, creativity, and collaboration. The phases included:

Table 3. 1 Photovoice Research Project Timeline

Phase		August 25 – September, 6 2025										
		25	26	27	29	30	1	2	3	4	5	6
1	Introduction to Photovoice											
2	Collecting Photograph											
3	Discuss & Develop Narratives											

Information:

- Phase 1: Introduction to Photovoice (Days 1–3)
- Phase 2: Collecting photograph (Days 4–6)
- Rest/Buffer: Optional: catch-up, refine photos, journal entries (Day 7)
- Phase 3: Discuss & Develop Narratives (Days 8–10)

The decision to limit photovoice to these three phases reflected pedagogical, ethical, and logistical considerations. These core stages supported deep reflection, critical thinking, and identity formation without demanding extensive resources or public exposure.

3.2 Setting and Participants

The participants of the study were students from the English Education Department at a private university in Indonesia. The participants consisted of 10 students of the 8th semester who have already completed their second teaching practicum commonly referred to as *Pengenalan Lapangan Persekolahan II* (PLP II) at secondary school. The participants consisted of 4 males and 6 females students ranging from the age of 21 to 23 years old. All participants in the study on reflective practice are provided with detailed information about the research objectives and procedures. The identities of all students were disclosed here under pseudonyms,

and their informed consent was obtained before research participation, guaranteeing their privacy and unrestricted ability to withdraw from the study at any time without repercussions.

3.3 Data Collecting Techniques

This study employed two data collection techniques, such as photograph and reflective journals written by the participants. The explanations for each data collection technique will be further elaborated as follows:

3.3.1 Photograph

The main premise of photovoice is that the individuals being studied are the experts of their own truth regarding their life experiences, subsequently using photos to record their reality. Photos have the benefit of providing immediate and in-the moment data collection of the culture or experience being studied (Wang, 2005). For this photovoice study design, the researcher recorded PSELT's teaching practicum experiences of the reflective practice using photographs. Photographs served as a primary method for documenting the critical incidents and real-life situations encountered by pre-service teachers throughout their teaching practicums.

Table 3. 2 The Phase of Photovoice Reflection

Phase	Day	Focus Area	Activities & Reflections
Phase 1: Introduction to Photovoice (August 25 – 27, 2025)	Day 1	Understanding Purpose & Context	<ul style="list-style-type: none"> ▪ Orientation session ▪ Reflect: “What does ‘voice’ mean to me?” ▪ Identify community/ personal themes
	Day 2	Ethical Awareness & Consent	<ul style="list-style-type: none"> ▪ Discuss ethics in photography

Phase	Day	Focus Area	Activities & Reflections
			<ul style="list-style-type: none"> ▪ Draft consent protocols ▪ Reflect on respectful representation
	Day 3	Personal Motivation & Expectations	<ul style="list-style-type: none"> ▪ Journal: Why am I participating? ▪ Share goals and expectations ▪ Group dialogue
Phase 2: collecting Photographs (August 29 – September 1, 2025)	Day 4	Visual Literacy & Intentionality	<ul style="list-style-type: none"> ▪ Photography basics workshop ▪ Plan photo themes and framing ▪ Begin fieldwork
	Day 5	Observational Depth	<ul style="list-style-type: none"> ▪ Continue photo-taking ▪ Annotate images with observations ▪ Reflect on stereotypes and hidden details
	Day 6	Emotional Engagement	<ul style="list-style-type: none"> ▪ Select key images ▪ Reflect on emotions and memories ▪ Share personal connections
Rest / Buffer (September 2, 2025)	Day 7	—	Optional: catch-up, refine photos, journal entries
Phase 3: Discuss & Develop Narratives (September 3 - 6, 2025)	Day 8	Critical Reflection & Storytelling	<ul style="list-style-type: none"> ▪ Write narratives for selected images ▪ Connect stories to broader issues
	Day 9	Collective Meaning-Making	<ul style="list-style-type: none"> ▪ Group discussion and peer feedback ▪ Identify shared themes and insights
	Day 10	Action & Advocacy	<ul style="list-style-type: none"> ▪ Develop advocacy messages ▪ Plan exhibition or digital showcase ▪ Curate final photo Narrative set

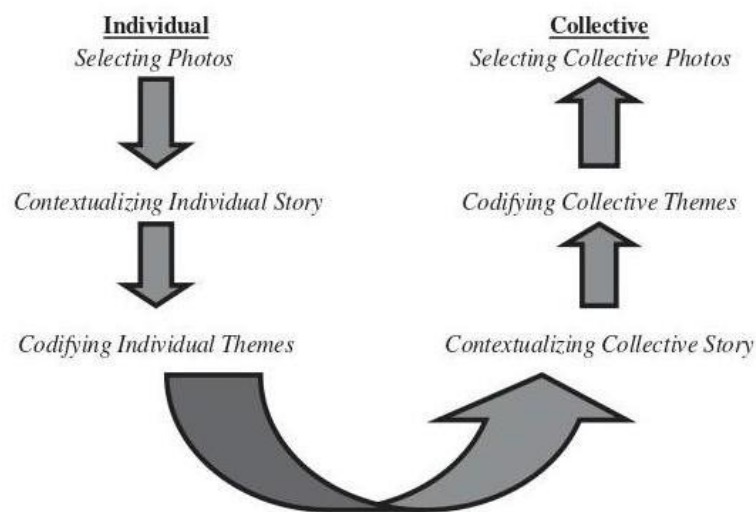
3.3.2 Pre-Service Teachers' Reflective Journals

The last procedure to collect the data is pre-service teachers' reflective journals. A reflective journal is a personal record where individuals document their learning experiences, thoughts, and reflections. It serves as a tool for self-reflection, self-awareness, and professional development. This statement was reinforced by Yadav (2022) who stated that reflective journal writing enables students to develop self-awareness and get ready for upcoming studies by aiding their understanding of both the content they are learning and the methods they are using to learn it. In this procedure, the participants will be guided to reassess their learning experiences by asking clarifying questions, examining the assumptions behind their previous understandings, and starting to explore a variety of potential solutions.

Journal activities in pre-service teacher programs exhibit diverse forms. Commonly used journal types in the programs are dialogue journals, response journals, teaching journals, and interactive group journals (Kim, 2018). This study employs reflective journal activities focused on teaching, which take place after the completion of the teaching practicum period. This reflective journal employed 5 stages of Farrell's framework (2024), as follows: Philosophy, Principles, Theory, Practice, and Beyond Practice. The reflective journal writing began with the provision of a set of questions based on Farrell's framework (2024) to promote reflection on the practicum activities.

3.4 Data Analysis Techniques

Data analysis in the photovoice approach is a rich, layered process that blends visual and narrative data to uncover participants lived experiences and perspectives. Since participants generate both photographs and accompanying stories or discussions, analysis must honor both forms of expression. This research uses U-heuristic theory for the data analysis process. The U-heuristic allowed for individual reflection regarding photograph selection, contextualizing, and codifying which is the left side of the “U,” while also allowing for collective contextualizing, codifying, and photo selection to reveal which is the right side of the “U.” These three stages selecting, contextualizing, and codifying photographs form of data analysis in the photovoice method (Wang, 2005 as cited Koltz et al., 2010). When selecting photographs, the researcher chooses photographs that most accurately reflect the phenomenon of study. In this research study, the phenomenon of under study is the comprehensive examination experience. Contextualizing refers to the process of telling stories or narrating what each photograph represents in the study. Codifying is identifying themes or categories that represents the experience or phenomenon being studied. During data analysis, the writer uses both individual and collective (group) reflections to best capture PSTs lived experience. The collective data analysis took place on four separate occasions. This research adapted Wang’s (2005) three-stage process to accommodate the collective, reflective dialogue by developing a “U-heuristic (See Figure 3.1).



**Figure 3. 1 The U-Heuristic
Wang (2005) in Koltz et al., (2010)**

Using this heuristic for data analysis, the researcher was able to share individual experiences and themes, which resulted in collective themes emerging from the data through subsequent dialogue of each participant's individual story. The U-heuristic was developed by the researcher-participants to visually depict the data analysis process that we engaged in to select photographs.

The analysis of EFL pre-service teachers' reflective practices via photovoice was carried out using Reflexive Thematic Analysis (RTA), guided by Braun and Clarke's (2021, p.39-41) revised six-phase framework. This approach, an evolution of their 2006 model, foregrounds the researcher's interpretive role, embraces analytical flexibility, and prioritizes depth of meaning-making. Below is a structured outline of the six phases:

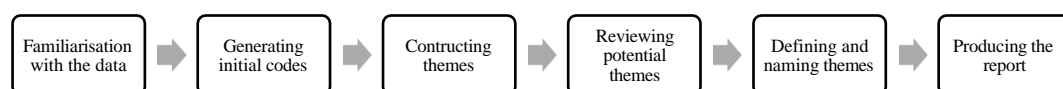


Figure 3. 2 Braun & Clarke's Six Phases of Reflexive Thematic Analysis (2021)

Based on figure 3.2 above, Braun and Clarke (2021, p.39-41) outline six phases in Reflexive Thematic Analysis, emphasizing the researcher's active and interpretive role throughout the process. The first phase is familiarisation with the data, where the researcher immerses themselves by reading and re-reading the material, noting initial ideas and impressions, and transcribing data if necessary. The second phase, generating initial codes, involves systematically identifying and labeling meaningful features across the dataset. These codes are flexible and may evolve as the researcher engages more deeply with the data. In the third phase, constructing themes, the researcher moves beyond individual codes to identify broader patterns of meaning. Themes are not pre-existing but are constructed through interpretive analysis. The fourth phase, reviewing potential themes, focuses on refining these themes by checking their coherence within and across data extracts. This may involve merging, splitting, or discarding themes to ensure clarity and relevance. The fifth phase is defining and naming themes, where the researcher articulates the essence of each theme and its relationship to the overall narrative, developing clear and concise names. Finally, the sixth phase, producing the report, involves crafting a compelling analytic narrative that integrates data extracts, interpretations, and theoretical insights to communicate the findings effectively.

3.5 Trustworthiness

In qualitative research, trustworthiness refers to the overall quality, rigor, and credibility of a study's findings. According to Creswell and Creswell (2023, p.316-318), trustworthiness is established through four key criteria: credibility (confidence in the truth of the findings), transferability (the extent to which findings

apply to other contexts), dependability (the stability and consistency of the research process), and confirmability (the degree to which findings are shaped by participants rather than researcher bias). Researchers enhance trustworthiness by using strategies like triangulation, member checking, thick description, audit trails, and reflexive journaling. These practices ensure that the study is not only methodologically sound but also ethically and interpretively robust giving readers confidence in the authenticity and relevance of the results.

3.5.1 Credibility

In qualitative research, credibility refers to the trustworthiness and believability of the study's findings, ensuring they accurately reflect participants' experiences and perspectives. According to Creswell and Creswell (2023, p.316-317), credibility is strengthened through strategies like prolonged engagement with the study context, triangulation of data sources and methods, member checking (where participants confirm the accuracy of interpretations), and peer debriefing. These practices help ensure the researcher stays grounded in the data and minimizes bias, enhancing the authenticity and integrity of the qualitative inquiry.

The credibility of reflective practice through photovoice among EFL pre-service teachers is reinforced by its capacity to capture authentic, lived teaching experiences in both visual and narrative forms. Photovoice enables participants to document and interpret their classroom realities, fostering deeper engagement with pedagogical challenges and identity construction. The integration of SHOWeD analysis (See, Happening, Our lives, Why, Do)

enhances the methodological rigor by guiding critical reflection and thematic coherence. Moreover, the use of photovoice aligns with participatory and qualitative research principles, allowing pre-service teachers to exercise agency and voice in their professional development. Studies have shown that this method promotes emotional resonance, contextual awareness, and theoretical application, thereby strengthening the trustworthiness and transferability of findings. When triangulated with informal interviews or reflective journals, photovoice contributes to a rich, multi-dimensional understanding of teacher identity and practice, making it a credible and innovative tool in teacher education research.

3.5.2 Transferability

Transferability is a fundamental principle in qualitative research, denoting the degree to which the results of one study can be generalized or applied to different contexts, settings, or populations. It is reinforced by Creswell and Creswell (2023, p.317) who describe transferability as a key criterion for evaluating the trustworthiness of qualitative research. It refers to the degree to which the findings of a study can be applied to other contexts or settings. Rather than aiming for statistical generalization, qualitative researchers enhance transferability by providing thick descriptions and detailed accounts of the research setting, participants, and processes. This allows readers to determine whether the findings are relevant to their own situations. The authors emphasize that it's the responsibility of the reader, not

the researcher to judge transferability, but the researcher must provide enough contextual richness to make that possible.

The transferability of reflective practice through photovoice in the context of EFL pre-service teacher education lies in its potential to be adapted across diverse educational settings and cultural contexts. By combining visual representation with narrative reflection, photovoice enables pre-service teachers to articulate their pedagogical experiences, identity development, and classroom challenges in a way that resonates beyond the immediate research environment. The use of the SHOWeD method provides a structured yet flexible framework for critical reflection, making it applicable to various teacher training programs. Moreover, the themes that emerge such as teacher agency, assessment awareness, and identity construction are not confined to a single locale but reflect universal aspects of teacher development. When supported by clear documentation, contextual descriptions, and participant voice, the insights gained from photovoice studies can inform curriculum design, mentoring strategies, and reflective practices in other institutions, thereby enhancing the relevance and applicability of the findings across similar educational landscapes.

3.5.3 Confirmability

In qualitative research, confirmability refers to the degree to which the findings are shaped by the participants and the data rather than by researcher bias, motivation, or interest. According to Creswell and Creswell (2023, p.318), confirmability is one of the four key criteria for establishing

trustworthiness, alongside credibility, transferability, and dependability. To enhance confirmability, researchers are encouraged to maintain an audit trail, a transparent record of all research decisions, data collection processes, and analytic steps. This allows others to trace how conclusions were drawn. Reflexive journaling, peer debriefing, and triangulation are also common strategies to ensure that interpretations are grounded in the data rather than the researcher's assumptions.

Confirmability in the reflective practice of EFL pre-service teachers through photovoice is established by ensuring that the findings are grounded in the participants' actual experiences and not influenced by researcher bias. This is achieved through transparent documentation of the data collection and analysis process, including the use of the SHOWeD method to guide critical reflection. By allowing participants to select and narrate their own photographs, photovoice empowers them to express their perspectives authentically, reinforcing the neutrality of the data. Additionally, confirmability is strengthened through triangulation such as combining photovoice with informal interviews or reflective journals which provides multiple sources of evidence to support the themes identified. The use of direct quotes and visual artifacts further enhances the auditability of the research, allowing others to trace the analytical decisions made. Ultimately, photovoice fosters a participatory and reflexive environment where pre-service teachers' voices are central, ensuring that the interpretations reflect their lived realities rather than the assumptions of the researcher.

CHAPTER IV
FINDINGS AND DISCUSSION

4.1 Research Findings

This section outlines the results of a qualitative investigation that examines the reflective practices of EFL pre-service teachers through the use of photovoice and reflective journals. The objective of the study is to comprehend how reflection during the teaching practicum aids in professional readiness and how participants engage in reflection-in-action, on-action, and for-action in response to the changing demands of English language education.

Each participant contributed five photographs along with a reflective journal organized according to Farrell’s (2024) framework, which comprises five dimensions: Philosophy, Principles, Theory, Practice, and Beyond Practice. These reflections were subsequently analyzed through the U-heuristic framework adapted Wang (2005) three-stage process to accommodate collective reflective dialogue. The summary of thematic analysis was presented in Table 4.1 as follows:

Table 4. 1 Thematic analysis across PSELTs photographs along with a reflective journal organized according to Farrell’s (2024)

Aspect	Theme	Sub-Theme	Code	Scripts
1. Philosophy	1.1. Recognizes how personal background shapes teaching beliefs	1.1.1. Responsibility and trust in professional roles.	PH.1.1.1	<p>“...a symbol of being a pre-service teacher who is still learning but already trusted... step out of my comfort zone and take responsibility... teaching is indeed a calling...” - RFR/PSELT-A</p> <p>“...teaching is not merely a profession, but</p>

Aspect	Theme	Sub-Theme	Code	Scripts
				also a calling... experience strengthened my conviction...” - FAZ/PSELT-B
		1.1.2. Individualized support and care	PH.1.1.2	“...reflected my belief that effective teaching involves... dedicated time for personalized support... reminded me that teaching is about connection, empathy, and making a positive impact one student at a time.” - NDH/ PSELT-E
		1.1.3. Student-centered discipline	PH.1.1.3	“...As a future teacher, I believe that discipline is not just enforced from the top down... promote student ownership and mutual respect.” - IAR/PSELT-D “Emotionally, this moment was filled with gratitude and pride. Gratitude for the students, teachers, and mentors who welcomed me, supported me, and helped me grow... this photo captures more than an award – it holds the memories, lessons, and emotional journey of becoming an educator.” - AF/PSELT-I
	1.2. Reflects on past learning experiences that construct teaching philosophy	1.2.1. Balancing planning and responsiveness	PH.1.2.1	“...another important dimension of teaching: preparation and focus... this photo symbolizes how a teacher must balance active presence with thoughtful preparation.” - MRTH/ PSELT-C “...a personal reminder of how far I’ve come and how much I still

Aspect	Theme	Sub-Theme	Code	Scripts
				aspire to learn. - AF/ PSELT-I
		1.2.2. Holistic support for learners	PH.1.2.2	“...teaching is not just about delivering content to a group, but also about recognizing and supporting individual learning journeys.” - NA/ PSELT-G “...reminded me how every detail in teaching matters... teaching happens not only in dynamic moments but also in stillness...” - SN/ PSELT-H
		1.2.3. Professional presence and relational warmth	PH.1.2.3	“...teacher should embody authority while still remaining approachable...” - FAZ/ PSELT-B
2. Principles	2.1. Fosters a safe, welcoming environment that encourages open student participation	2.1.1. Dialogic pedagogy	PR.2.1.1	“...create space for students’ voices, giving them the confidence to participate actively... teaching is a dialogue, where students also contribute to the flow of learning.” - FAZ / PSELT-B
		2.1.2. Personalized instruction	PR.2.1.2	“...one-on-one support allows students to ask questions more freely and helps build trust between teacher and student... truly supports each student’s learning journey with care and consistency.” - NA / PSELT-G “...personalized attention in teaching... fosters a supportive learning environment where students feel seen and heard.” - AN / PSELT-J

Aspect	Theme	Sub-Theme	Code	Scripts
	2.2. Encourages and sustains students' curiosity through exploration, inquiry, and deep questioning	2.2.1. Experiential and hands-on learning	PR.2.2.1	<p>"...creating space for students to think, respond, and grow... help them understand something new is incredibly fulfilling." - IAR / PSELT-D</p> <p>"...teaching is not about fancy tools but about interaction and encouragement... focus is clearly on student participation and hands-on learning." - SY / PSELT-F</p>
		2.2.2. Fostering curiosity and respect	PR.2.2.2	<p>"...teaching is not just a job, but a meaningful vocation... guide learning while fostering an environment that encourages curiosity and respect." - IAR / PSELT-D</p> <p>"...despite minimal facilities... the spirit of learning remains strong... reminds me of the heart of education-connection, perseverance, and the joy of discovery." - SY / PSELT-F</p>
3. Theory	3.1. Critically examines and aligns methodologies with theoretical foundations	3.1.1. Use of educational technology	T.3.1.1	<p>"The photo shows a classroom scene where I am presenting a lesson using a projector. The students sit quietly at their desks, focused on the screen and on my explanation. The classroom is simple but equipped with some technology, enhancing the learning experience" - AF / PSELT-I</p> <p>"...the importance of using varied teaching tools to enhance student understanding. The</p>

Aspect	Theme	Sub-Theme	Code	Scripts
				visual aid helps make abstract concepts more concrete and accessible, which can increase engagement and retention.” - NDH / PSELT-E
		3.1.2. Confidence-building practices	T.3.1.2	<p>“Collaboration in education... effective teaching involves sharing ideas” - IAR / PSELT-D</p> <p>“Giving students opportunities to take roles in the classroom... builds confidence, responsibility, and engagement” - RFR / PSELT-A</p>
	3.2. Designs and sequences lessons based on theoretical principles	3.2.1. Teacher as instructional leader	T.3.2.1	<p>“Creating an interactive environment... students can learn by doing. Allowing students to write or solve exercises on the board builds their confidence, responsibility, and engagement with the lesson” - RFR / PSELT-A</p> <p>“... that teaching requires clarity, confidence, and the ability to adjust explanations to meet students’ understanding. It symbolizes my growth in stepping into the role of a teacher who is not only present but also leading the entire learning process” - FAZ / PSELT-B</p>
		3.2.2. Supporting Comprehensio through pacing	T.3.2.2	“Clarifying my own explanations and ensuring students could follow step by step” - MRTH / PSELT-C

Aspect	Theme	Sub-Theme	Code	Scripts
				<p>“Seeing the students respond positively added to that feeling of fulfillment. I also felt grateful for the opportunity to grow through teamwork learning how to communicate clearly, coordinate well, and adjust in real time.” - IAR / PSELT-D</p>
4. Practice	4.1. Demonstrates teaching practices that reflect philosophy, principles, theory	4.1.1. Belief-practice alignment	PRA. 4.1.1	<p>“Sees sitting at the teacher’s desk as a symbol of responsibility. Emphasizes observation, understanding students, and balancing authority with empathy. Strong alignment between beliefs and actual practice.” - RFR / PSELT-A</p> <p>“Believes in empowering students through participation and responsibility. Aligns practice with values of confidence-building and supportive teaching.” - NDH / PSELT-E</p>
	4.2. Engages in reflection-in-action, reflection-on-action, and reflection-for-action	4.2.1. Responsive group facilitation (reflection-in-action)	PRA. 4.2.1	<p>“Moves among students to provide support, rather than staying at the front. Adjusts to student needs in real-time. Presence is both physical and emotional.” - MRTH / PSELT-C</p> <p>“Uses mobility in class to enhance interactivity and connection. Reflects in action by responding to students’ needs during group</p>

Aspect	Theme	Sub-Theme	Code	Scripts
				work.” - IAR / PSELT-D
		4.2.2. Confidence through presentation (reflection-on-action)	PRA. 4.2.2	<p>“Reflects on small interactions and the emotional connection to students. Considers the quality of engagement and responsiveness after the teaching moment.” - SN / PSELT-H</p> <p>“Reflects on how student presentations impact confidence and learning ownership. Recognizes the teacher’s support role.” - NDH / PSELT-E</p>
		4.2.3. Facilitating student expression (reflection-for-action)	PRA. 4.2.3	<p>“Views the teaching role as a responsibility requiring preparation, empathy, and foresight. Reflects on how this experience shapes future teaching.” - RFR / PSELT-A</p> <p>“Uses current experience to guide future strategies in facilitating student expression and participation.” - NA / PSELT-G</p>
5. Beyond Practice	5.1. Applies reflection to advocate for positive social change	5.1.1. Empowerment through interaction	BP.5.1.1	“Seeks to dismantle traditional hierarchy through collaboration and shared participation in the classroom. Encourages empowerment through interactive, inclusive practices.” - FAZ / PSELT-B

Aspect	Theme	Sub-Theme	Code	Scripts
				<p>“Aims to create safe, structured environments where students feel respected and focused, reinforcing inclusion and nurturing learning spaces.” - NDH / PSELT-E</p>
		5.1.2. Mentorship and peer-guided growth	BP.5.1.2	<p>“This moment of unity reminds me that teaching is not just about instruction it’s about building community. Guided by mentors and peers, I have learned that fostering inclusive spaces where students feel connected and valued is central to professional growth.” - AF / PSELT-I</p>
	5.2. Extends reflection to curriculum and working conditions	5.2.1. Material presentation and comprehension	BP.5.2.1	<p>“Reflects on how material presentation affects student comprehension. Implicit critique of the limitations of textbooks and highlights the need for visual, accessible teaching strategies to bridge learning gaps.” - MRTH / PSELT-C</p>
		5.2.2. Intrinsic motivation and fulfillment	BP.5.2.2	<p>“Emphasizes inner satisfaction and emotional reward in teaching. Highlights the role of purpose, sincerity, and effort over modern facilities. Promotes teacher well-being through meaning-making.” - SN / PSELT-H</p> <p>“Notes that creativity, flexibility, and collaboration with students are emotionally fulfilling and contribute</p>

Aspect	Theme	Sub-Theme	Code	Scripts
				to long-term motivation key elements in maintaining professional health.” - FAZ / PSELT-B

4.1.1 Philosophy

Participants’ teaching philosophies were profoundly influenced by their lived experiences, cultural backgrounds, and significant educational interactions. These personal stories acted not only as reflective foundations but also as guiding principles in the development of their pedagogical identities. Each of the ten pre-service English language teachers entered their teaching placements carrying a constellation of beliefs some inherited, some earned through struggle, and others still forming. As they engaged in reflective practice, particularly through journaling and photovoice, their philosophies began to surface not as static declarations, but as evolving narratives shaped by memory, culture, and discomfort.

The philosophical dimension of teacher development encourages educators to delve into the foundations of their personal beliefs. For these ten PSELTs, reflection was not a retrospective exercise, it was a living inquiry. Their philosophies were not fixed statements, but evolving stories shaped by tension, humility, and hope. As they moved through their placements, they did not just teach English they taught from the depths of who they were, and who they were becoming.

Philosophy aspects across PSELTs offer a rich, layered understanding of how personal background and past learning experiences

shape teaching philosophies among pre-service English language teachers (PSELTs). This analysis not only reveals the diversity of formative influences but also underscores the reflective depth with which these educators interpret their journeys.

1. Recognizes how personal background shapes teaching beliefs

A teacher's personal identity shaped by ethnicity, family background, and core values, deeply informs their approach to education. These elements influence not only how they perceive their role, but also how they relate to students, design lessons, and create inclusive learning environments. For many PSELTs, teaching becomes an extension of their lived experiences and cultural heritage, allowing them to bring authenticity, empathy, and purpose into the classroom. This connection fosters a sense of belonging and helps students see learning as a shared journey rooted in mutual respect and understanding. The reflections from PSELTs reveal that teaching is not merely a technical skill or professional obligation; it is a deeply personal and ethical endeavor, rooted in lived experience and cultural identity. RFR's reflection on being "trusted" while still learning illustrates how early experiences of responsibility and recognition can catalyze a sense of vocation.



Figure 4. 1 Photovoice by PSELT-A: Responsibility and trust in professional roles (PH.1.1.1)

This photo, taken by RFR/ PSELT-A, this reflection can be categorized of emerging professional identity and moral commitment. It highlights the transition from learner to trusted practitioner, emphasizing personal growth, responsibility, and the belief that teaching is a vocation. The statement reflects how the pre- service teacher begins to internalize the ethical and emotional dimensions of teaching, stepping beyond technical competence into a deeper sense of purpose and identity.

“...a symbol of being a pre-service teacher who is still learning but already trusted... step out of my comfort zone and take responsibility... teaching is indeed a calling...” - **RFR/ PSELT-A (PH.1.1.1)**

This quotation, taken from RFR/ PSELT-A reflection, the experience of stepping beyond familiar boundaries plays a pivotal role in shaping a teacher’s evolving sense of self. It reflects how professional identity is not static, but continually formed through shifts in self-image, role understanding, and future aspirations. This transformative process aligns with findings from Beka and Gjelaj (2025),

who argue that professional identity is a dynamic construct shaped by self-image, role perception, and future perspective. The moment of stepping out of one's comfort zone is not just developmental, it is identity-defining.

FAZ's belief that teaching is a moral commitment echoes the idea that cultural ideals and personal conviction shape one's sense of purpose.

“...teaching is not merely a profession, but also a calling... experience strengthened my conviction...”-**FAZ/PSELT-B (PH.1.1.1)**

This quotation, taken from FAZ/PSELT-B reflection, this reflection fits into the category of teaching as a vocation and identity formation. It expresses a deep personal belief that teaching goes beyond a job it's a meaningful calling. The phrase “strengthened my conviction” signals a shift in professional identity, shaped by lived experience. This perspective reflects how teaching is shaped by broader cultural, social, and historical influences, which in turn inform a teacher's beliefs and guide their decisions in the classroom. These beliefs play a crucial role in shaping how students engage with learning. His belief is supported by Flint et al. (2024) on this view, noting that teacher beliefs are influenced by cultural, social, and historical contexts, and that these beliefs directly impact instructional decisions and student engagement. Teaching, in this light, becomes a legacy act an expression of values passed through generations.

The belief in empathy, sincerity, and connection as essential elements of teaching often stems from personal experiences that shape a

PSELT's understanding of human relationships and learning. These values are not seen as optional or secondary, they are central to how PSELTs build trust, foster engagement, and create meaningful learning environments. When rooted in lived experience, such beliefs guide interactions with students, encouraging a classroom culture where emotional presence and genuine care support both academic and personal growth. NDH's emphasis on empathy and personalized support reflects the humanistic dimension of teaching.



Figure 4. 2 Photovoice by PSELT-E: Individualized support and care (PH.1.1.2)

This photo, captured by NDH/ PSELT-E, this reflection fits into the category of student-centered teaching and relational pedagogy. It emphasizes the importance of personalized support, emotional connection, and empathy in teaching. The belief that meaningful impact happens “one student at a time” reflects a deeply relational and humanistic approach to education.

“...reflected my belief that effective teaching involves...dedicated time for personalized support... reminded me that teaching is about connection, empathy, and making a positive impact one student at a time.” NDH/ PSELT-E (PH.1.1.2)

This quotation, taken from NDH/ PSELT-E reflective account, these qualities reflect a strong alignment between personal values and professional practice, as shown in Mardiha and Alibakhshi (2020), who found that teachers' beliefs about knowledge influence their teaching conceptions. By prioritizing emotional connection, educators foster meaningful, student-centered learning. Similarly, viewing teaching as a space for student empowerment and leadership highlights a commitment to nurturing autonomy, trust, and responsibility. IAR's emphasis on mutual respect and active student roles illustrates how values-driven pedagogy transforms classrooms into inclusive, growth-oriented communities.



Figure 4. 3 Photovoice by PSELT-D: Student-centered discipline (PH.1.1.3)

This photo, presented by IAR/PSELT-D, this reflection fits into the category of democratic classroom management and student agency. It emphasizes a shift from authoritarian discipline toward a more participatory approach that values student ownership and mutual respect. The teacher views discipline not merely

as control, but as a shared responsibility that fosters a respectful learning environment.

“... As a future teacher, I believe that discipline is not just enforced from the top down...promote student ownership and mutual respect.” **IAR/PSELT-D (PH.1.1.3)**

This quotation, taken from IAR/PSELT-D reflective statement, in reflecting on his teaching philosophy, it becomes clear that his instructional choices are deeply rooted in a learner-centered mindset. He prioritizes student engagement, autonomy, and meaningful interaction, hallmarks of a pedagogical stance that sees students not as passive recipients, but as co-constructors of knowledge. His approach aligns with constructivist principles, where students are active agents in their learning. This mirrors Flint et al.’s (2024) observation that beliefs about student autonomy and relatedness are linked to effective instructional practices. By adopting this approach, he creates a learning space where students are encouraged to take charge of their education. His teaching evolves into an interactive and reflective process, grounded in theory and responsive to individual needs.

AF’s reflection on gratitude and emotional depth underscores the affective dimension of teacher identity.

“Emotionally, this moment was filled with gratitude and pride. Gratitude for the students, teachers, and mentors who welcomed me, supported me, and helped me grow... this photo captures more than an award – it holds the memories, lessons, and emotional journey of becoming an educator.” **AF/PSELT-I (PH.1.1.3)**

This quotation, taken from AF/PSELT-I reflection, this reflection fits into the category of emotional milestones and identity formation. It highlights the emotional depth of the teaching

journey, where gratitude and pride are tied to relationships and personal growth. The photo becomes a symbolic artifact not just of achievement, but of transformation into an educator. Her reflection reveals a deeply personal journey into teaching, one shaped not only by professional development but by emotionally resonant moments that left a lasting impact. These experiences, particularly those involving mentorship and personal growth, appear to have played a formative role in shaping his sense of purpose as an educator. His narrative suggests that emotional experiences especially those tied to mentorship and personal growth, fuel a sense of responsibility and purpose. This emotional grounding is consistent with Beka and Gjelaj's (2025) findings that job satisfaction and emotional connection are key components of professional identity. Grounding his professional identity in emotional experiences adds authenticity to his teaching and deepens his connection with students. This blend of personal growth and purpose strengthens his commitment and creates a classroom where learning is both thoughtful and emotionally engaging.

In sum, this research reinforces that personal identity is not separate from pedagogy, it is the foundation that gives it meaning, direction, and heart. Teachers who reflect on their backgrounds and values do more than instruct; they embody a philosophy of care, empowerment, and ethical commitment that transforms the classroom into a space of purpose and belonging.

In conclusion, personal background encompassing ethnicity, family experiences, core values, emotions, and cultural ideals profoundly shapes a teacher's beliefs and classroom practices. Reflections from RFR, FAZ, NDH, IAR, and AF illustrate how identity informs a sense of calling, empathy, empowerment, and gratitude, transforming teaching into a purposeful and relational act. These educators do not merely instruct; they embody their values through trust, sincerity, and student-centered leadership, showing that personal history is not separate from pedagogy, it is the foundation that gives it meaning and direction.

2. Reflects on past learning experiences that construct teaching philosophy

Teaching practicum and formative experiences serve as powerful catalysts in shaping a teacher's professional identity. These early encounters with classroom realities whether, through mentorship, trial-and-error, or direct engagement with students, offer more than just skill development. They invite reflection, challenge assumptions, and often reveal the deeper values and beliefs that guide one's approach to education. Through these experiences, teachers begin to define who they are in relation to their learners, their subject matter, and the broader educational community. The practicum becomes not just a training ground, but a transformative space where identity is tested, refined, and affirmed. Across the PSELT reflections, the practicum is not merely a requirement it is a crucible in which teaching philosophies are forged,

tested, and refined. MRTH (PSELT-C) captures this duality through a symbolic photo, representing the balance between active presence and thoughtful preparation.



Figure 4. 4 Photovoice by PSELT-C: Balancing planning and responsiveness (PH.1.2.1)

This photo taken by MRTH/ PSELT-C, this reflection fits into the category of pedagogical readiness and professional balance. It emphasizes the dual responsibility of teachers to be both mentally present in the classroom and meticulously prepared behind the scenes. The photo becomes a metaphor for the equilibrium between spontaneity and planning in effective teaching.

“...another important dimension of teaching: preparation and focus...this photo symbolizes how a teacher must balance active presence with thoughtful preparation.” **MRTH/ PSELT-C (PH.1.2.1)**

This quotation drawn from MRTH/ PSELT-C reflective journal, the practicum experience often serves as a turning point in a teacher’s professional development. It’s where theoretical understanding meets the unpredictable realities, of the classroom, and where pre-service teachers begin to shape their identity through action, reflection, and adaptation. These formative moments provide a space to test pedagogical

concepts, refine instructional choices, and build confidence in one's role as an educator. This echoes the findings of Jenssen and Haarab (2024), who argue that high-quality practicum fosters coherence between pedagogical knowledge and classroom action, allowing pre-service teachers to integrate theory with lived experience. Through this integration, the practicum evolves into a transformative experience, preparing future educators to adapt confidently to real-world classrooms. By blending theory with practice, it builds a reflective and resilient teaching identity.

For many pre-service English language teachers, the practicum is more than a requirement it becomes a mirror reflecting both progress and possibility. It marks a turning point where theory meets practice, and personal growth begins to take shape through lived experience. In this space, aspirations are not distant goals but active forces guiding each step forward. AF (PSELT-I) views the practicum as a personal milestone, a reflection of growth and aspiration.

“...a personal reminder of how far I have come and how much I still aspire to learn. **AF/ PSELT-I (PH.1.2.1)**

This quotation, taken from AF/ PSELT-I reflection, this reflection fits into the category of reflective growth and lifelong learning. It conveys a sense of personal progress while acknowledging ongoing aspirations for development. The statement reflects a growth mindset and a commitment to continuous learning core elements in the formation of a resilient and reflective educator. The practicum experience is not only a space for skill development it's a

deeply emotional journey where pre-service teachers confront uncertainty, build resilience, and begin to shape their professional identity. Through storytelling, reflection, and relational encounters, they make sense of their evolving role and the emotional demands of teaching. This aligns with Teng's (2024) study, which highlights how narrative interactions during practicum help pre-service teachers negotiate emotional flux and reconstruct professional identity through reflection and recognition. Through reflective dialogue and emotional awareness, pre-service educators start to view themselves as emotionally responsive professionals. These experiences shape their identity and equip them with purpose, empathy, and clarity for future teaching.

These sub-themes all emphasize how immersive, real-world teaching experiences especially during practicum serve as pivotal moments in shaping a teacher's professional identity, beliefs, and adaptive understanding of pedagogy.

Relational and emotional aspects are central to meaningful teaching, which goes beyond delivering content to fostering trust, empathy, and connection. When educators build strong relationships, students feel recognized and supported. Emotional presence enables responsive teaching and nurtures belonging, influencing both learning and personal growth. Thus, teaching becomes an act of care, where emotional intelligence is as crucial as instructional skill. NA (PSELT-G) highlights that teaching is inherently relational, emphasizing

personalized and emotionally attentive learning that shape professional identity.



Figure 4. 5 Photovoice by PSELT-G: Holistic support for learners (PH.1.2.2)

This photo taken by NA/ PSELT-G, this reflection fits into the category of learner-centered pedagogy and individualized support. It emphasizes the importance of acknowledging each student's unique learning path, moving beyond content delivery toward personalized guidance. The teacher's role is framed as a facilitator of growth, not just a transmitter of knowledge.

“...teaching is not just about delivering content to a group, but also about recognizing and supporting individual learning journeys.” - NA/ PSELT-G (PH.1.2.2)

This quotation, taken from NA/ PSELT-G reflection, this reflection captures the subtle power of presence in teaching how meaning is created not only through active instruction but also in quiet, intentional moments. Teng's (2024) research supports this view, noting that emotional development is integral to teacher identity formation, and that emotional labor during practicum plays a pivotal role in shaping the teacher-self. This understanding of presence reframes

teaching as a relational and emotionally attuned practice, where even the quietest gestures carry significance. By acknowledging the emotional labor in daily classroom interactions, the teacher sees identity as fluid shaped through care, reflection, and connection. In these quiet, meaningful moments, the teacher-self takes authentic form.

“...reminded me how every detail in teaching matters... teaching happens not only in dynamic moments but also in stillness...” -
SN/ PSELT-H (PH.1.2.2)

This quotation, taken from SN/ PSELT-H reflection, this reflection fits into the category of mindful teaching and attention to detail. It highlights the importance of being present and attentive to both active and quiet moments in the classroom. The teacher recognizes that meaningful teaching occurs not only through dynamic interactions but also in subtle, reflective spaces. This reflection captures the practice reveals how teaching is not only about movement and momentum, but also about presence and intentionality. This supported by Leggett (2025) on his study explores how educators from Reggio Emilia (Italy) and Newcastle (Australia) conceptualize intentionality in teaching. It emphasizes that effective teaching requires time, care, collaboration, and reflective practice, not just movement or delivery. The article argues for a nuanced understanding of intentional teaching that includes emotional presence and thoughtful engagement.

Balancing leadership, empathy, and classroom management is a hallmark of effective teaching. It requires a nuanced understanding of when to guide firmly, when to listen deeply, and how to maintain a

structured yet responsive learning environment. Strong leadership sets clear expectations and fosters accountability, while empathy ensures that students feel supported and understood. Classroom management, in this balance, becomes less about control and more about cultivating mutual respect and a sense of community. When these elements work in harmony, the classroom transforms into a space where both discipline and compassion drive meaningful learning. FAZ (PSELT-B) articulates the delicate balance between authority and approachability, a skill cultivated through direct classroom engagement.



Figure 4. 6 Photovoice by PSELT-B: Professional presence and relational warmth (PH.1.2.3)

This photo, taken by FAZ/ PSELT-B, this reflection fits into the category of balanced teacher persona: authority and approachability. It highlights the importance of maintaining professional authority while being emotionally accessible to students. The teacher is seen not just as a figure of control, but as someone students can trust and connect with.

“...teacher should embody authority while still remaining approachable...” - FAZ/ PSELT-B (PH.1.2.3)

This quotation from FAZ/ PSELT-B reflection, his reflection reveals a more nuanced understanding one where guiding students is less about asserting power and more about cultivating trust, modeling vulnerability, and fostering mutual respect. This approach reflects a shift from traditional notions of leadership toward a more human-centered, identity-driven practice. His reflection illustrates how leadership in teaching is not about dominance but about relational presence a theme echoed in Zhu and Alsup's (2024) work on teacher identity discourse, which explores the interplay of authority and vulnerability in identity growth. By embracing relational leadership, he becomes a mentor and co-learner, creating a space where students feel supported and inspired. This shared approach fosters growth, connection, and the evolving identities of both teacher and student.

In conclusion, the practicum serves as a vital space for reflection, emotional engagement, and philosophical alignment. It is through these immersive experiences that pre-service teachers begin to define who they are, what they believe, and how they wish to teach. Reflection whether in action, on action, or for action becomes the bridge between theory and practice, shaping not only instructional choices but the very heart of teacher identity.

4.1.2 Principles

The principles guiding these ten pre-service English language teachers reveal a rich tapestry of pedagogical values shaped by personal experience, cultural context, and reflective inquiry. At the heart of their

classroom decision-making lies a shared commitment to student-centered learning. The ten pre-service English teachers embody evolving pedagogical values shaped by personal experience, culture, and reflection, with a strong commitment to student-centered learning. Their practices align with Farrell's holistic framework, showing maturity through feedback and intentional growth. Rather than abstract ideals, their principles are lived commitments rooted in empathy and responsiveness. A key shared value is creating safe, inclusive spaces where students feel empowered to engage and grow.

1. Fosters a safe, welcoming environment that encourages open student participation

The reflections from PSELT participants underscore a vital truth in contemporary education: fostering a safe, welcoming environment is not a peripheral concern it is the foundation upon which meaningful learning is built. Fosters an inclusive classroom climate by valuing diversity, promoting equity, and creating a safe space where all students feel respected and empowered to participate. FAZ (PSELT-B) reframes teaching as a dialogue, where students are not passive recipients but active contributors. His commitment to “creating space for students' voices” reflects a pedagogy of empowerment, where participation is rooted in trust, agency, and mutual respect.



Figure 4. 7 Photovoice by PSELT-B: Dialogic pedagogy (PR.2.1.1)

This photo, taken by FAZ / PSELT-B, this reflection fits into the category of dialogic teaching and student empowerment. It emphasizes the importance of creating inclusive spaces where students feel confident to express themselves and actively shape the learning process. Teaching is framed as a two-way interaction, valuing student contributions as essential to classroom dynamics.

“...create space for students’ voices, giving them the confidence to participate actively... teaching is a dialogue, where students also contribute to the flow of learning... create space for students’ voices, giving them the confidence to participate actively.” - **FAZ / PSELT-B (PR.2.1.1)**

This quotation, drawn from FAZ / PSELT-B reflective journal, FAZ’s reflection reveals a deep commitment to creating a classroom culture rooted in inclusivity and mutual respect. Rather than positioning teaching as a one-way transmission of knowledge, FAZ emphasizes the importance of dialogue, collaboration, and emotional safety. This approach reflects a belief that every student’s voice matters, and that learning thrives in spaces where diversity is not only acknowledged but celebrated. This aligns with Jardinez and Natividad’s

(2024) study on inclusive education, which emphasizes the transformative nature of classrooms that embrace diversity and promote equity. FAZ's stance mirrors this theoretical grounding, showing how inclusive dialogue reshapes the teacher's role from authority figure to facilitator of collective learning.

Demonstrates emotional accessibility by creating a supportive atmosphere where students feel safe to express themselves, ask questions, and engage without fear of judgment. NA directly emphasizes emotional openness, trust-building, and individualized care hallmarks of emotional accessibility.



Figure 4. 8 Photovoice by PSELT-G: Personalized instruction (PR.2.1.2)

This photo captured by NA/PSELT-G, this reflection fits into the category of individualized support and relational trust. It emphasizes the value of one-on-one interactions in fostering student confidence, trust, and personalized learning. The teacher's role is framed as a consistent and caring guide, attentive to each student's unique journey.

“...one-on-one support allows students to ask questions more freely and helps build trust between teacher and student... truly supports each student’s learning journey with care and consistency.” - **NA/PSELT-G (PR.2.1.2)**

This quotation drawn from NA/PSELT-G reflection, NA’s focus on one-on-one support and belief in connection over facilities reflects the findings of Haule et al. (2025), who demonstrate that psychosocial wellbeing in inclusive classrooms is enhanced by caring teacher actions and emotional presence. Their study, conducted in an Indonesian school context, found that emotional safety and personalized attention were key drivers of student confidence and engagement.

AN (PSELT-J) reinforces the importance of being seen and heard, a sentiment echoed across all reflections.

“...personalized attention in teaching... fosters a supportive learning environment where students feel seen and heard.” - **AN / PSELT-J (PR.2.1.2)**

This quotation, drawn from AN / PSELT-J reflection, this reflection fits into the category of individualized support and inclusive learning environment. It emphasizes the role of personalized attention in creating a classroom where students feel acknowledged and valued. The teacher’s approach nurtures emotional safety and encourages active participation. It highlights the emotional presence of the teacher and the importance of making students feel acknowledged and valued. Her belief that personalized attention fosters a supportive learning environment aligns with Jardinez and Natividad’s (2024), which advocates for flexible, student-centered approaches that remove barriers and promote equity. By embracing personalized attention as a core teaching value, she cultivates a classroom where every student feels seen

and supported. This approach not only reflects the principles of Universal Design for Learning but also reinforces her commitment to equity and inclusion. In such an environment, learning becomes accessible, responsive, and empowering allowing students to thrive both academically and personally.

Both PSELTs write to the heart of emotional accessibility: being attuned to students' needs, offering consistent support, and cultivating a space where students feel safe to express themselves. In conclusion, fostering a safe and inclusive classroom is not a technique it is a stance. It requires emotional accessibility, relational trust, and a commitment to student voice. The reflections from PSELTs and the supporting literature affirm that when teachers teach with presence, empathy, and purpose, they do more than instruct they build communities where every learner is empowered to participate, grow, and thrive.

2. Encourages and sustains students' curiosity through exploration, inquiry, and deep questioning

This study reveals that EFL pre-service teachers do not treat curiosity as a mere instructional strategy, but they embrace it as a moral and relational imperative. Their reflections show that fostering inquiry, exploration, and deep questioning is central to their evolving professional identity. In doing so, they position curiosity not just as a cognitive tool, but as a transformative force that sustains engagement, nurtures emotional connection, and builds inclusive learning communities.

Promotes questioning and exploration by encouraging curiosity, valuing student inquiry, and creating space for open-ended thinking and discovery. IAR deepen this narrative by highlighting the importance of clarity, responsiveness, and emotional fulfillment.

“...creating space for students to think, respond, and grow... help them understand something new is incredibly fulfilling.” - **IAR / PSELT-D (PR.2.2.1)**

This quotation, drawn from IAR / PSELT-D reflection, this reflection fits into the category of facilitative teaching and intellectual fulfillment. It highlights the teacher’s role in cultivating a thoughtful learning environment where students are encouraged to process, respond, and develop. The emphasis on helping students grasp new concepts reflects a deep sense of fulfillment tied to intellectual and emotional engagement. This reflection directly emphasizes the importance of intellectual space and student-driven discovery, which are central to promoting exploration. His approach aligns with Ryan and Deci’s (2020) self-determination theory, which emphasizes that intrinsic motivation such as curiosity is cultivated when learners feel supported, competent, and emotionally connected to their environment. By fostering intellectual space and encouraging student-driven discovery, he creates a classroom culture where curiosity and autonomy flourish. This approach not only supports academic growth but also nurtures the emotional and psychological conditions necessary for intrinsic motivation. In such an environment, learning becomes a personal and meaningful pursuit one

where students feel empowered to explore, question, and construct knowledge in ways that reflect their own interests and strengths.

SY's reflection on hands-on learning and minimal reliance on tools reinforces the idea that curiosity is relational, not technological.

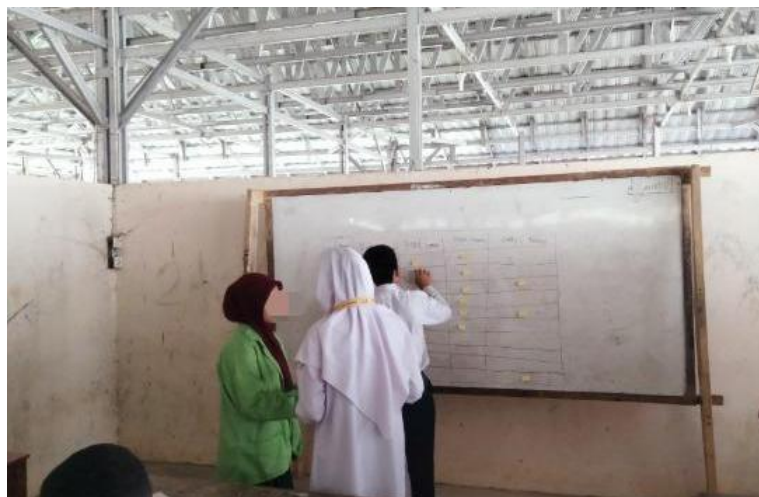


Figure 4. 9 Photovoice by PSELT-F: Experiential and hands-on learning (PR.2.2.1)

This photo taken by SY/PSELT-F, this reflection fits into the category of interactive and experiential learning. It emphasizes that effective teaching relies on meaningful interaction and encouragement rather than sophisticated tools. The focus on student participation and hands-on learning reflects a commitment to active, experiential pedagogy.

“...teaching is not about fancy tools but about interaction and encouragement... focus is clearly on student participation and hands-on learning.” - SY/PSELT-F (PR.2.2.1)

This quotation, drawn from SY/PSELT-F reflection, it highlights the value of interactive, student-centered learning that fosters inquiry and exploration through active engagement. Her stance is supported by Zhu and Atompag (2023), who argue that student curiosity is best sustained through active participation and collaborative

exploration, regardless of material resources. SY's belief that "the spirit of learning remains strong" affirms that curiosity is resilient it flourishes in environments of encouragement, even when facilities are limited.

Treats curiosity as an ethical commitment by honoring student inquiry, fostering a culture of respect and openness, and viewing exploration as central to both learning and personal growth. IAR deepens this narrative by highlighting the importance of clarity, responsiveness, and emotional fulfillment.



Figure 4. 10 Photovoice by PSELT-D: Fostering curiosity and respect (PR.2.2.2)

This photo, taken by IAR / PSELT-D, this reflection fits into the category of teaching as a vocation and values-driven practice. It emphasizes teaching as a purposeful calling, not merely a profession. The educator's role is framed as both a guide for learning and a cultivator of a respectful, curiosity-driven classroom environment.

“...teaching is not just a job, but a meaningful vocation... guide learning while fostering an environment that encourages curiosity and respect.” - IAR / PSELT-D (PR.2.2.2)

This reflection directly frames curiosity as part of a moral and professional calling, emphasizing the teacher's responsibility to cultivate it with care and integrity. IAR's joy in helping students understand something new echoes Teng (2024), who found that emotional resonance in teaching strengthens student-teacher relationships and encourages deeper inquiry. By positioning curiosity as both a moral and professional imperative, IAR elevates teaching beyond the delivery of content it becomes a commitment to nurturing wonder, understanding, and connection. This emotionally resonant approach not only deepens student engagement but also reinforces the teacher's role as a guide and co-learner. In cultivating curiosity with care and integrity, IAR fosters a classroom culture where inquiry is valued, relationships are strengthened, and learning becomes a shared, joyful pursuit.

SY's reflection on hands-on learning and minimal reliance on tools reinforces the idea that curiosity is relational, not technological.

“...despite minimal facilities... the spirit of learning remains strong... reminds me of the heart of education connection, perseverance, and the joy of discovery.” - **SY/PSELT-F (PR.2.2.2)**

This quotation, taken from the reflection of IAR/PSELT-D, this reflection fits into the category of resilience and the essence of education. It highlights how meaningful learning thrives even in challenging conditions, emphasizing the enduring spirit of connection, perseverance, and discovery. The teacher recognizes that the heart of education lies not in resources, but in relationships and the will to learn. It highlights a commitment to curiosity and exploration even in

challenging conditions, showing that the pursuit of learning is rooted in ethical resilience and purpose. Her stance is supported by Zhu and Atompag (2023), who argue that student curiosity is best sustained through active participation and collaborative exploration, regardless of material resources. SY's belief that "the spirit of learning remains strong" affirms that curiosity is resilient it flourishes in environments of encouragement, even when facilities are limited.

Both PSELTs reflect a belief that curiosity is not just encouraged it's honored as a core value in the teaching practice. These reflections collectively affirm that curiosity is not a luxury it is a necessity. It is cultivated through emotional accessibility, personalized support, and a deep respect for student voice. As Kelchtermans (2021) notes, teaching that honors student question is inherently political and ethical, shaping not only what students learn but how they see themselves as learners. By treating curiosity as a core value, both PSELTs show that learning thrives when students feel heard, supported, and free to explore. Their reflections affirm that honoring student questions is not just good pedagogy it's an ethical stance that shapes how learners see themselves and their place in the classroom.

In conclusion, the reflections of EFL pre-service teachers demonstrate that curiosity is not simply encouraged it is sustained through ethical commitment, emotional connection, and pedagogical intentionality. These educators do not merely deliver content; they create

spaces where questions are honored, exploration is celebrated, and learning becomes a shared journey. In this view, curiosity is the heartbeat of education a force that awakens minds, nurtures hearts, and affirms the dignity of every learner.

4.1.3 Theory

The theory dimension emerges not as an abstract doctrine but as a living, breathing guide that shapes pedagogical choices and classroom interactions. Each participant draws on theoretical frameworks to justify their instructional decisions, revealing a dynamic interplay between belief, context, and action. For EFL pre-service teachers, theory is not a distant academic concept it is a living framework that guides their decisions, shapes their classroom strategies, and evolves through experience. Their reflections reveal a growing awareness of how teaching methodologies must be chosen with intention and aligned with both pedagogical theory and learner needs.

1. Critically examines and aligns teaching methodologies with underlying theoretical foundations

In contemporary teacher education, the ability to critically examine and align teaching methodologies with pedagogical theory is a defining marker of professional growth. The reflections from PSELT participants reveal a shared commitment to this alignment, where theory is not treated as abstract doctrine but as a living guide for intentional classroom practice. AF (PSELT-I) builds on this by integrating technology to deepen engagement.



Figure 4. 11 Photovoice by PSELT-I: Use of educational technology (T.3.1.1)

This photo taken by AF / PSELT-I, this reflection fits into the category of technology integration and learning facilitation. It highlights how even modest technological tools like a projector can enhance student engagement and support effective teaching. The teacher’s role is both presenter and facilitator, using available resources to create a focused and enriched learning environment.

“The photo shows a classroom scene where I am presenting a lesson using a projector. The students sit quietly at their desks, focused on the screen and on my explanation. The classroom is simple but equipped with some technology, enhancing the learning experience” - **AF / PSELT-I (T.3.1.1)**

This quotation, taken from AF / PSELT-I, it reflects a deliberate choice to incorporate digital tools, which often complements communicative and task-based methods by expanding interaction and engagement. Her reflection resonates with Tondeur et al. (2025), who found that meaningful technology use in teacher education is most effective when grounded in pedagogical frameworks such as Technological Pedagogical Content Knowledge (TPACK).

AF's approach exemplifies how digital tools, when aligned with theory, can enhance comprehension and participation.

NDH (PSELT-E) emphasizes the use of varied teaching tools to enhance student understanding, reflecting a flexible, learner-responsive approach.

“... the importance of using varied teaching tools to enhance student understanding. The visual aid helps make abstract concepts more concrete and accessible, which can increase engagement and retention- **NDH / PSELT-E (T.3.1.1)**

This quotation, drawn from NDH / PSELT-E, this reflection fits into the category of instructional variety and pedagogical adaptability. It highlights the importance of using diverse teaching tools to support student comprehension. The teacher demonstrates a flexible approach, tailoring methods to meet different learning needs and styles. This reflection suggests an intentional evaluation of different strategies to support comprehension, aligning well with the reflective nature of Communicative Language Teaching (CLT) or Task-Based Learning (TBL) approaches. This aligns with the findings of König et al. (2020), who argue that pedagogical adaptability grounded in theoretical knowledge is essential for effective teaching in diverse classrooms. Their study highlights how pre-service teachers who integrate theory into practice demonstrate stronger instructional clarity and responsiveness.

Both PSELTs demonstrate a thoughtful awareness of how instructional tools and techniques can be purposefully selected to enhance student understanding. This kind of reflective practice is essential for

applying methods like Communicative Language Teaching (CLT) or Task-Based Learning (TBL) effectively, ensuring that strategies are responsive to learner needs and grounded in sound educational theory. Their reflections echo Zhu and Atompag (2023), who found that relational pedagogy anchored in constructivist and humanistic theories enhances student motivation and engagement. Their emphasis on clarity and commitment shows that even simple tools, when used with intention, can foster meaningful learning.

IAR (PSELT-D), and RFR (PSELT-A) illustrate how theoretical alignment shapes classroom dynamics. IAR's emphasis on collaboration reflects constructivist principles, where learning is co-constructed through shared inquiry.

“Collaboration in education... effective teaching involves sharing ideas” - **IAR / PSELT-D (T.3.1.2)**

This quotation, from IAR / PSELT-D, this reflection fits into the category of collaborative practice and professional learning. It highlights the importance of idea-sharing among educators as a cornerstone of effective teaching. Collaboration is framed as a means to enhance instructional quality, foster innovation, and build a supportive professional community. This reflection reinforces collaborative learning as a purposeful, theory-informed strategy rooted in social constructivist and communicative approaches. Supported by Le and Nguyen (2024), it highlights how peer interaction and dialogic engagement foster critical thinking and motivation. By aligning practice

with pedagogical theory, the reflection affirms collaboration not just as a method, but as a meaningful pathway to deeper learning.

RFR's focus on student agency aligns with learner-centered theories, such as Vygotsky's sociocultural theory, which positions students as active participants in their learning.



Figure 4. 12 Photovoice by PSELT-A: Confidence-building practices (T.3.1.2)

This photo, taken by RFR / PSELT-A, this reflection fits into the category of student leadership and active participation. It emphasizes the value of assigning classroom roles to foster student confidence, responsibility, and engagement. The teacher recognizes that empowering students with meaningful responsibilities enhances their sense of ownership and involvement in the learning process.

“Giving students opportunities to take roles in the classroom... builds confidence, responsibility, and engagement” - RFR/ PSELT-A (T.3.1.2)

This quotation, taken from RFR / PSELT-A, this reflection affirms the value of learner-centered and task-based approaches in cultivating autonomy and active participation.

Supported by Baek and Eisenberg (2021), it highlights how intentional classroom roles and strategic design empower students to take ownership of their learning. By aligning theory with practice, the reflection underscores a pedagogical commitment to meaningful engagement and student agency.

Both PSELTs' reflections reveal a deliberate alignment between pedagogical strategies and underlying learning theories. Rather than relying solely on practicality, their teaching choices are informed by a clear understanding of how students learn best whether through collaboration, role-taking, or structured engagement. This intentionality underscores a commitment to theory-driven practice, where instructional decisions are shaped by educational principles rather than habit or convenience. In conclusion, the journey from pre-service to professional educator involves more than mastering techniques it requires a deep, reflective alignment between methodology and theory. The PSELT reflections show that when teaching strategies are grounded in pedagogical principles, they become coherent, responsive, and transformative. In this space, teaching is not just a craft it is a principled practice shaped by research, reflection, and relational care.

2. Designs and sequences lessons based on planning procedures that reflect theoretical principles and respond to learners' needs

The reflections from EFL pre-service teachers (PSELTs) reveal a sophisticated understanding of lesson planning as a deeply reflective and

theory-informed process. Rather than viewing planning as a procedural task, these educators treat it as a moral and intellectual commitment one that integrates pedagogical frameworks with the lived realities of student learning. RFR (PSELT-A) exemplifies constructivist principles by designing interactive environments where “students can learn by doing.”

“Creating an interactive environment... students can learn by doing. Allowing students to write or solve exercises on the board builds their confidence, responsibility, and engagement with the lesson” - **RFR /PSELT-A (T.3.2.1)**

This quotation, taken from RFR / PSELT-A, this reflection fits into the category of experiential learning and active engagement. It emphasizes the importance of interactive environments where students learn through direct experience. The teacher values hands-on activities that promote deeper understanding and student involvement. This reflects a constructivist approach, emphasizing experiential learning tailored to how students best engage with content. His approach aligns with Schmid et al. (2022), who emphasize that constructivist lesson design fosters deeper engagement and conceptual understanding when students actively participate in knowledge construction. This hands-on methodology transforms the classroom into a dynamic space of exploration.

FAZ (PSELT-B) emphasizes clarity and adaptability, reflecting principles of cognitive load theory and learner-centered pedagogy.



Figure 4. 13 Photovoice by PSELT-B: Teacher as instructional leader (T.3.2.1)

This photo taken by the FAZ / PSELT-B, this reflection fits into the category of instructional leadership and adaptive communication. It highlights the teacher's evolving capacity to lead learning with clarity, confidence, and responsiveness. The emphasis on adjusting explanations to meet student understanding reflects a commitment to pedagogical agility and growth in professional identity.

“... that teaching requires clarity, confidence, and the ability to adjust explanations to meet students' understanding. It symbolizes my growth in stepping into the role of a teacher who is not only present but also leading the entire learning process” - **FAZ / PSELT-B (T.3.2.1)**

This quotation taken from FAZ / PSELT-B, it shows a clear responsiveness to learner needs, aligning with differentiated instruction and formative assessment principles. FAZ's real-time adjustments align with Darling-Hammond et al. (2020), who highlight the importance of responsive teaching that adapts to student understanding and promotes equitable access to learning. These reflections highlight thoughtful planning that integrates theory with practical strategies to support meaningful learning.

The second cluster of reflections focuses on anticipating student responses a hallmark of pedagogical agility. MRTH (PSELT-C) demonstrates cognitive pacing through step-by-step scaffolding.



Figure 4. 14 Photovoice by PSELT-C: Supporting comprehension through pacing (T.3.2.2)

This photo, taken by MRTH / PSELT-C, this reflection fits into the category of instructional clarity and scaffolding. It emphasizes the importance of clear, step-by-step explanations to support student understanding. The teacher demonstrates a commitment to making learning accessible by breaking down concepts and guiding students through the process.

“Clarifying my own explanations and ensuring students could follow step by step” - **MRTH / PSELT-C (T.3.2.2)**

This quotation taken from MRTH / PSELT-C, This reflection shows intentional scaffolding and a proactive approach to guiding student understanding, anticipating where confusion might arise, while IAR (PSELT-D) emphasizes emotional responsiveness and real-time coordination.

“Seeing the students respond positively added to that feeling of fulfillment. I also felt grateful for the opportunity to grow through teamwork learning how to communicate clearly, coordinate well, and adjust in real time.” **-IAR/PSELT-D (T.3.2.2)**

This quotation, taken from IAR/PSELT-D, this reflection fits into the category of collaborative teaching and professional growth. It highlights the emotional reward of student engagement and the developmental value of teamwork. The teacher reflects on growing essential skills: communication, coordination, and adaptability through collaborative practice. It reflects the ability to respond flexibly to student needs and reactions during instruction, a key aspect of anticipating and adapting to student responses. Both reflections highlight a reflective and responsive teaching mindset, essential for anticipating how students engage with learning. These practices resonate with Laughran (2021), who describes reflection-in-action as a critical skill for navigating classroom complexity and maintaining instructional coherence. In conclusion, the reflections of EFL pre-service teachers demonstrate a growing capacity to design and sequence lessons that are both theoretically grounded and responsive to learner needs. Their planning is not formulaic it is adaptive, intentional, and relational. By aligning instructional strategies with pedagogical frameworks and anticipating student responses, these educators embody a vision of teaching that is both principled and transformative.

4.1.4 Practice

The practice dimension, as reflected in the teaching experiences of PSELTs, reveals a rich tapestry of pedagogical enactment grounded in

personal philosophy, theoretical understanding, and responsive classroom strategies. Teaching is not merely the delivery of content it is a deeply reflective and principled endeavor, shaped by the educator's philosophy, values, and responsiveness to the classroom environment. Across the PSELTs, the theme of practice unfolds as a dynamic interplay between belief-driven action and reflective adaptation, revealing the depth of pedagogical commitment among teachers.

1. Demonstrates teaching practices that visibly reflect underlying philosophy, principles, and theoretical foundations

The reflections from PSELT participants reveal a profound truth about teaching: when educators align their classroom practices with their personal philosophy, pedagogical principles, and theoretical foundations, teaching becomes an act of integrity. It is not merely the delivery of content, but the embodiment of values, convictions, and purpose.

Demonstrates alignment between educational values and teaching practice by translating beliefs into intentional classroom behaviors that reflect empathy, responsibility, and student empowerment. Teaching is a deeply values-driven practice, where the choices educators make both subtle and explicit reflect their core beliefs. RFR approaches the classroom with intentionality, viewing even physical positioning as a meaningful expression of responsibility and care.



Figure 4. 15 Photovoice by PSELT-A: Belief-practice alignment (PRA.4.1.1)

This photovoice taken by RFR / PSELT-A, this reflection fits into the category of professional identity and reflective practice. It highlights how physical presence symbolized by the teacher’s desk embodies deeper responsibilities of observation, empathy, and leadership. The teacher demonstrates a strong alignment between personal beliefs and classroom actions, reinforcing a thoughtful and values-driven approach.

“Sees sitting at the teacher’s desk as a symbol of responsibility. Emphasizes observation, understanding students, and balancing authority with empathy. Strong alignment between beliefs and actual practice.” - **RFR / PSELT-A (PRA.4.1.1)**

This quote taken from RFR / PSELT-A, emphasizing observation, empathy, and a balanced approach to authority, RFR demonstrates a strong alignment between personal values and professional actions. This consistency reinforces a teaching identity rooted in integrity, where belief and behavior work in harmony to support student growth. This aligns with Kelchtermans (2021), who argues that teacher identity is shaped by moral purpose and relational understanding, and that authentic teaching emerges when educators act

in accordance with their beliefs. This reflection explicitly connects belief (empowerment, participation) with practice (confidence-building, support), showing a clear consistency between values and actions.

Teaching is most impactful when it reflects a deep alignment between what educators believe and how they act. NDH brings this integrity into the classroom, viewing student empowerment not just as a goal, but as a guiding principle that shapes every interaction.

“Believes in empowering students through participation and responsibility. Aligns practice with values of confidence-building and supportive teaching.” - **NDH / PSELT-E (PRA.4.1.1)**

This quote, taken from NDH / PSELT-E, this reflection fits into the category of values-driven empowerment and student agency. It emphasizes the teacher’s commitment to fostering student confidence and responsibility through active participation. The alignment between belief and practice reflects a strong professional identity rooted in supportive and empowering pedagogy. By fostering participation and responsibility, NDH translates values into practice building student confidence through supportive teaching. This consistency between belief and action reinforces a teaching identity rooted in trust, growth, and authentic engagement. Such an approach aligns closely with Ryan and Deci’s (2020) self-determination theory, which emphasizes the psychological needs of autonomy, competence, and relatedness as essential for fostering intrinsic motivation. NDH’s classroom practice reflects these principles: students are given meaningful roles (autonomy), supported in developing skills

(competence), and nurtured through empathetic relationships (relatedness). The quote not only states this alignment explicitly but also provides concrete examples of how core beliefs like responsibility and empathy are enacted through intentional classroom behavior.

In conclusion, the reflections from PSELTs demonstrate that teaching practices grounded in personal philosophy and theoretical understanding are not only more authentic they are more impactful. These educators show that when beliefs and actions align, the classroom becomes a space of purpose, empowerment, and transformation. In such environments, students do not merely receive knowledge they experience care, agency, and the legacy of principled teaching.

2. Engages in reflection-in action, reflection-on action, and reflection-for action to connect and refine teaching philosophy, theory, and classroom practice

The reflections from PSELT participants illuminate the transformative power of reflective practice in teacher development. Teaching, as described by MRTH, IAR, SN, NDH, RFR, and NA, is not a static performance it is a dynamic, responsive, and intentional act. Through the cyclical process of reflection-in-action, reflection-on-action, and reflection-for-action, educators refine their teaching philosophy, align with theoretical principles, and adapt to the evolving needs of learners.

Responds flexibly in the moment by observing student needs, adapting strategies, and making real-time decisions that enhance engagement and learning. In the dynamic flow of classroom life, effective teaching often requires more than delivering content it demands attunement, responsiveness, and presence. MRTH exemplifies this through a practice that prioritizes connection and adaptability.

“Moves among students to provide support, rather than staying at the front. Adjusts to student needs in real-time. Presence is both physical and emotional.” - **MRTH / PSEL-C (PRA.4.2.1)**

This quote from MRTH / PSEL-C, this reflection fits into the category of responsive presence and student-centered support. It highlights a dynamic teaching approach where the educator actively moves through the classroom, offering individualized support. The teacher’s presence is not only physical through proximity and mobility but also emotional, attuned to students’ needs and responsive in real time. By engaging physically and emotionally with students, MRTH demonstrates reflection-in-action adjusting in real time to meet learners where they are. This approach transforms teaching into a relational act, where support and responsiveness are central to both student growth and teacher identity.

Teaching is not a static performance it’s a responsive, relational practice. IAR exemplifies this through a dynamic presence in the classroom, using movement and attentiveness to foster deeper engagement and connection.



Figure 4. 16 Photovoice by PSELT-D: Responsive group facilitation (reflection-in-action) (PRA.4.2.1)

This photo taken by - IAR / PSELT-D, this reflection fits into the category of dynamic presence and responsive facilitation. It emphasizes the teacher’s intentional use of movement to foster interactivity and build stronger connections with students. The ability to reflect in action adjusting to students’ needs during group work demonstrates a high level of pedagogical responsiveness and situational awareness.

“Uses mobility in class to enhance interactivity and connection. Reflects in action by responding to students’ needs during group work.” - **IAR / PSELT-D (PRA.4.2.1)**

The quotation from IAR / PSELT-D, by adjusting in the moment and responding to students’ needs during group work, IAR demonstrates reflection-in-action. This approach not only enhances interactivity but also reinforces the teacher’s role as an active facilitator of learning, attuned to the evolving rhythms of the classroom.

MRTH’s movement among students and IAR’s use of mobility to foster interactivity reflect the kind of pedagogical agility described by

Laughran (2021), who emphasizes that reflection-in-action enables teachers to make informed decisions in the moment, enhancing both engagement and learning outcomes. This form of reflection is deeply relational, requiring attentiveness to student cues and a willingness to adjust strategies mid-lesson.

Engages in thoughtful post-lesson reflection to assess student engagement, teaching effectiveness, and emotional impact using these insights to inform future practice. Reflection-on-action, practiced by SN and NDH, involves post-lesson introspection that deepens understanding of student engagement and instructional impact. SN demonstrates a reflective stance that values emotional connection and responsiveness, recognizing that meaningful learning often emerges from subtle, everyday interactions.

“Reflects on small interactions and the emotional connection to students. Considers the quality of engagement and responsiveness after the teaching moment.” - **SN / PSELT-H (PRA.4.2.2)**

This quote from SN / PSELT-H, this reflection fits into the category of relational reflection and emotional engagement. It emphasizes the teacher’s attentiveness to subtle, meaningful interactions and the emotional bonds formed with students. The focus on post-lesson reflection shows a commitment to evaluating the depth and quality of engagement and responsiveness. SN’s reflection directly highlights post-lesson evaluation, with a particular focus on the emotional and relational dimensions of teaching key indicators of reflection-on-action. By thoughtfully considering the

emotional tone and quality of student engagement after the lesson, SN demonstrates a commitment to understanding learners beyond academic outcomes. This reflective stance deepens their awareness of student needs and reinforces a teaching identity rooted in relational care, where empathy and responsiveness shape future pedagogical choices.

Teaching is not only about delivering content it's about cultivating spaces where students grow in confidence and take ownership of their learning. NDH approaches teaching with a reflective lens, considering how classroom experiences shape both student development and the teacher's evolving role.



Figure 4. 17 Photovoice by PSELT-E: Confidence through presentation (reflection-on-action) (PRA.4.2.2)

This photo taken by NDH / PSELT-E, this reflection fits into the category of student empowerment and supportive facilitation. It highlights the transformative impact of student presentations on building confidence and fostering ownership of learning. The teacher acknowledges their role as a facilitator who creates space for students to lead and grow.

“Reflects on how student presentations impact confidence and learning ownership. Recognizes the teacher’s support role.” - **NDH / PSELT-E (PRA.4.2.2)**

The quote from NDH / PSELT-E, it shows deliberate evaluation of student outcomes and the teacher’s influence, demonstrating reflective thinking beyond the teaching moment. By recognizing the impact of student presentations on confidence and autonomy, NDH demonstrates reflection-on-action. This thoughtful evaluation highlights a commitment to supportive teaching, where the educator’s role is not to direct, but to empower nurturing learners as active participants in their own growth

Uses past experiences and insights to intentionally shape future teaching, demonstrating foresight, preparation, and a commitment to continuous growth. RFR approaches the role with a deep sense of responsibility, recognizing that thoughtful preparation and empathy are essential to guiding future decisions and fostering meaningful learning.

“Views the teaching role as a responsibility requiring preparation, empathy, and foresight. Reflects on how this experience shapes future teaching.” - **RFR / PSELT-A (PRA.4.2.3)**

The quote from RFR / PSELT-A, this reflection fits into the category of intentional practice and forward-looking professionalism. It highlights the teacher’s deep sense of responsibility, grounded in thoughtful preparation, empathetic engagement, and anticipatory planning. The reflection also shows a commitment to learning from experience to inform and improve future teaching. This reflection directly emphasizes forward-thinking and preparation, showing how reflection informs future practice. By

reflecting on how current experiences inform future teaching, RFR demonstrates reflection-for-action.

Teaching is a forward-moving journey, shaped by the insights gained from each classroom experience. NA approaches this journey with intentionality, using present moments as stepping stones to refine future strategies that elevate student voice and engagement.



Figure 4. 18 Photovoice by PSELT-G: Facilitating student expression (reflection-for-action) (PRA.4.2.3)

This photo taken by NA/PSELT-G, this reflection fits into the category of reflective practice and forward planning. It emphasizes the teacher's ability to learn from present experiences to inform future strategies that support student voice and engagement. The focus on facilitating expression and participation shows a commitment to evolving pedagogy based on lived classroom insights.

“Uses current experience to guide future strategies in facilitating student expression and participation.” -NA/PSELT-G (PRA.4.2.3)

The quote from NA/PSELT-G, by drawing on current experiences to inform future planning, NA exemplifies reflection-for-action. This proactive stance highlights a commitment to student-centered learning, where thoughtful preparation and responsiveness guide the path toward deeper participation and expression.

This reflection-for-action is essential for developing a holistic teaching identity one that integrates personal values, theoretical knowledge, and practical wisdom. Their layered model of reflection supports the idea that forward-looking reflection fosters intentional planning and sustained professional growth. Together, these reflections affirm that reflective practice is not a peripheral skill it is the core of principled pedagogy. It enables teachers to connect their beliefs with their actions, respond to learners with empathy and insight, and continuously evolve in their roles. As Kelchtermans (2021) notes, reflection is central to teacher identity formation, allowing educators to navigate the tensions between personal conviction and institutional demands with integrity.

In conclusion, the theme of practice within the PSELTs reveals that effective teaching is a harmonious blend of philosophical conviction and reflective agility, where educators not only embody their pedagogical values through consistent classroom actions but also engage in ongoing reflection to refine, respond, and reimagine their roles. This dual commitment to principled enactment and adaptive growth positions

teaching as a transformative journey, one that nurtures both student agency and professional integrity, and affirms the classroom as a space of intentional, evolving impact.

4.1.5 Beyond Practice

In moving beyond the immediate classroom, the ten pre-service English language teachers demonstrated a deepening awareness of the broader pedagogical, institutional, and sociocultural contexts that shape their teaching. Their reflections reveal a shift from technical execution to critical engagement with curriculum, materials, equity, and professional identity. Across these reflections, a common thread emerged: the desire to empower learners not just linguistically, but personally and socially. Whether through opinion-sharing, improvisation, or critical dialogue, participants envisioned language classrooms as spaces for growth, agency, and transformation. Their reflections moved decisively beyond practice toward a pedagogy rooted in responsiveness, equity, and reflective intentionality. Teaching, at its most profound, extends beyond the boundaries of instructional technique it becomes a vehicle for social change, equity, and personal renewal. The theme of beyond practice in the PSELTs reveals how educators, through deep reflection, move from classroom routines to broader commitments that shape communities, challenge systems, and nurture well-being.

1. Applies reflective insights to advocate and contribute to positive social change within the classroom, school, and broader community

The reflections from PSELT participants reveal a compelling truth: when educators engage in purposeful reflection, teaching transcends instruction and becomes a vehicle for social transformation. These pre-service teachers demonstrate that reflection is not only a tool for improving practice it is a lens through which they reimagine education as a space for equity, inclusion, and community-building. In inclusive classrooms, equity is not just a principle it's a lived experience shaped by how teachers share power and foster participation.

Reflecting on teaching practices requires attention to both classroom conditions and student characteristics. Physical aspects such as lighting, noise, and seating arrangements influence comfort and focus, while understanding students' backgrounds, learning styles, and emotional states helps teachers adapt their strategies effectively. FAZ approaches teaching as a collaborative journey, where dismantling traditional hierarchies opens space for student voice, agency, and mutual respect.



Figure 4. 19 Photovoice by PSELT-B: Empowerment through interaction (PP.5.1.1)

This photo taken by FAZ / PSELT-B, this reflection fits into the category of democratic pedagogy and inclusive empowerment. It emphasizes a shift away from top-down authority toward a collaborative, participatory classroom culture. The teacher values shared ownership of learning, fostering empowerment through interactive and inclusive methods that honour every student's voice.

“Seeks to dismantle traditional hierarchy through collaboration and shared participation in the classroom. Encourages empowerment through interactive, inclusive practices”. **FAZ / PSELT-B (BP.5.1.1)**

The quote from FAZ / PSELT-B, By encouraging shared participation and interactive practices, FAZ exemplifies a commitment to inclusive pedagogy. This approach empowers learners and builds a classroom culture rooted in trust, equity, and belonging where every student feels seen, heard, and valued. His approach reflects Biesta's (2020) theory of democratic education, which prioritizes student agency and co-construction of knowledge. FAZ's

reflection illustrates how dismantling authority structures can empower learners and foster a culture of mutual respect.

Teachers who are mindful of classroom layout, noise levels, and student diversity can foster spaces that support focus, respect, and inclusion. This aligns with the NDH's principle, which advocates for safe, structured environments that nurture learning and reinforce a sense of belonging.

“Aims to create safe, structured environments where students feel respected and focused, reinforcing inclusion and nurturing learning spaces”. - **NDH / PSELT-E (BP.5.1.1)**

This quote from NDH / PSELT-E, this reflection fits into the category of inclusive environment and supportive classroom culture. It emphasizes the teacher's intentional effort to build a safe, respectful, and structured space where students can thrive. The focus on inclusion and emotional safety reflects a nurturing approach that prioritizes student well-being alongside academic focus. By prioritizing respect, focus, and emotional care, NDH reinforces inclusion through thoughtful classroom design. This approach nurtures a sense of belonging and stability, allowing students to engage confidently and comfortably in their learning journey. NDH's structured, respectful classroom reflects Ryan and Deci's (2020) self-determination theory, which emphasizes the importance of autonomy, competence, and relatedness in fostering inclusive learning. Recent studies support this approach. For example, Fitriani (2025) indicated that interactive teaching methods, such as group discussions and Q&A sessions, enhanced student

engagement. This finding underscores that thoughtful reflection on classroom conditions and student needs is essential in shaping professional teaching identity and promoting equitable learning experiences.

Reflecting on teaching practices with the support of mentors and peers fosters meaningful professional growth by encouraging self-awareness and continuous improvement. Through shared experiences, constructive feedback, and collaborative dialogue, educators gain deeper insight into their instructional choices, classroom dynamics, and student relationships. This process not only strengthens pedagogical skills but also nurtures the emotional and relational dimensions of teaching.



Figure 4. 20 Photovoice by PSELT-B: Mentorship and peer-guided growth (PP.5.1.2)

This photo taken by AF / PSELT-I, this reflection fits into the category of community building and inclusive practice. It highlights the teacher's evolving understanding that teaching extends beyond delivering content it involves cultivating a sense of belonging and mutual respect. The influence of mentors and peers

reinforces the role of collaboration in shaping inclusive, emotionally supportive learning environments.

“This moment of unity reminds me that teaching is not just about instruction it’s about building community. Guided by mentors and peers, I have learned that fostering inclusive spaces where students feel connected and valued is central to professional growth.” - **AF / PSELT-I (5.1.2)**

The quote from AF / PSELT-I, the reflection highlights the transformative role of mentorship and peer collaboration in shaping a teacher’s professional identity. It reflects how teaching extends beyond delivering content it involves cultivating inclusive, connected communities where students feel valued. This sense of unity and shared purpose is essential for meaningful learning and personal growth. Recent studies support this perspective. Arefian (2022) found numerous advantages for pre-service teachers’ personal, professional, and social development. Through CAR, pre-service teachers gain more confidence, become independent, reflect individually and socially, think and act flexibly, receive help and support, observe and predict events, and search for novel approaches and changes. This finding affirms that guidance from mentors and peers not only improves instructional practices but also deepens a teacher’s commitment to building community, an essential element of professional growth in education.

In conclusion, the reflections from PSELTs demonstrate that reflective teaching is not neutral it is political, relational, and transformative. By applying reflective insights to advocate for inclusive

practices, equitable access, and community engagement, these educators position themselves as agents of change. Their classrooms become microcosms of a more just society, where every student is seen, heard, and empowered to thrive.

2. Extends reflection beyond classroom teaching to include curriculum, materials, and professional working conditions

The reflections from PSELT participants reveal a critical evolution in teacher identity: the shift from classroom technician to reflective advocate. Teaching, in this view, is not confined to instructional delivery it is a relational, systemic, and emotional practice that interrogates curriculum, materials, and working conditions in pursuit of equity and meaning. Effective teaching requires more than delivering content it demands thoughtful consideration of how that content is presented. MRTH approaches instructional design with a critical eye, recognizing that traditional materials like textbooks may not meet the diverse needs of all learners.



Figure 4. 21 Photovoice by PSELT-C: Material presentation and comprehension (PP.5.2.1)

This photo taken by MRTH/PSELT-C, this reflection fits into the category of accessible pedagogy and visual learning strategies. It underscores the teacher’s awareness of how the format and delivery of content directly impact student understanding. By questioning textbook limitations, the reflection advocates for more inclusive, visually engaging approaches that accommodate diverse learning needs.

“Reflects on how material presentation affects student comprehension. Implicit critique of the limitations of textbooks and highlights the need for visual, accessible teaching strategies to bridge learning gaps”. - **MRTH/PSELT-C (BP.5.2.1)**

The quote from MRTH/PSELT-C, By reflecting on the impact of material presentation on student comprehension, MRTH demonstrates a commitment to accessible and inclusive pedagogy. This stance challenges conventional approaches and advocates for visual, adaptive strategies that bridge learning gaps and foster deeper understanding across varied student profiles. His reflection aligns argue that curriculum materials often reflect dominant cultural narratives and fail to accommodate diverse learner needs. MRTH’s

concern about rigid syllabi and recall-based assessments resonates with Priestley et al. (2023), who emphasize that curriculum enactment must be flexible and responsive to learners' contexts. Their research supports the idea that teachers must be empowered to adapt curriculum frameworks in ways that prioritize understanding over coverage. SN approaches the role with sincerity and intention, finding fulfillment not in external resources, but in the deeper meaning that emerges through effort, care, and authentic engagement with students.



Figure 4. 22 Photovoice by PSELT-H: Intrinsic motivation and fulfillment (PP.5.2.2)

This photo taken by SN / PSELT-H, this reflection fits into the category of purpose-driven teaching and emotional wellbeing. It centers on the intrinsic rewards of teaching, where fulfillment stems from meaningful engagement rather than external resources. The teacher values sincerity, effort, and a sense of purpose, positioning emotional connection and personal meaning as key to professional well-being.

“Emphasizes inner satisfaction and emotional reward in teaching. Highlights the role of purpose, sincerity, and effort over modern facilities. Promotes teacher wellbeing through meaning-making”.
- **SN / PSELT-H (BP.5.2.2)**

This quote from SN / PSELT-H, the quote from SN / PSELT-H, By prioritizing inner satisfaction and emotional reward, SN exemplifies a values-driven approach to professional well-being. This perspective highlights the power of meaning-making in sustaining motivation and resilience, reminding us that the heart of teaching lies in purpose, not just in tools.

Sustaining motivation in teaching requires more than routine it thrives on emotional fulfillment, meaningful relationships, and creative engagement. FAZ approaches the profession with a sense of joy and adaptability, recognizing that collaboration with students is not only pedagogically effective but personally energizing.

“Notes that creativity, flexibility, and collaboration with students are emotionally fulfilling and contribute to long-term motivation key elements in maintaining professional health.” -**FAZ/PSELT-B (BP.5.2.2)**

This quote from FAZ/PSELT-B, this reflection fits into the category of sustaining well-being through creative and collaborative practice. It highlights how emotionally fulfilling elements like creativity, adaptability, and student collaboration serve as intrinsic motivators that support long-term professional health. The teacher recognizes that meaningful engagement with students is not just pedagogically effective but also personally sustaining. By valuing creativity, flexibility, and shared learning experiences, FAZ highlights key elements of professional health.

This reflection underscores how emotionally rewarding practices contribute to long-term well-being, reinforcing a teaching identity built on purpose, connection, and sustained enthusiasm.

Both reflections highlight the emotional dimension of teaching and underscore the importance of professional wellbeing. This is supported by Yli-Pietilä et al. (2024), whose study emphasizes the critical role of autonomy, collegiality, and pedagogical freedom in sustaining teacher motivation and emotional health. These voices form a compelling narrative: reflection is not merely a pedagogical tool it is a form of advocacy.

Reflective practice empowers educators to question systemic norms, reimagine curriculum, and prioritize well-being for both students and themselves. As Mockler (2020) argues, reflection is inherently political; it enables teachers to challenge inequities and contribute to broader social change. In this light, reflection becomes a transformative act that bridges personal insight with collective responsibility.

In conclusion, the theme of “beyond practice” in the PSELT reflections affirms teaching as a socially conscious profession. Through reflective insight, these educators challenge curricular limitations, advocate for inclusive design, and prioritize emotional well-being. Their work reveals that teaching is not only about shaping student outcomes it is also about shaping systems, relationships, and futures with intention, care, and courage.

4.2 Discussion

The findings of this study highlight that reflective practice during the teaching practicum plays a pivotal role in shaping EFL pre-service teachers' readiness for their future professional roles. Reflection was not only employed as a retrospective tool but also as an active and integrative process, connecting personal experiences, pedagogical principles, theoretical knowledge, and classroom practices. Through this process, participants became increasingly aware of how personal background, cultural values, and emotional histories shaped their professional identities. This finding supports Aboulkacem, Haas, and Aboulkacem (2022), who emphasized that reflective tools such as photovoice bridge lived experience and educational growth, enhancing professional preparedness.

The study also found evidence of reflection-in-action, reflection-on-action, and reflection-for-action, indicating that pre-service teachers actively interpreted and responded to dynamic classroom contexts. Reflection-in-action appeared when they adjusted teaching strategies in real time, while reflection-on-action allowed them to evaluate pedagogical and emotional aspects after class. Reflection-for-action supported intentional planning for future improvement. These patterns align with Solicha (2024), who noted that reflective tools help pre-service teachers confront challenges such as classroom management, transforming difficulties into opportunities for growth. Similarly, Harahap and Fithriani (2024) found that reflective practice assists Indonesian pre-service teachers in articulating conceptions of English learning and adapting to contextual complexities.

Furthermore, reflection extended beyond technical or methodological aspects to encompass ethical and social dimensions of teaching. Participants used reflection to engage with issues of equity, inclusion, and teacher well-being, which parallels Muller's (2023) study showing that photovoice empowers teachers to connect classroom practices with sustainable development goals. Mudra (2024) also found that reflection fosters professional resilience among teachers placed in rural schools, while Kristiawan, Picard, and Carter (2024) demonstrated that reflective engagement promotes intercultural understanding and peace values.

In summary, the discussion establishes that reflective practice functions as a transformative pedagogical and ethical process, bridging personal growth, professional identity, and social responsibility. It reframes reflection not merely as a pedagogical strategy but as a vehicle for ethical awareness and social transformation in teacher.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study concludes that reflective practice during the teaching practicum is fundamental in developing EFL pre-service teachers' professional readiness and identity. Reflection occurred as a retrospective, active, and integrative process that linked experience, theory, and classroom practice. By engaging in reflection-in, on, and for action, pre-service teachers cultivated adaptability, responsiveness, and intentionality in their pedagogical decision-making. These reflective modes supported real-time adjustments, post-lesson evaluations, and strategic planning, there by enhancing teaching effectiveness and emotional awareness.

Moreover, reflection played a central role in forming a professional identity grounded in empathy, inclusivity, and social responsibility. It enabled pre-service teachers to align personal values with professional expectations, transform classroom challenges into growth opportunities, and envision themselves as ethical and socially responsive educators. Overall, this study contributes to the field of teacher education by underscoring photovoice as an innovative and effective reflective tool. It demonstrates how reflective practice not only supports immediate pedagogical improvement but also serves as a sustainable framework for lifelong professional development bridging the gap between theory and practice while fostering ethically grounded educators.

5.2 Recommendations

1. For Teacher Education Institutions

a. Integrate Structured Reflection into Curricula

Institutions should embed reflective frameworks in action, on action, and for action into practicum programs to cultivate critical thinking, pedagogical awareness, and adaptive teaching skills.

b. Develop Assessment Tools for Reflective Competency

Institutions should design rubrics or indicators to evaluate the depth and quality of reflective practice, ensuring it contributes meaningfully to professional development.

2. For English Teachers

a. Provide Mentorship and Guided Feedback

Supervisors and mentor teachers should actively support pre-service teachers in their reflective process by offering constructive feedback, facilitating dialogue, and modeling reflective behavior.

b. Link Reflection to Real-Time Classroom Challenges

Encourage pre-service teachers to reflect on actual teaching dilemmas and student interactions to build practical problem-solving skills and responsiveness to dynamic classroom contexts.

3. For Pre-Service English Language Teachers

a. Encourage Reflective Journaling and Peer Sharing

Regular journaling and peer reflection sessions can deepen self-awareness and foster collaborative learning, allowing pre-service teachers to learn from diverse classroom experiences.

b. Promote Lifelong Reflective Habits

Beyond the practicum, teacher education programs should instill the value of ongoing reflection as a core component of professional growth and instructional improvement.

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APPENDICES

Appendix 1
Farrell's Reflective Journal Blueprint (2024)

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Stage	Indicators	Reflective Prompts
Philosophy	1. Recognizes how personal background shapes teaching beliefs	Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.
	2. Reflects on past learning experiences that construct teaching philosophy.	Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.
Principles	1. Fosters a safe, welcoming environment that encourages open student participation.	Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming environment, and how did it affect student participation?
	2. Encourages and sustains students' curiosity through exploration, inquiry, and deep questioning.	Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?

Stage	Indicators	Reflective Prompts
Theory	1. Critically examines and aligns teaching methodologies with underlying theoretical foundations.	Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?
	2. Designs and sequences lessons based on planning procedures that reflect theoretical principles and respond to learners' needs.	Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?
Practice	1. Demonstrates teaching practices that visibly reflect underlying philosophy, principles, and theoretical foundations.	Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they embody your underlying beliefs about teaching and learning?
	2. Engages in reflection-in-action, reflection-on-action, and reflection-for-action to connect and refine teaching philosophy, theory, and classroom practice.	Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?
Beyond Practice	1. Applies reflective insights to advocate and contribute to positive social change within the classroom, school, and broader community.	Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?

Stage	Indicators	Reflective Prompts
	2. Extends reflection beyond classroom teaching to include curriculum, materials, and professional working conditions.	Consider how your reflections have gone beyond your classroom practice to address curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?

Appendix 2
Photovoice Project Phases – Organizing Instrument

Note:

- Reflective Practice of EFL Pre-Service Teachers through Photovoice, based on the phases organized by Apaza and DeSantis (2016)
- This structure encourages pre-service teachers to engage in critical reflection, connect theory to practice, and articulate their evolving professional identities.

Phase	Indicators	Reflective Prompts
Phase 1: Introduction to Photovoice	1. Understanding purpose and context	1) What does “voice” mean to me in this project? 2) What community issue or personal experience do I want to explore visually? 3) How do I feel about using photography to express my perspective?
	2. Ethical awareness and consent	1) What ethical considerations must I keep in mind when photographing others? 2) How will I ensure informed consent and respectful representation?
	3. Personal motivation and expectations	1) Why am I participating in this project? 2) What do I hope to learn or communicate through my images?
Phase 2: Take Pictures	1. Visual literacy and intentionality	1) What story am I trying to tell with this image? 2) What emotions or ideas does this photo evoke for me? 3) What choices did I make in framing, timing, or subject?
	2. Observational depth	1) What details in the photo might others overlook? 2) What does this image reveal about my community or experience? 3) How does this photo challenge or reinforce stereotypes?
	3. Emotional engagement	1) How did I feel while taking this photo?


Phase	Indicators	Reflective Prompts
		2) What personal memories or associations does it trigger? 3) What does this image say about me or my values?
Phase 3: Discuss & Develop Narratives	1. Critical reflection and storytelling	1) What do I see happening in this photo? 2) Why is this moment significant? 3) How does this image connect to broader social or cultural issues?
	2. Collective meaning-making	1) How do others interpret my photo? 2) What new insights emerged during group discussion? 3) How has my understanding of the issue changed?
	3. Action and advocacy	1) What message do I want this photo to convey? 2) What change do I hope it inspires? 3) How can I use this image to advocate for my community or values?


Appendix 3
Pre-Service Teacher's Photovoice


Day/Date : Saturday, 16 August 2025
Pre-service teacher's name : RFR


Note:


- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	Indicator	Script
	1. Context 2. Reasons 3. Emotion	<p>This photo was taken during my teaching practicum when I had the opportunity to sit in front of the students and guide them in class activities. I was wearing my green almamater jacket, a symbol of being a pre-service teacher who is still learning but already trusted to take responsibility in a real classroom. In front of me were several students in their school uniforms, waiting for instruction and direction. The moment was simple, but it carried a meaningful depiction of my role transition from being a learner in university to becoming a teacher figure in school.</p> <p>I choose this photo because it reflects one of the most valuable experiences in my journey as a pre-service teacher. At that moment, I realized that teaching is not only about delivering knowledge, but also about building interaction, trust, and guidance. Sitting there, I was reminded of the importance of preparation, patience, and communication skills. I also understood that students' attention and participation are influenced by how a teacher positions themselves. This photo symbolizes my effort to step out of my comfort zone and take responsibility in a new role that</p>

		<p>demands both professionalism and empathy.</p> <p>Looking at this picture, I remember how nervous yet excited I was. I felt the pressure of being observed, evaluated, and also the responsibility to make sure my students understood the lesson. At the same time, I felt a sense of pride and joy because I was living the dream of standing in front of a class. The photo captures my seriousness, but inside me, there was also warmth and gratitude. I realized that teaching is indeed a calling that requires dedication. This moment encouraged me to grow stronger, more confident, and more passionate about becoming a teacher.</p>
Principles	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum in a classroom setting. I was standing in front of the students, holding a marker, and wearing my green almamater jacket. The background shows the blackboard and classroom walls, symbolizing the authentic environment of teaching practice. This moment reflects the real experience of being in the teacher's position, no longer as a student who only listens, but as someone who leads and explains.</p> <p>I choose this photo because it captures an important transition in my journey as a pre-service teacher. Teaching in front of the class is one of the most challenging yet rewarding moments in this practicum. The act of standing, explaining, and maintaining students' attention required confidence, preparation, and the ability to engage the class. This photo reminds me that being a teacher is not just about mastering the subject but also about delivering it in a way that inspires and supports students. It shows how I tried</p>

		<p>to balance my nervousness with the responsibility to teach effectively.</p> <p>When I look at this photo, I can recall the mix of emotions I felt at that time. I was nervous because all eyes were on me, and I wanted to perform well. At the same time, I felt excited and proud because I was finally stepping into the role I had always imagined. This moment gave me a sense of fulfillment, realizing that teaching is more than a profession—it is a passion. The photo captures my determination to improve myself, to learn from experience, and to embrace the challenges of becoming a teacher with courage and dedication.</p>
Theory	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum in the classroom. I was sitting at the teacher’s desk while observing one of the students who was standing in front of the whiteboard, writing and erasing. Wearing my green almamater jacket, I was in the role of a pre-service teacher who was not only teaching but also giving space for students to actively participate. This moment illustrates the classroom dynamic when students are trusted to contribute and take part in the learning process.</p> <p>I choose this photo because it represents the importance of giving students opportunities to take roles in the classroom. Teaching is not about the teacher dominating all activities; rather, it is about creating an interactive environment where students can learn by doing. Allowing students to write or solve exercises on the board builds their confidence, responsibility, and engagement with the lesson. This photo reminds me that a good teacher is not only someone who explains but also someone who observes, listens, and</p>

		<p>provides room for students to express their abilities. It shows that teaching is a shared process where both teacher and students actively contribute.</p> <p>Looking back at this photo, I can recall the calmness and pride I felt. There was relief because the student was willing to participate, even though at first there might have been hesitation. I felt joy because the classroom became more alive—the learning process was not one-way but involved the students as well. I also felt admiration toward the student’s courage to try, even if the result was not perfect. This moment taught me to value patience, appreciate progress, and recognize that every small step taken by the students is part of meaningful learning. The photo captures an important lesson for me: teaching is about collaboration and creating an environment where everyone can grow together.</p>
Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum in a classroom setting. I was sitting at the teacher’s desk, observing the students in front of me. The students, dressed in white uniforms and wearing black caps, were paying attention to the lesson. The classroom background was simple, with yellow walls that showed signs of use. This moment portrays my role as a pre-service teacher who was not only teaching but also supervising and learning to handle a real classroom environment.</p> <p>I choose this photo because it reflects how I learned to position myself as a teacher. Sitting at the teacher’s desk was not just a matter of location, but also a symbol of responsibility in guiding the learning process. I realized that being a teacher is not only about explaining materials but also about</p>

		<p>observing, understanding, and responding to the dynamics of the students. This photo reminds me that teaching requires patience, awareness, and the ability to balance authority with empathy. It illustrates my effort to embrace the role of a teacher with both seriousness and commitment.</p> <p>When I look back at this photo, I recall the mixture of nervousness and excitement I felt. There was a sense of challenge because I had to ensure that the classroom remained conducive to learning despite the modest facilities. At the same time, I felt proud because I was finally sitting in the position of a teacher, a role I had dreamed of for a long time. There was also a deep sense of gratitude because this experience strengthened my conviction that teaching is not merely a profession, but also a calling and a responsibility. This photo captures my sincerity to keep learning, guiding, and dedicating myself wholeheartedly to the path of becoming a teacher.</p>
Beyond Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum in a classroom setting. I was standing and walking around the students' desks, making sure that they were engaged in their tasks. The students, dressed neatly in white uniforms and wearing black caps, were writing attentively, while the classroom itself looked modest with its worn-out walls. This moment illustrates my role as a pre-service teacher who was not only teaching but also monitoring, ensuring discipline, and creating a supportive atmosphere for learning.</p> <p>I choose this photo because it reflects another important dimension of being a teacher the role of supervision. Unlike sitting at the teacher's desk, walking among the students gave me a</p>


		<p>different perspective. It was not only about checking their work but also about being present, showing that the teacher is actively involved in the learning process. This simple act of moving closer to the students reminded me that teaching is not about distance, but about connection. A teacher must balance authority with approachability, making students feel guided yet still comfortable. This photo becomes a symbol of how I learned to manage the classroom with attentiveness and responsibility.</p> <p>Looking back at this photo, I recall the mixture of determination and pride I felt. There was a sense of responsibility to maintain the learning atmosphere while also giving students the space to work independently. At the same time, I felt grateful because I could directly experience what it means to guide students not only from the front, but also by being among them. This experience strengthened my conviction that teaching is not merely about delivering knowledge, but also about presence, guidance, and genuine care. The photo captures my commitment to grow into a teacher who is not only respected, but also trusted by the students.</p>
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Day/Date : Saturday, 16 August 2025
Pre-service teacher's name : FAZ


Note:


- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum in a classroom setting. I was sitting at the teacher's desk, while the students both male and female sat attentively in their seats, dressed neatly in their uniforms. The classroom was simple, with plain walls and natural sunlight streaming through the windows, creating a warm atmosphere. This moment represents my role as a pre-service teacher who was not only delivering lessons but also learning to adapt, manage, and engage in a real classroom environment.</p> <p>I choose this photo because it symbolizes my first step in positioning myself as a teacher. Sitting at the teacher's desk was more than just a physical placement; it carried the meaning of responsibility and leadership in guiding the learning process. From this position, I realized that teaching is not only about presenting materials but also about creating a conducive environment, fostering interaction, and ensuring that students feel comfortable and focused. This photo serves as a reminder that a teacher should embody authority while still remaining approachable, providing space for students to participate actively. It reflects how I learned to balance the roles of educator, guide, and companion in the classroom.</p>

		<p>Looking back at this photo, I recall the mix of nervousness and pride I felt when sitting in the teacher's chair. The sense of responsibility weighed heavily, but at the same time, there was joy in finally experiencing the role I had long dreamed of. I felt deeply grateful because this moment strengthened my conviction that teaching is not merely a profession, but also a calling that requires sincerity and commitment. I want to continue learning and growing to become a teacher who is not only respected, but also loved and trusted by the students. This photo captures my dedication to embracing the journey of being an educator wholeheartedly.</p>
Principles	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum in a classroom. I was standing in front of the class, wearing a green outfit, while the students in white uniforms sat neatly at their desks. Some students were actively participating, such as the one who stood up to respond, while others were listening attentively. The classroom was simple, with large windows that let in natural light, creating an open and bright learning environment. This moment highlights my role as a pre-service teacher who was not only delivering material but also facilitating interaction and engagement with the students.</p> <p>I choose this photo because it captures one of the most meaningful aspects of being a teacher: interaction. Standing in front of the class while a student responded to a question reminded me that teaching is not a one-way process. It is a</p>

		<p>dialogue, where students also contribute to the flow of learning. This photo symbolizes how I learned to create space for students' voices, giving them the confidence to participate actively. It also reflects my effort to step out of my comfort zone, not only explaining lessons but also managing classroom discussions and encouraging students to share their thoughts.</p> <p>Looking back at this photo, I remember feeling both nervous and excited. There was pressure to keep the lesson running smoothly, but also a sense of pride when the students engaged actively with me. I felt grateful because moments like this made me realize that teaching is about building connections guiding students, listening to them, and growing together. This experience deepened my commitment to becoming a teacher who inspires confidence and creates meaningful learning experiences. The photo reminds me of the joy and responsibility that come with standing in front of a classroom.</p>
Theory	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum. I was standing in front of the whiteboard, holding a marker, while the students sat facing me in their white uniforms and black caps. The classroom was very modest, with wooden chairs that bore signs of use, yet it became the place where real teaching and learning happened. This moment reflects my role as a pre-service teacher who was actively delivering lessons, explaining concepts, and engaging directly with students.</p> <p>I choose this photo because it highlights the essence of teaching</p>

		<p>standing in front of the class and taking full responsibility for guiding the lesson. Being at the whiteboard was not only about writing or explaining, but also about building focus, capturing students' attention, and ensuring that learning was happening. This photo reminds me that teaching requires clarity, confidence, and the ability to adjust explanations to meet students' understanding. It symbolizes my growth in stepping into the role of a teacher who is not only present but also leading the entire learning process.</p> <p>Looking back at this photo, I remember the sense of nervousness but also pride I felt. There was pressure to deliver the material clearly, but also satisfaction in seeing the students listening attentively. I felt grateful because this experience strengthened my belief that teaching is a calling that demands dedication, patience, and courage. This moment captured my commitment to continue learning and becoming a teacher who inspires, guides, and supports students wholeheartedly.</p>
Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum in the classroom. Four students two male and two female were standing in front of the class, holding papers and seemingly presenting or reading aloud, while their classmates sat and observed. The classroom was simple, with large windows allowing natural light to brighten the room, creating an open and lively atmosphere. This moment reflects my role as a pre-service teacher who encouraged students to actively participate in the</p>


		<p>learning process, not only as listeners but also as contributors.</p> <p>I choose this photo because it shows one of the most valuable teaching approaches: student-centered learning. By giving students the opportunity to stand in front of the class, I learned that teaching is not only about the teacher's voice but also about creating space for students to express themselves. This activity symbolized my effort to build confidence in students, improve their communication skills, and make learning more interactive. It also taught me that when students are involved directly, they feel more responsible for their own learning.</p> <p>Looking back at this photo, I recall feeling proud and fulfilled. There was joy in seeing the students take the initiative and participate actively in class. At the same time, I felt grateful because this experience reminded me that teaching is not about controlling every detail, but about facilitating and guiding students to grow. This moment strengthened my belief that a good teacher is someone who empowers students, making them feel capable and confident. The photo captures the satisfaction of seeing learning come alive through student involvement.</p>
Beyond Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum in the classroom. I was standing at the front with one of the students, both of us engaged in what seemed to be a role-play or interactive activity, while the rest of the class observed. I wore my green practicum blazer, while the student stood confidently in his white uniform. The classroom was simple,</p>


		<p>yet it became a lively space where teaching was not only about explanation but also about interaction and collaboration.</p> <p>I choose this photo because it illustrates the importance of involving students actively in the learning process. Standing side by side with a student symbolized that teaching is not always about hierarchy, but about partnership. This activity helped me realize that when students are directly engaged, they feel more connected and motivated. The photo also represents my effort to break the traditional one-way teaching style by introducing interactive methods that make students more active participants in class.</p> <p>Looking back at this moment, I remember feeling proud and encouraged. There was happiness in seeing the student confidently take part, and I felt grateful to witness how small interactions could make the class more dynamic. At the same time, I was reminded that being a teacher requires creativity, flexibility, and the willingness to share the spotlight with students. This experience strengthened my conviction that teaching is not only about transferring knowledge but also about empowering students. This photo captures the essence of collaboration, where teacher and students learn together in a meaningful way.</p>
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Day/Date : Monday, 18 August 2025
Pre-service teacher's name : MRTH

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum and shows me seated at the teacher's desk, reviewing materials while preparing to guide the class. The classroom, with its plain walls and a whiteboard at the front, looked modest and simple, yet it carried the energy of learning. Sitting at the desk symbolized my role in leading and organizing the flow of the lesson, while also serving as a moment of pause to check, plan, and ensure that I was ready to deliver instruction effectively.</p> <p>I choose this photo because it reflects another important dimension of teaching: preparation and focus. While many photos highlight the active side of teaching walking among students, leading discussions, or standing in front of the class this moment captures the quieter, behind-the-scenes responsibility that teachers carry. Sitting at the desk was not about distancing myself from the students, but about ensuring that my role as a teacher remained structured and intentional. It reminded me that good teaching does not happen spontaneously; it requires readiness, organization, and a strong sense of responsibility. This photo symbolizes how a teacher must</p>

		<p>balance active presence with thoughtful preparation.</p> <p>Looking back, I remember feeling both serious and motivated. There was a weight of responsibility on my shoulders, knowing that the students were depending on me to guide them well. At the same time, I felt proud to step into this role, even in such a modest classroom environment. This experience strengthened my understanding that teaching is not only about performance in front of students, but also about the unseen work preparing, checking, and planning that ensures learning runs smoothly. The photo captures my dedication to becoming a teacher who is not only confident in delivering lessons but also diligent in preparation, embodying both presence and responsibility.</p>
Principles	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum and shows me in the act of explaining a lesson from the teacher's desk. With a book open in front of me and one hand raised, I was guiding the students' attention to an important point. Behind me, the whiteboard carried traces of the day's learning, while the classroom itself reflected a simple yet functional environment. This moment illustrates not only my role as an instructor but also as a communicator bridging the material with the students in a clear and structured way.</p> <p>I choose this photo because it captures the essence of the teacher as both a speaker and a guide. While many aspects of teaching involve supervision and preparation, this moment highlights the central</p>

		<p>responsibility of communicating knowledge. Speaking in front of students is not merely about delivering content, but about engaging them, choosing the right words, and ensuring understanding. This photo reminds me that effective teaching requires clarity, confidence, and the ability to hold students' attention. It also reflects the balance between authority and approachability being at the desk symbolizes leadership, while the gesture of explaining shows the effort to connect.</p> <p>Looking back, I remember feeling a mixture of nervousness and pride. Nervous, because standing in the role of a teacher meant carrying the weight of responsibility to explain well; proud, because I was given the chance to practice and embody that role. I felt grateful for the students' attentiveness, which gave me the courage to speak with more confidence. This experience reminded me that teaching is not only about mastering content, but also about building trust and presence in front of learners. The photo symbolizes my growth toward becoming a teacher who communicates with clarity, sincerity, and conviction.</p>
Theory	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum and captures the moment I was writing on the whiteboard to explain key points of the lesson. The classroom itself was modest, with exposed ceiling beams and simple furniture, yet it carried the energy of learning and interaction. At the front, I stood as both a teacher and a learner organizing my thoughts on the board</p>

		<p>while making sure that the students could follow and engage with the material.</p> <p>I choose this photo because it reflects one of the most recognizable and meaningful images of a teacher: writing on the board. This simple act is more than just transferring information; it is a way of structuring knowledge, guiding attention, and making abstract ideas visible. For me, writing on the whiteboard was also a method of clarifying my own explanations and ensuring that students could follow step by step. The photo symbolizes how teaching requires clarity and order both in thought and in delivery. Even in a modest classroom setting, the role of a teacher remains the same: to make learning accessible and meaningful for every student.</p> <p>Looking back, I remember feeling a deep sense of responsibility as I stood at the board. Each word and sentence I wrote carried weight, as they were not only notes but also the foundation for the students' understanding. At the same time, I felt motivated and proud, realizing that I was trusted to take charge of the class in this way. This experience strengthened my belief that teaching is not about the setting or the facilities, but about presence, clarity, and dedication. The photo reminds me of the kind of teacher I aspire to be: someone who explains with patience, structures knowledge clearly, and guides students with sincerity.</p>
Practice	Indicator	Script




1. Context
2. Reasons
3. Emotion

This photo was taken during my teaching practicum and shows me standing in front of a group of students, guiding them as they worked on their assignments. The students, dressed neatly in white uniforms and hijabs, were seated together in a long row, focused on their tasks. The classroom was open and modest, with sunlight entering through the roof, yet it created a meaningful space for interaction and learning. In this moment, my role was not only to teach but also to monitor, support, and encourage the students as they learned.

I choose this photo because it represents the importance of proximity in teaching. Unlike standing only at the board or at the teacher's desk, positioning myself directly in front of the students allowed me to connect with them more personally. This closer interaction helped me see their expressions, understand their difficulties, and respond to their needs more effectively. For me, this photo is a reminder that teaching is not just about giving instructions from a distance, but about being present both physically and emotionally with the learners. It symbolizes my effort to build a classroom atmosphere where students feel seen, supported, and motivated.

Looking back, I recall feeling grateful and motivated. There was a sense of responsibility in making sure each student was engaged, but also a sense of joy in seeing their focus and determination. I felt proud to be part of their learning journey, even in a simple classroom setting. This experience reinforced my

		conviction that teaching is about more than knowledge transfer it is about building trust and providing guidance. The photo captures my aspiration to be a teacher who is attentive, approachable, and committed to walking alongside students in their learning process.
Beyond Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum and shows me holding up a book at the teacher’s desk while explaining its content to the students. With one hand pointing to the page, I was drawing the students’ attention to a specific part of the material. The classroom, though modest with plain walls and a well-used whiteboard, became a meaningful space where teaching and learning took place. This moment reflects my role as a pre-service teacher who was not only presenting material but also ensuring students could follow and understand it step by step.</p> <p>I choose this photo because it highlights the importance of clarity and focus in teaching. By showing the book directly, I was bridging the gap between text and understanding making the content more visible and accessible for the students. This moment reminded me that effective teaching often lies in the small gestures: pointing, demonstrating, and guiding students’ attention in ways that help them connect with the lesson. The photo symbolizes how teaching is not only about knowledge delivery, but also about strategy finding ways to ensure that every student can grasp the material clearly.</p> <p>Looking back, I remember feeling a sense of purpose and</p>

		<p>responsibility. There was determination to make sure my explanation was clear and pride in being able to take on the role of guiding students through their lesson. At the same time, I felt grateful for the opportunity to learn how even simple actions like holding up a book and pointing to it could make teaching more effective. This experience reinforced my commitment to becoming a teacher who explains with patience, communicates with clarity, and guides students with genuine care. The photo captures my aspiration to be both an instructor and a facilitator of understanding.</p>
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Day/Date : Monday, 18 August 2025
Pre-service teacher's name : IAR


Note:


- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during a school-based activity where I had the opportunity to observe and engage with student leaders fulfilling their duties. Seated across from two student prefects, I witnessed them carrying out a peer accountability session an important routine in maintaining discipline and responsibility among students. The setting was informal yet purposeful: a simple room with basic furniture, creating a calm space for discussion and reflection.</p> <p>I choose this photo because it highlights the importance of student leadership and the value of giving young people meaningful roles within the school environment. As a future teacher, I believe that discipline is not just enforced from the top down it should also be nurtured among peers through guided responsibility. This image reminds me of the power of trust and structure in shaping school culture. It also reflects my belief in creating environments where students feel empowered to take initiative and hold one another accountable in constructive ways.</p> <p>Reflecting on this moment, I felt a strong sense of admiration for the students involved. Their seriousness and professionalism in handling the task showed maturity</p>

		<p>beyond their years. I also felt inspired by the way such systems promote student ownership and mutual respect. Being present during this session reaffirmed my desire to foster leadership, fairness, and dialogue in my future classroom. The photo captures more than just a meeting it represents a shared commitment to values, a willingness to listen, and the importance of building a supportive, respectful school community.</p>
Principles	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum, where I was delivering a lesson in front of the class. I was standing near the whiteboard, explaining the material while the students sat attentively, listening and taking part in the learning process. The classroom was simple but bright, with large windows allowing natural light to fill the space creating a calm and focused learning atmosphere.</p> <p>I choose this photo because it reflects the central role of a teacher in facilitating learning. Standing at the front is not just about delivering content it's also about establishing presence, building engagement, and managing the classroom effectively. This moment reminded me of the importance of finding balance: being clear and confident when leading the lesson, while also creating space for students to think, respond, and grow. To me, this image represents what it means to guide learning while fostering an environment that encourages curiosity and respect.</p> <p>Looking back at this moment, I felt both confident and proud. There was a sense of responsibility to</p>

		<p>deliver the lesson well, and at the same time, I was touched by the students' interest and attention. It affirmed my belief that teaching is not just a job, but a meaningful vocation. Being able to stand in front of students and help them understand something new is incredibly fulfilling. This photo captures more than a teaching moment it reflects my passion, purpose, and growing commitment to becoming a teacher who inspires, leads with heart, and supports students to reach their full potential.</p>
Theory	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during a group teaching practicum where my peers and I worked together to deliver a lesson. Some of us stood at the front of the classroom presenting, while the students listened attentively and took notes. The classroom was bright, clean, and supportive of an active learning environment. It was a moment that reflected both teamwork and focus.</p> <p>I choose this photo because it highlights the importance of collaboration in education. As pre-service teachers, we were not only learning to teach individually, but also learning how to plan, divide responsibilities, and support one another during the lesson. This moment reminded me that being a teacher doesn't mean working alone. Effective teaching often involves sharing ideas, learning from others, and building a sense of unity and trust within a team.</p> <p>Looking back at this moment, I feel proud and motivated. There was a sense of confidence that came from standing in front of the class with a supportive team beside me.</p>

		<p>Seeing the students respond positively added to that feeling of fulfillment. I also felt grateful for the opportunity to grow through teamwork learning how to communicate clearly, coordinate well, and adjust in real time. This photo is a reminder that teaching is not only about mastering content but also about building strong professional relationships and creating meaningful learning experiences together</p>
Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during my teaching practicum. I was walking around the classroom, observing and assisting students as they worked in small groups. The students appeared actively engaged in discussions, seated in clusters in a bright, organized classroom environment that supported collaborative learning.</p> <p>I choose this photo because it represents a student-centered approach to teaching. Rather than staying at the front, I made the choice to move around the room—to be present among the students, offer direct support, and create a more interactive learning atmosphere. This moment highlights the importance of building close, respectful teacher-student relationships. It also reflects my belief that a teacher’s role is not only to deliver content but to facilitate thinking, guide discovery, and encourage participation.</p> <p>Looking back at this moment, I felt proud and connected. There was a strong sense of fulfillment in seeing students engaged and collaborating actively. I also felt happy and at ease being able to</p>


		<p>interact closely with them listening to their thoughts, answering their questions, and supporting their learning process up close. This experience reaffirmed my commitment to becoming a teacher who is approachable, present, and responsive to students' needs. The photo captures more than just a teaching activity it reflects a mindset of care, support, and shared growth in the classroom.</p>
Beyond Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during a group activity in my teaching practicum. The students and I are gathered around a desk, engaged in a hands-on task involving some electronic components or tools. The setting is informal yet focused, showing teamwork and practical learning beyond traditional lectures.</p> <p>I choose this photo because it highlights the value of active, experiential learning. It's important for students to apply concepts through real-world tasks, which helps deepen their understanding and keeps them motivated. This moment shows the benefits of collaborative problem-solving, where students work together and learn from each other. It also reflects my teaching philosophy that learning should be interactive, engaging, and connected to practical skills.</p> <p>Looking back at this moment, I feel inspired and excited. I appreciated seeing the students' curiosity and enthusiasm as they explored new tools and ideas. It was rewarding to witness their teamwork and problem-solving in action. This experience strengthened my belief that teaching goes beyond textbooks</p>

		<p>it's about facilitating discovery and encouraging students to be active participants in their learning. The photo captures a joyful and dynamic moment that motivates me to create more meaningful, hands-on learning opportunities in my future classroom.</p>
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Day/Date : Monday, 18 August 2025
Pre-service teacher's name : NDH

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during a one-on-one tutoring session in a classroom. The student and tutor are seated across from each other at a small desk, focused on the learning materials in front of them. The classroom walls are decorated with cheerful clouds, creating a friendly and welcoming environment.</p> <p>I choose this photo because it highlights the importance of personalized learning. One-on-one sessions allow the tutor to address the student's individual needs and pace, which can significantly improve understanding and confidence. This moment reflects my belief that effective teaching involves not only group instruction but also dedicated time for personalized support. It shows how meaningful connections can be built through focused attention and tailored guidance.</p> <p>Looking back at this moment, I felt a deep sense of fulfillment and hope. It was rewarding to see the student engaged and responsive during the session. I also felt grateful for the opportunity to help someone in a more personal way, which strengthened my commitment to be a patient and attentive educator. The photo captures a quiet yet powerful moment of learning, reminding me that teaching is about</p>

		connection, empathy, and making a positive impact one student at a time.
Principles	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during a classroom activity where students are engaged in group work or discussion. The majority of students are seated in their desks, while a small group is seated at a separate table near the windows, possibly for a focused tutoring or consultation session. The classroom is spacious with natural light coming through large windows, creating an open and comfortable learning environment.</p> <p>I choose this photo because it illustrates the diversity of learning activities happening simultaneously in a classroom. It reflects the balance between whole-class instruction and small-group or individual attention, which is essential for meeting different student needs. The photo also shows how collaboration and personalized support coexist in a productive learning space. This moment highlights the importance of flexible teaching strategies and creating spaces where students can receive tailored guidance.</p> <p>Looking back at this moment, I felt a mixture of satisfaction and hope. I was proud to witness students actively participating in their learning, both in groups and individually. The scene reminded me that effective teaching requires adaptability and care, ensuring every student has the opportunity to engage meaningfully. This photo captures a dynamic and nurturing environment, reinforcing my commitment to fostering classrooms</p>

		where students feel supported, connected, and motivated to learn.
Theory	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during a classroom lesson where a teacher is actively engaging students using a visual aid on an easel. The students, dressed in matching blue batik uniforms, are seated attentively while the teacher explains the material. The classroom is modest, with simple walls and natural light coming through the windows, reflecting a focused learning environment.</p> <p>I choose this photo because it highlights the importance of using varied teaching tools to enhance student understanding. The visual aid helps make abstract concepts more concrete and accessible, which can increase engagement and retention. Additionally, the teacher's posture and interaction suggest an approach that encourages student participation and curiosity. This moment reminds me of the value of being adaptable as an educator knowing when to use different strategies to meet diverse learning needs.</p> <p>Looking back at this moment, I felt inspired and hopeful. I admired the teacher's ability to capture students' attention and make the lesson relatable. Seeing students engaged and focused filled me with optimism about the impact a dedicated teacher can have. This photo captures not just a teaching moment, but a connection between teacher and students that fosters learning and growth. It strengthens my commitment to becoming a teacher who uses creativity,</p>

		patience, and presence to inspire and support every learner.
Practice	Indicator	Script
	1. Context 2. Reasons 3. Emotion	<p>This photo was taken during a classroom presentation. A student is standing in front of the class, explaining a topic written on the whiteboard, while another student and the teacher observe. The classroom is simple but organized, with portraits hanging above the board and natural light coming in through the windows.</p> <p>I choose this photo because it highlights the importance of student presentations in developing confidence and communication skills. Allowing students to explain concepts in front of their peers encourages active learning and accountability. This moment also shows the teacher's supportive role in guiding and giving feedback. It reflects my belief that teaching should empower students to take ownership of their learning while feeling supported and encouraged.</p> <p>Looking back at this moment, I felt proud and hopeful. I was proud to see the student confidently presenting and the classroom environment that fosters participation. I felt hopeful because moments like this show how learning goes beyond memorization—it's about building skills and attitudes for lifelong growth. This photo reminds me of my aspiration to create classrooms where students are active, confident learners supported by caring educators.</p>
Beyond Practice	Indicator	Script



1. Context
2. Reasons
3. Emotion

This photo captures a typical classroom scene during a lesson. Students in uniform are seated at their desks, attentively listening and taking notes. The teacher is at the front, facilitating the class. The room is bright and orderly, with natural light coming through large windows and portraits on the walls.

I choose this photo because it represents the essence of daily teaching and learning. It shows a structured environment where students are focused and engaged, which is essential for effective education. This moment reminds me of the importance of consistency, discipline, and creating a supportive classroom culture. It also highlights the teacher's role in maintaining student attention and encouraging active participation.


Looking back, I feel a sense of calm pride and motivation. There's satisfaction in seeing students ready to learn and participating earnestly. This photo reminds me why I chose to become a teacher to contribute to shaping young minds in a positive, nurturing setting. It inspires me to build classrooms where students feel safe, respected, and eager to explore knowledge


Day/Date : Monday, 18 August 2025
Pre-service teacher's name : SY


Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken during a school activity where students are showcasing their work or projects. Two students in white uniforms are standing, holding what appears to be cards or booklets, while another student is seated behind a table with various materials displayed. The setting suggests a learning event, like a science fair or exhibition, in a bright and informal space.</p> <p>I choose this photo because it highlights the importance of student-led activities in education. Such events encourage students to take ownership of their learning by presenting and explaining their work. This moment reflects how learning extends beyond the classroom routine and fosters skills like communication, creativity, and confidence. It also shows the value of collaborative and hands-on experiences in making learning meaningful.</p> <p>Looking back at this moment, I feel proud and encouraged. I was happy to see students actively participating and confidently sharing their knowledge. It was inspiring to witness their enthusiasm and creativity on display. This experience reinforced my belief that teaching is not just about delivering content but about creating opportunities for students</p>

		to express themselves and connect learning to real-world contexts. The photo captures a joyful moment of engagement and empowerment.
Principles	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken in a classroom with a simple, open structure. A teacher and two students stand at the whiteboard, actively engaging with the material. The setting is modest, reflecting a basic learning environment where resources may be limited but the spirit of learning remains strong.</p> <p>I choose this photo because it highlights the resilience and dedication found in many teaching environments. Despite minimal facilities, the focus is clearly on student participation and hands-on learning. This moment reflects the importance of adaptability and creativity in teaching, showing that meaningful education can happen anywhere when teachers and students are committed. It reminds me that effective teaching is not about fancy tools but about interaction and encouragement.</p> <p>Looking back at this moment, I feel inspired and humbled. I admire the dedication of both teacher and students to learning despite the challenges. There is a sense of hope and determination that shines through the simplicity of the setting. This photo reminds me of the heart of education connection, perseverance, and the joy of discovery no matter the circumstances. It motivates me to be a teacher who values presence and effort above all.</p>
Theory	Indicator	Script

	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo was taken in a simple classroom where a teacher is standing in front of the whiteboard, pointing to the material written on it. The classroom structure is basic with an open ceiling, reflecting a modest learning environment. The focus is clearly on the teaching and learning process despite limited resources.</p> <p>I choose this photo because it highlights the dedication of teachers who work passionately even in challenging conditions. It shows how important the role of the teacher is in delivering lessons clearly and engaging students, regardless of the physical environment. This moment reminds me that effective teaching depends more on connection, clarity, and commitment than on facilities. It's a powerful example of how education can thrive through perseverance and focus.</p> <p>Looking back at this moment, I feel inspired and respectful. I admire the teacher's effort to provide quality education despite constraints. There's a sense of hope and determination in the scene, showing that passion for teaching can overcome many obstacles. This photo motivates me to be a committed educator who values student learning above all else, and to always find ways to make lessons meaningful no matter the circumstances.</p>
Practice	Indicator	Script

	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo captures a classroom full of students engaged in their studies. The students, wearing uniforms, are seated at wooden desks in a simple classroom with an open ceiling structure. They appear focused on reading or writing, demonstrating a serious learning atmosphere despite the modest environment.</p> <p>I choose this photo because it highlights the dedication of both students and teachers in pursuing education, regardless of physical limitations. It shows how learning can thrive in any setting when students are motivated and teachers provide guidance. This moment reminds me that creating a productive learning environment depends largely on the attitude and commitment of everyone involved, rather than just the facilities.</p> <p>Looking back at this moment, I feel inspired and hopeful. It was uplifting to see students actively participating in their education, focused and diligent despite the simple classroom conditions. This photo strengthens my belief that passion for learning and teaching can overcome many challenges. It motivates me to foster environments where students feel encouraged to engage fully, no matter the circumstances.</p>
Beyond Practice	Indicator	Script



1. Context
2. Reasons
3. Emotion

This photo was taken during a group learning activity where students gathered around a laptop. The students, wearing formal school uniforms, are seated closely together, focusing intently on the screen. The setting suggests a collaborative learning environment that incorporates technology as a resource.

I choose this photo because it illustrates the growing role of technology in education and how it can foster collaboration. Using a laptop as a shared learning tool encourages teamwork, discussion, and engagement. This moment reflects the shift from traditional, teacher-centered learning to more interactive, student-centered approaches. It also highlights the importance of adapting teaching methods to include digital resources that students find relevant and motivating.

Looking back at this moment, I feel excited and hopeful. I was encouraged by the students' curiosity and eagerness to learn using technology. It was rewarding to see them collaborate and support each other while exploring new information. This photo captures a dynamic and inclusive learning experience, reinforcing my commitment to integrating technology thoughtfully in teaching. It motivates me to create classrooms where digital tools enhance connection, creativity, and critical thinking.



Day/Date : Monday, 18 August 2025
Pre-service teacher's name : NA


Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	Indicator	Script
	1. Context 2. Reasons 3. Emotion	<p>This photo was taken during a classroom activity where I was assisting a student individually. I was holding a notebook, possibly reviewing the student's work or preparing to give feedback, while the student focused on writing. The lighting is soft, and the interaction is calm and personal, reflecting a quiet moment of learning support.</p> <p>I choose this photo because it represents the importance of one-on-one interactions in teaching. Moments like this allow teachers to address specific student needs, clarify misunderstandings, and build stronger academic and emotional connections. It reflects my belief that teaching is not just about delivering content to a group, but also about recognizing and supporting individual learning journeys.</p> <p>Looking back at this moment, I feel connected and purposeful. There's a quiet satisfaction in being able to guide a student personally and see their confidence grow. It reminded me that even small moments of attention can make a big difference in a student's experience. This photo inspires me to always be a teacher who is present, attentive, and supportive someone who sees every student as valuable and capable of growth</p>
Principles	Indicator	Script

	<p>1. Context 2. Reasons 3. Emotion</p>	<p>This photo captures a moment of individual guidance during a classroom lesson. I am seen assisting a student directly at their desk, providing clarification or support as he works. The classroom is filled with other students, but this moment focuses on the personal interaction between teacher and learner.</p> <p>I choose this photo because it highlights the importance of teacher presence and responsiveness in the classroom. One-on-one support allows students to ask questions more freely and helps build trust between teacher and student. This kind of interaction is essential for identifying learning difficulties early and ensuring that every student stays engaged with the material.</p> <p>Looking back at this moment, I feel fulfilled and motivated. Supporting a student personally and seeing them begin to understand something they were struggling with is one of the most rewarding parts of teaching. This photo reminds me of the value of patience, empathy, and active listening. It reinforces my goal of being a teacher who not only delivers content but truly supports each student's learning journey with care and consistency.</p>
Theory	Indicator	Script

	1. Context 2. Reasons 3. Emotion	<p>This photo was taken during a presentation or public speaking moment, where I stood alone at the front of the room, possibly addressing an audience or preparing to speak. The setting is simple and dimly lit, with a spotlight effect that draws attention to the speaker's presence and confidence.</p> <p>I choose this photo because it symbolizes the courage and growth that comes with stepping into a leadership or presenter role. Speaking in front of others whether to students, peers, or supervisors requires preparation, clarity, and self-assurance. This moment reflects my development not just as a teacher, but as a communicator. It's a reminder of how important it is to project confidence and clarity when delivering ideas or leading a class.</p> <p>Looking back at this moment, I feel proud and slightly nervous. Standing in front of others always brings a mix of excitement and pressure, but it also brings growth. I remember feeling the weight of responsibility, but also the satisfaction of being trusted to lead. This photo captures my ongoing journey of becoming more confident and composed in professional settings. It motivates me to keep improving my public speaking and to embrace leadership opportunities with courage and purpose</p>
Practice	Indicator	Script
	1. Context 2. Reasons 3. Emotion	<p>This photo was taken during a classroom activity or group presentation. Two students are standing at the front holding papers, while I, as the teacher, observe and guide from nearby. The setting is simple, with a whiteboard and desk in the background, suggesting a typical class environment.</p>

		<p>I choose this photo because it captures an important aspect of teaching facilitating student participation. Allowing students to present, speak, or perform in front of their peers builds confidence, responsibility, and engagement. My role in this moment was to support, encourage, and ensure they felt safe and prepared. It reflects my teaching philosophy: empowering students by giving them space to lead and express themselves.</p> <p>Looking back at this moment, I feel proud and fulfilled. Seeing students take initiative, speak confidently, and interact with one another shows growth not just in knowledge but in character. I remember feeling happy to witness their efforts and excited to see their development. This photo reminds me why I love teaching—it's about helping students find their voice and grow in both skills and self-belief. It motivates me to continue creating a classroom environment that supports active learning and mutual respect.</p>
Beyond Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reasons 3. Emotion 	<p>This photo shows a moment in the classroom where two male students are presenting or speaking in front of the class, while I, as the teacher, stand at the desk, observing and possibly giving instructions or feedback. The environment looks formal and focused, with all participants engaged in the activity.</p> <p>I choose this photo because it captures the interactive nature of learning students taking an active role while the teacher provides guidance. Encouraging students to present builds their confidence, communication skills, and ownership of their learning. My position in the photo reflects my</p>

		<p>role as a facilitator, helping them stay on track while allowing them to express their understanding independently.</p> <p>Looking back at this moment, I feel encouraged and proud. Seeing students stand up, speak clearly, and take learning seriously gave me a sense of accomplishment as a teacher. I felt trusted, respected, and inspired to keep supporting students in developing not just academically but also in their personal growth. This photo reminds me of the importance of balancing structure with student autonomy, and it strengthens my passion for creating a classroom culture where students feel confident to lead and participate actively.</p>
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Day/Date : Monday, 25 August 2025
Pre-service teacher's name : SN

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reason 3. Emotion 	<p>This photo was taken during a classroom session where I was seated at the teacher's desk, facing a group of students who were listening attentively. The classroom is modest, with simple desks and a worn-out whiteboard, but the students are engaged, suggesting a serious and respectful learning atmosphere.</p> <p>I choose this photo because it represents the quiet but powerful moments of leading a class through structure and presence. Sitting at the front, I was likely managing attendance, checking assignments, or preparing materials—tasks that may seem small but are essential to maintaining order and flow in a classroom. This photo shows that teaching is not only about standing and delivering lessons, but also about being present, observant, and prepared.</p> <p>Looking back at this moment, I feel calm and grounded. It was a moment of quiet responsibility one that reminded me how every detail in teaching matters. Despite the simplicity of the space, I felt a strong sense of purpose. The students' attention and discipline gave me confidence in my role. This photo reminds me that effective teaching happens not only in dynamic moments but also in stillness when the teacher listens, plans, and leads with intention. It inspires me to continue being</p>

		thoughtful and organized, valuing both the big and small moments in the classroom
Principles	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reason 3. Emotion 	<p>This photo captures a moment during a classroom session where I was leading from the front desk while the students, all wearing white uniforms, listened attentively. The classroom is simple, with a worn-out whiteboard and minimal decoration, yet the atmosphere reflects order and focus. It was likely a session of instruction, discussion, or checking student work.</p> <p>I choose this photo because it illustrates a calm and structured teaching moment. Sitting while managing the class shows that authority and engagement don't always require standing at the front—sometimes, it's about creating a relaxed, respectful space where students feel comfortable to listen and learn. The environment may not be modern, but the interaction between teacher and students is meaningful. This image represents how teaching is about connection, not just the setting or facilities.</p> <p>Looking back, I feel both grounded and inspired. I remember feeling responsible yet comfortable, aware of the limitations of the space but focused on making the best of it. The students' attentiveness gave me a deep sense of purpose. Despite the simple surroundings, I felt the weight and joy of being a teacher. This moment reminds me that true teaching impact comes from dedication, not just resources. It strengthens my resolve to continue teaching with sincerity, wherever I am placed, knowing that passion and care can reach students even in the humblest classrooms.</p>
Theory	Indicator	Script



- 1. Context
- 2. Reason
- 3. Emotion

This photo was taken during a teaching moment where I stood at the whiteboard, likely writing or explaining something to the class. The classroom is modest and quiet, with a plain wall, minimal decoration, and basic teaching tools. My focus was on the board, fully engaged in delivering content to the students.

I choose this photo because it highlights one of the most classic and essential roles of a teacher: standing at the board to explain, guide, and clarify. While it may seem like a routine action, it is actually a powerful representation of responsibility. The whiteboard becomes a space where ideas take shape, and the teacher becomes a bridge between knowledge and understanding. This moment shows how even simple tools like a marker and a board can be used to create meaningful learning when paired with dedication.

Looking back at this photo, I feel focused and committed. I remember wanting to ensure that the students could truly grasp the material, and that required clarity and patience. Despite the plain classroom setting, I felt empowered because I knew I was fulfilling an important role. This moment reminds me that teaching isn't always about big performances it's often about small, quiet moments of consistency, care, and presence. It strengthens my belief that what matters most is not the appearance of the classroom, but the intention and effort the teacher brings into it.

Practice	Indicator	Script
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	<ol style="list-style-type: none"> 1. Context 2. Reason 3. Emotion 	<p>This photo was taken during a classroom activity where I was interacting directly with a group of students seated at their desks. I was leaning in, listening and giving feedback, while the students were actively participating in their task. The classroom is bright, filled with natural light, and full of student engagement.</p> <p>I choose this photo because it reflects one of the most meaningful aspects of teaching: being close to the students, not just physically, but in terms of connection and support. Walking around and engaging with students one-on-one or in small groups allows me to better understand their progress, respond to their needs, and build trust. It's a reminder that effective teaching goes beyond delivering content—it involves presence, responsiveness, and real-time encouragement.</p> <p>Looking back at this moment, I feel connected and purposeful. There was a quiet joy in seeing students focused, asking questions, and feeling comfortable enough to express confusion or curiosity. I remember feeling proud—not because everything was perfect, but because the classroom felt alive with learning. This experience reminded me that teaching is about relationships, and that small, consistent interactions can have a lasting impact. It deepens my commitment to always be a teacher who is approachable, attentive, and genuinely involved in each student's journey.</p>
<p>Beyond Practice</p>	<p>Indicator</p>	<p>Script</p>



1. Context
2. Reason
3. Emotion

This photo captures a classroom moment where I was sitting at the teacher's desk, leading a learning session. The students were seated in rows, attentively facing forward and listening. The classroom setting was modest with basic furniture and a well-used whiteboard but filled with focus and a calm learning atmosphere.

I choose this photo because it represents the importance of structure and attentiveness in the classroom. Teaching from the front gave me the opportunity to manage the class as a whole, set the pace of the lesson, and ensure that every student was included in the flow of instruction. This scene reminds me that even in a simple environment, learning can take place effectively when there is order, clarity, and mutual respect between teacher and students.

Looking back at this moment, I felt a quiet confidence and sense of purpose. Seeing the students engaged gave me motivation to keep doing my best. Although the room was far from modern, it never diminished the value of the learning that happened inside. I felt proud to be part of that process—to guide, to listen, and to be present. This moment reaffirmed that good teaching isn't defined by how advanced the classroom looks, but by the sincerity and effort put into every lesson. It's a memory that continues to inspire me to lead with heart and commitment, no matter the setting.



Day/Date : Monday, 25 August 2025
Pre-service teacher's name : AF


Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reason 3. Emotion 	<p>This photo was taken at the end of my teaching practicum, when I was receiving a certificate of appreciation from the school. In the background, a trophy cabinet full of achievements reflects the school's commitment to excellence. The moment marked the formal closing of my journey as a student-teacher in this institution.</p> <p>I choose this photo because it represents both an ending and a beginning. Receiving the certificate was more than a formality it symbolized recognition for the effort, growth, and contribution I gave during my practicum. It also served as a personal reminder of how far I've come and how much I still aspire to learn. Standing next to my mentor teacher in this moment highlights the guidance, support, and collaboration that made this experience so meaningful.</p> <p>Emotionally, this moment was filled with gratitude and pride. Gratitude for the students, teachers, and mentors who welcomed me, supported me, and helped me grow. Pride not just in receiving the certificate, but in knowing I gave my best, overcame challenges, and built real connections. I felt a deep sense of fulfillment, knowing that I had made a small but sincere impact. This photo captures more than an award it holds the memories, lessons, and emotional</p>

		journey of becoming an educator. It inspires me to move forward with confidence, humility, and a heart ready to keep learning and teaching.
Principles	Indicator	Script
	1. Context 2. Reason 3. Emotion	<p>This photo was taken during a large outdoor school assembly, where hundreds of students gathered on the field in front of the school building. The crowd is seated attentively, listening to a speaker on stage. The bright daylight and open space create an atmosphere of community and collective focus.</p> <p>I choose this photo because it represents the power of unity and shared experience in education. Assemblies like this bring students and teachers together, fostering a sense of belonging and school spirit beyond the classroom. It reminds me that education is not just about individual learning, but about building a supportive community where everyone feels included and inspired.</p> <p>Looking back at this moment, I feel a deep sense of connection and optimism. Seeing so many students gathered peacefully, focused and present, gave me hope for the future. It was uplifting to witness the energy of young people coming together to listen, reflect, and engage as a group. This photo captures the collective heart of school life and motivates me to contribute to building environments where every student feels valued and empowered</p>
Theory	Indicator	Script

	<ol style="list-style-type: none"> 1. Context 2. Reason 3. Emotion 	<p>This photo shows a classroom scene where I am presenting a lesson using a projector. The students sit quietly at their desks, focused on the screen and on my explanation. The classroom is simple but equipped with some technology, enhancing the learning experience.</p> <p>I choose this photo because it captures the integration of technology in teaching, which is an important part of modern education. Using a projector allows me to present information visually, making lessons more engaging and accessible. This moment highlights the balance between traditional teaching and new tools to support diverse learning needs. It also reflects my role as a facilitator who guides students to interact with multimedia content.</p> <p>Looking back at this moment, I feel confident and motivated. I remember the satisfaction of seeing students' attention focused on the lesson and knowing I was helping them understand better. It was encouraging to use technology as a way to enrich learning and keep students interested. This photo reminds me of the ongoing journey to adapt and grow as a teacher, using new methods while maintaining a strong connection with students.</p>
Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reason 3. Emotion 	<p>This photo was taken during an outdoor school event held in front of a traditional building with distinctive architecture. Two students are standing on stage, addressing a large audience of seated students. The gathering appears organized and focused, with everyone participating in the event.</p> <p>I choose this photo because it represents the importance of school events in building student confidence and community spirit. These moments</p>

		<p>outside the classroom give students the opportunity to develop public speaking skills, collaborate with peers, and celebrate school culture. The traditional building in the background reminds me of the connection between education and cultural heritage, grounding students in their identity while encouraging growth.</p> <p>Looking back, I feel proud and inspired. Seeing students take on leadership roles in front of their peers showed me how education is about more than academics it's about fostering well-rounded individuals who are confident and connected. The vibrant atmosphere and engaged audience filled me with hope for the future of these young learners. This photo captures a joyful and meaningful experience that motivates me to support students not only academically but also personally and culturally.</p>
Beyond Practice	Indicator	Script
	<ol style="list-style-type: none"> 1. Context 2. Reason 3. Emotion 	<p>This photo shows a large outdoor school assembly with students gathered on the school grounds, sitting attentively and facing the stage where some teachers or speakers stand. The setting is bright and open, surrounded by trees and school buildings.</p> <p>I choose this photo because it represents a significant moment of community and unity in school life. Assemblies provide a space for sharing important messages, celebrating achievements, and reinforcing school values. It reminds me that education extends beyond the classroom it's about building a strong, supportive environment where students feel part of something bigger.</p> <p>Looking back at this moment, I feel a sense of pride and connection. Seeing so many students gathered peacefully and attentively inspired me.</p>

		<p>It highlighted the power of collective learning and shared experiences. This photo captures the heart of school spirit and reminds me why I am passionate about education because it shapes not only individuals but communities. It motivates me to continue fostering inclusive and inspiring environments for students.</p>
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Appendix 4
Pre-Service English Teachers Reflective Journal

Day/Date : Saturday, 16 August 2025
Pre-service teacher's name : RFR

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
<p>1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.</p>	<p>My high school learning, which focused heavily on memorization, initially shaped my belief that mastering grammar was the key to learning English. However, through my experiences in PLP and photovoice reflection, I've come to value authentic communication. Now, I prioritize speaking activities in the classroom, even though I sometimes still feel concerned when students make grammatical errors</p>
<p>2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.</p>	<p>I felt deeply motivated when a teacher once allowed us to choose our own presentation topics based on personal interests. That experience taught me the value of student autonomy in the learning process. In my PLP practice, I aim to foster this by offering choices in classroom activities such as selecting conversation topics so that students feel more engaged and empowered.</p>
Principles	
<p>1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What</p>	<p>When introducing the topic of "daily activities," I began by sharing a personal story. This act of openness helped build a sense of closeness with my students. As a</p>

strategies did you use to create a safe and welcoming environment, and how did it affect student participation?	result, they felt more confident to share their own routines without fear of judgment. This approach has proven effective in fostering greater student participation.
2. Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?	While teaching the topic "Technology in Daily Life," I introduced a simple object a power bank and asked, "How would your day be without this?" The question sparked curiosity and led to broader discussions about technology's role in everyday life. This strategy helped make the lesson personally relevant for students. I believe that managing the classroom through relevance enhances student focus and engagement.
Theory	
1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?	I applied constructivist theory by asking students to create a mind map about their holiday experiences. Since this approach emphasizes learning through personal experience, I chose it to help students connect the lesson with their own lives. The activity brought energy and engagement to the classroom, though a few students needed extra support in organizing their ideas
2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?	For the topic "Holiday Experiences," I applied Constructivist Theory by designing a lesson that begins with students sharing personal stories, followed by creating a mind map, and culminating in writing a recount text. This sequence aligns with students' need to connect learning with real-life experiences and reflects the constructivist principle that knowledge is constructed through personal engagement
Practice	
1. Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they	In teaching the topic "Giving Directions," I incorporate real-life materials like school maps. This approach reflects my belief that language becomes more accessible when it's connected to students' lived experiences.

<p>embody your underlying beliefs about teaching and learning?</p>	
<p>2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?</p>	<p>Reflection-in-action: During an opinion discussion, I noticed students struggling to respond to their peers. To support them, I introduced a simple example of an expression they could use.</p> <p>Reflection-on-action: This experience made me realize that students require accessible language scaffolding to feel confident in expressing their opinions.</p> <p>Reflection-for-action: Moving forward, I plan to prepare a list of useful expressions to guide students during discussions. This aligns with my belief that a teacher should act as a language facilitator, helping learners communicate with clarity and courage.</p>
<p>Beyond Practice</p>	
<p>1. Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?</p>	<p>Through reflection, I realized that my students seldom received personal feedback. This insight motivated me to start writing brief notes on their assignments. Though simple, this gesture helps students feel recognized and appreciated, and it encourages them to take greater initiative in correcting their mistakes</p>
<p>2. Consider how your reflections have gone beyond your classroom practice to address curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?</p>	<p>I've come to realize that disparities in classroom facilities significantly impact the quality of learning. This insight has deepened my commitment to advocating for equitable access to educational resources. In response, I've adopted a more collaborative approach working closely with tutors to find shared solutions, such as distributing digital learning materials across classes.</p>

Day/Date : Saturday, 16 August 2025
Pre-service teacher's name : FAZ

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
<p>1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.</p>	<p>My academic background, shaped by frequent research tasks and presentations, has influenced my teaching approach. I believe students should be encouraged to think critically and work independently, so I often assign simple analytical tasks in English class. However, I've come to recognize that this method may unintentionally favour students with stronger academic foundations, and I need to remain mindful of varying learning backgrounds</p>
<p>2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.</p>	<p>A past experience with a lecturer who relied solely on lectures left me feeling bored and disengaged. That moment shaped my belief that learning must be interactive. I now view the teacher as a facilitator rather than the sole source of knowledge. During my PLP, I implemented pair and group work activities to ensure students were actively involved, not just passive listeners</p>
Principles	
<p>1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming</p>	<p>I once invited students to collaboratively create a mind map on the blackboard about "holiday activities." Each student took turns adding their ideas, fostering a sense of shared ownership. This strategy not only encouraged active participation but also made students especially those who</p>

environment, and how did it affect student participation?	are usually passive feel that their contributions were valued.
2. Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?	I once asked students to bring an item from home and share its origin in English. The activity sparked curiosity, as students were eager to learn about each other's objects. More importantly, it fostered a sense of belonging and personal connection. I believe that classrooms which allow space for personal expression tend to be more orderly and engaged, because students feel seen and involved.
Theory	
1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?	I apply Krashen's Input Hypothesis by broadcasting short English videos in class, emphasizing the importance of comprehensible input. Visual context helps students grasp meaning more intuitively, making them more engaged and receptive to new vocabulary. However, selecting materials that match their proficiency level remains a challenge.
2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?	I designed a lesson on "Daily Routines" grounded in Communicative Language Teaching (CLT). The sequence begins with brainstorming daily activities, followed by pair practice, and concludes with a role play. This progression helps students move from simple vocabulary recall to authentic language use. Their need for more speaking opportunities in English is fulfilled, and the principles of CLT are clearly reflected through purposeful communication.
Practice	
1. Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they embody your underlying beliefs about teaching and learning?	In my "Expressing Opinion" lesson, I use small group discussions to ensure that every student's voice and perspective is acknowledged. I believe that language learning is not just about grammar or vocabulary it's also a space to cultivate social skills and build self-confidence. This strategy reflects my belief that when students feel heard, they engage more

	meaningfully and grow both linguistically and personally.
2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?	<p>Reflection-in-action: During a mapping activity, I noticed that some students were losing focus. To re-engage them, I quickly introduced a group competition to boost their involvement.</p> <p>Reflection-on-action: This experience taught me that incorporating competitive elements can effectively enhance student motivation.</p> <p>Reflection-for-action: I plan to integrate more gamified strategies into future lessons, reinforcing my belief that motivation plays a crucial role in successful language learning.</p>
Beyond Practice	
1. Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?	I realized that my classroom practice was often teacher-centered, limiting student engagement. To shift this dynamic, I introduced a Student-Led Discussion project, encouraging learners to initiate and guide conversations on everyday topics. This approach has fostered greater independence and significantly enhanced their communication skills.
2. Consider how your reflections have gone beyond your classroom practice to address curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?	I observed that many teaching materials remain heavily textbook-oriented, which can limit student engagement. This inspired me to incorporate project-based learning that aligns more closely with students' interests. From this experience, I developed a teaching philosophy that emphasizes the importance of a curriculum that nurtures student creativity, rather than focusing solely on textbook completion.

Day/Date : Monday, 18 August 2025
Pre-service teacher's name : MRTH

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
<p>1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.</p>	<p>Coming from a religious cultural background, I view teaching as more than just delivering knowledge it's also a way to instill moral values. In classroom practice, I often emphasize discipline and ethical behavior in learning English. However, I've come to recognize that this focus can sometimes unintentionally limit space for student creativity and expression</p>
<p>2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.</p>	<p>I once experienced the disappointment of being graded unfairly by a teacher who seemed to favor certain students. It left me feeling that my hard work had gone unnoticed and unvalued. That moment shaped my conviction that assessment must be fair and transparent. In my own teaching, I now use a straightforward rubric to ensure students understand the evaluation criteria from the beginning</p>
Principles	
<p>1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming</p>	<p>In one lesson, I invited students to express their thoughts on the topic "My Favourite Place." Before presenting to the class, they engaged in pair discussions, which helped them build confidence through peer support. This strategy encouraged greater participation, with more students feeling</p>

environment, and how did it affect student participation?	comfortable enough to raise their hands and share their ideas
2. Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?	While teaching the topic "Mysterious Places in the World," I successfully sparked students' curiosity by showing an image of an unknown location without any context. I invited them to guess its origin and historical background, which led to active questioning and exploration. This approach energized the classroom discussion and made it more dynamic. At the heart of my classroom management is the commitment to creating a safe space where every student's question is respected and never ridiculed
Theory	
1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?	In a lesson on "Describing People," I applied the Communicative Language Teaching (CLT) approach, which is grounded in the belief that language is best acquired through authentic communication. I selected this method because students tend to become passive when instruction centers solely on grammar. With CLT, they became more engaged in speaking activities, even though errors were still present. The approach aligns well with the classroom context, though it does call for additional support in developing linguistic accuracy.
2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?	I developed a lesson on "Daily Routines" based on the principles of Communicative Language Teaching (CLT). The sequence began with a brainstorming session on daily activities, followed by pair practice, and concluded with a role-play. This progression guided students from simple vocabulary recall to meaningful use in real-life scenarios. It effectively addressed their need for increased English speaking opportunities, while embodying CLT's emphasis on authentic communication.
Practice	
1. Describe a recent lesson where your teaching practices clearly reflected your teaching	In the "Introducing Myself" lesson, I applied the Communicative Language Teaching (CLT) approach, grounded in

<p>philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they embody your underlying beliefs about teaching and learning?</p>	<p>my belief that language serves primarily as a tool for communication. I encouraged students to engage in partner dialogues with minimal teacher intervention. This method reflects my conviction that meaningful learning happens when students use language in authentic, purposeful interactions.</p>
<p>2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?</p>	<p>Reflection-in-action: During a lesson on shopping conversations, I noticed that students were struggling to grasp price-related vocabulary. In response, I spontaneously incorporated gestures and used real-life items as examples to clarify meaning and support comprehension.</p> <p>Reflection-on-action: After the session, I recognized how crucial visual aids are in enhancing students' understanding especially when dealing with abstract or unfamiliar terms. This insight reinforced the value of multimodal strategies in language instruction.</p> <p>Reflection-for-action: To better support learning in future lessons, I plan to prepare price cards that students can use during practice activities. This adjustment aligns with my core teaching philosophy: that learning should be contextual, meaningful, and grounded in real-world relevance.</p>
<p>Beyond Practice</p>	
<p>1. Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?</p>	<p>Reflecting on the low levels of student participation in speaking activities, I was inspired to create a peer support group. This decision stemmed from my belief that students learn more effectively when they feel emotionally safe. I organized small conversation groups to help them rehearse before speaking in front of the class. As a result, students gained confidence, and the overall classroom atmosphere became more inclusive and supportive.</p>
<p>2. Consider how your reflections have gone beyond your classroom practice to address</p>	<p>Through reflection, I've come to see that the curriculum is overly demanding relative to my students' current abilities.</p>

<p>curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?</p>	<p>This realization highlights the need to adapt curricular content to better suit the local context and learners' actual capacity.</p>
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Day/Date : Monday, 18 August 2025
Pre-service teacher's name : IAR

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
<p>1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events—has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.</p>	<p>Growing up in a culture that values togetherness and mutual cooperation has shaped my teaching approach. I frequently incorporate group work into my lessons, believing that collaboration enhances student learning. However, I also recognize that this method may not suit all learners particularly those who feel more comfortable working independently.</p>
<p>2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.</p>	<p>I once had a discouraging experience with a teacher who focused heavily on grammar drills, leaving little room for speaking practice. Although I managed to pass the exam, I lacked confidence in using the language orally. This experience shaped my belief that language learning should strike a balance between accuracy and fluency. In my current practice, I combine grammar exercises with role-plays and short discussions to ensure students develop both linguistic precision and communicative confidence</p>
Principles	
<p>1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming</p>	<p>In one lesson, I invited students to write their questions or opinions about a reading text on sticky notes and place them on the blackboard. This approach provided a low-pressure way for shy students to express themselves without speaking in front of the class. After reading some of</p>

environment, and how did it affect student participation?	their notes aloud, I noticed that students felt more comfortable and were more willing to join open discussions.
2. Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?	In one lesson, I opened with the question, "Why do people around the world eat different breakfasts?" This simple prompt sparked students' curiosity, leading them to share personal experiences and explore deeper questions about cultural diversity. The activity fostered critical discussion and meaningful engagement. I believe that a well-crafted teacher question can be a powerful gateway to creating an active and thoughtful classroom environment.
Theory	
1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?	I apply Vygotsky's Sociocultural Theory when teaching reading texts by organizing students into small groups, allowing them to support one another in understanding the material. The theory emphasizes that learning is enhanced through social interaction, and I've found this to be true in practice peer discussions significantly improve students' comprehension. This approach aligns well with the realities of my classroom and reinforces the relevance of collaborative learning
2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?	In the "Describing People" lesson, I implemented Vygotsky's Sociocultural Theory through a scaffolded approach. I began by modelling a simple description, followed by guided group practice, and concluded with students creating their own individual descriptions. This structured progression accommodated varying student abilities and reinforced the idea that social interaction plays a vital role in accelerating language development
Practice	
1. Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they	In teaching "shopping conversation," I prioritize role play as a key strategy, believing that language learning becomes more meaningful when students engage in real-life simulations. This approach reflects my core principle that active

<p>embody your underlying beliefs about teaching and learning?</p>	<p>involvement is essential to effective language acquisition.</p>
<p>2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?</p>	<p>Reflection-in-action: While teaching tenses, I noticed that students quickly lost interest during extended explanations. To re-engage them, I spontaneously shifted to a card game that allowed them to practice the concept in a more playful and interactive way.</p> <p>Reflection-on-action: This experience highlighted the importance of varying instructional methods to maintain student attention and prevent boredom. It reinforced the idea that engagement often depends on how content is delivered, not just what is taught.</p> <p>Reflection-for-action: Moving forward, I plan to strike a balance between direct instruction and interactive activities. This approach aligns with my core belief that learning should be active, enjoyable, and student-centered. By integrating fun and meaningful tasks, I aim to create a classroom environment where students are both motivated and empowered to learn</p>
<p>Beyond Practice</p>	
<p>1. Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?</p>	<p>Using Photovoice as a reflective tool, I recognized the vital role of cultural context in language learning. This insight led me to design an activity where students wrote short stories in English about their local traditions. My aim was to connect language with personal and cultural identity. As a result, students developed a sense of pride in their heritage and showed increased motivation to learn English</p>
<p>2. Consider how your reflections have gone beyond your classroom practice to address curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?</p>	<p>I realized the curriculum overemphasized British accents, while students encounter diverse global accents. So, I added authentic audio to build their adaptability and cultural awareness in real communication.</p>

Day/Date : Monday, 18 August 2025
Pre-service teacher's name : NDH

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
<p>1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.</p>	<p>Growing up in a village has given me a deep understanding of the challenges many students face in accessing English learning resources. This awareness motivates me to be creative in using simple, accessible media in the classroom. However, I also recognize a potential bias in my perspective, I sometimes underestimate the capabilities of students from urban areas who are more familiar with technology and digital tools.</p>
<p>2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.</p>	<p>One of the most impactful experiences in my development was when a lecturer used my teaching recordings and invited me to reflect using photos and written notes. This was my first encounter with Photovoice, and it opened my eyes to the power of visual reflection in deepening pedagogical awareness. Since then, I've embraced the belief that teachers must engage in ongoing, sustainable reflection to continually improve their practice</p>
Principles	
<p>1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming</p>	<p>When exploring the topic of "Hobbies," I applied the Think-Pair-Share method. Students first reflected individually, then exchanged ideas with a partner, and finally shared their thoughts with the whole class. This structured approach helped them feel more prepared and confident when</p>

environment, and how did it affect student participation?	speaking in public. As a result, nearly all students were able to contribute meaningfully to the discussion.
2. Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?	While teaching the topic "Legends and Myths," I introduced an image of an Indonesian mythological figure unfamiliar to some students. Their curiosity was instantly sparked, prompting them to explore the story behind the character more deeply. This engagement led to more focused reading and discussion. I believe that curiosity, when intentionally guided, can be a powerful tool to sustain classroom concentration transforming potential distraction into meaningful inquiry.
Theory	
1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?	In teaching the "Simple Past Tense," I employed the Grammar-Translation Method, based on the theory that language structure can be reinforced through translation. I selected this approach to help students develop a strong grasp of sentence patterns. While it proved effective for enhancing grammatical understanding, I found that it did little to support the development of speaking skills.
2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?	When teaching the "Simple Past Tense," I apply the Grammar-Translation Method, beginning with a structural explanation, followed by sentence translation exercises, and concluding with a short text. This sequence aligns with the needs of students who prioritize grammatical understanding for exam preparation. Although opportunities for speaking practice are limited, the method effectively reflects its theoretical emphasis on structural accuracy.
Practice	
1. Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What	When teaching the topic "Simple Past Tense," I apply an Inductive Approach by guiding students to observe narrative texts and identify grammar patterns on their own. This method reflects my belief that

<p>specific actions or strategies did you use, and how did they embody your underlying beliefs about teaching and learning?</p>	<p>language learning should foster critical thinking and promote student autonomy, allowing learners to construct understanding through exploration and discovery.</p>
<p>2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?</p>	<p>Reflection-in-action: While teaching a listening activity, I noticed that students struggled to grasp specific details from the audio. To address this in the moment, I replayed the recording and provided more targeted questions to guide their focus. This immediate adjustment helped scaffold their comprehension and reduce frustration.</p> <p>Reflection-on-action: After the lesson, I realized that while authentic listening materials are valuable, they must be paired with supportive strategies to be effective. Simply exposing students to real-world input isn't enough structured guidance is essential to help them process and internalize the content.</p> <p>Reflection-for-action: Moving forward, I plan to structure listening tasks into two stages: first focusing on the general meaning (gist), then zooming in on specific details. This approach not only supports comprehension but also aligns with Krashen's Input Hypothesis, reinforcing the idea that comprehensible input when scaffolded appropriately can drive language acquisition.</p>
<p>Beyond Practice</p>	
<p>1. Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?</p>	<p>My reflection revealed that students were not yet comfortable using everyday English in class. To address this, I established an "English Zone" with clear rules encouraging the use of simple expressions in English. Although students initially found it challenging, over time they began to adapt and use English more frequently in short, spontaneous interactions.</p>
<p>2. Consider how your reflections have gone beyond your classroom practice to address</p>	<p>Through reflection, I have observed that the professional environment in partner schools often restricts teachers' creativity</p>

curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?	due to heavy administrative demands. This realization has taught me the value of effective time management and collaboration with colleagues, enabling me to continue innovating in my teaching practice while still fulfilling administrative responsibilities
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Day/Date : Monday, 18 August 2025
Pre-service teacher's name : SY

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.	Coming from a village background has given me insight into the challenges many students face in accessing English learning resources. This understanding motivates me to be resourceful and creative in using simple, low-tech media in the classroom. However, I also recognize a potential bias in my approach, I occasionally underestimate urban students who, in fact, may be more adept with technology and digital tools.
2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.	One of my most positive learning experiences was with a teacher who consistently gave personal feedback on my assignments. This made me feel seen, supported, and motivated to grow. From that experience, I developed the belief that teachers must recognize and respond to each student's individual needs. In my own teaching, I strive to offer constructive comments on student work even simple ones as a way to encourage progress and show that their efforts matter
Principles	
1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming	I established a simple classroom rule: "Respect Everyone's Ideas," which was written on the blackboard and mutually agreed upon at the start of the lesson. When discussing the topic of "Food," this shared understanding created a safe space where students felt comfortable expressing their

<p>environment, and how did it affect student participation?</p>	<p>opinions without fear of ridicule. As a result, even those with lower proficiency levels were encouraged to participate and contribute to the discussion.</p>
<p>2. Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?</p>	<p>While teaching the topic "Environment," I presented two contrasting images one of a lush forest and another of barren land and posed the question, "What will happen in 20 years?" This prompt sparked students' curiosity and led to a wide range of ideas and discussions. Through this activity, they not only practiced language skills but also engaged with critical environmental values. I believe that effective classroom management should create space for exploration while remaining focused on clear learning objectives</p>
<p>Theory</p>	
<p>1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?</p>	<p>I applied Kolb's Experiential Learning model while teaching the topic "Giving Directions" by engaging students in role-play activities where they pretended to navigate locations within the classroom. This approach is grounded in the belief that learning becomes more meaningful through direct experience. Despite spatial limitations, students responded with enthusiasm and quickly grasped new expressions, demonstrating that experiential methods can be highly effective even in modest classroom settings.</p>
<p>2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?</p>	<p>In teaching "Giving Directions," I apply Kolb's Experiential Learning model by designing a lesson that begins with direct experience students role-play navigating locations within the classroom. This is followed by guided reflection, discussion of relevant language concepts, and finally, application through new exercises. This structured sequence allows students to learn through the full experience cycle, meeting their need for practical engagement and significantly boosting their involvement in the learning process.</p>
<p>Practice</p>	

<p>1. Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they embody your underlying beliefs about teaching and learning?</p>	<p>In teaching the topic “Writing Personal Letters,” I begin by having students read sample letters before guiding them to compose their own. This approach reflects my belief that language learning should emphasize the process encouraging exploration, reflection, and development rather than focusing solely on the final product.</p>
<p>2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?</p>	<p>Reflection-in-action: While teaching cultural expressions, I observed students engaging enthusiastically as they compared local traditions with global practices. Their curiosity and energy prompted me to open more space for sharing personal experiences, which enriched the classroom dialogue and made the topic more meaningful.</p> <p>Reflection-on-action: This experience made me realize that cultural connectivity enhances the relevance of language learning. When students see their own backgrounds reflected in the material, they become more invested and confident in expressing themselves.</p> <p>Reflection-for-action: Moving forward, I will continue to integrate students’ cultural perspectives into lesson content. This approach reinforces my belief that language and identity are deeply connected. By honoring students’ lived experiences, I aim to create a learning environment that is both inclusive and empowering.</p>
<p>Beyond Practice</p>	
<p>1. Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?</p>	<p>I observed that many students were hesitant to speak in class due to a fear of making mistakes. To address this, I introduced a classroom rule: “Mistakes are welcome,” and reinforced it by sharing Photovoice images that illustrated how errors have played a meaningful role in my own learning journey. This personal transparency helped normalize the learning process and created a safer environment for risk-taking. As a result, students became more confident and willing to speak,</p>

	<p>knowing they wouldn't be ridiculed for trying.</p> <p>This experience strengthened my belief that emotional safety is foundational to language development. By modelling vulnerability and validating imperfection, I was able to shift the classroom culture from performance to growth. Encouraging students to embrace mistakes not only improved their speaking confidence but also nurtured resilience and a deeper engagement with the learning process.</p>
<p>2. Consider how your reflections have gone beyond your classroom practice to address curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?</p>	<p>Through reflection, I discovered that many students respond more actively to visual materials. This realization led me to develop Photovoice-based teaching resources, incorporating images created by the students themselves. This approach deepened my understanding that instructional design can be more participatory, allowing learners to engage not just with the content, but also in shaping it.</p>

Day/Date : Monday, 18 August 2025
Pre-service teacher's name : NA

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.	A pivotal moment in my personal development was participating in English speech competitions during secondary school. That experience taught me that confidence often outweighs linguistic perfection. Today, in my teaching practice, I strive to instill that same courage in my students encouraging them to speak up without fear of making mistakes. The ongoing challenge, however, lies in finding the right balance between fostering boldness and maintaining accuracy in language use.
2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.	A formative experience in my journey as an educator occurred during a Microteaching course, where a lecturer asked us to watch recordings of our own teaching and analyze both strengths and areas for improvement. Although the process initially felt uncomfortable, it proved to be incredibly valuable. It taught me that critical self-reflection is a powerful tool for professional growth. Since then, I've embraced the philosophy that a teacher must be willing to learn from their own practice in order to evolve and improve.
Principles	
1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming	While teaching the topic "Describing People," I focused on creating a safe and supportive classroom atmosphere by emphasizing that there are no wrong answers as long as students make an effort. I reinforced this with small

<p>environment, and how did it affect student participation?</p>	<p>affirmations such as “good try” or “nice effort.” This approach encouraged even typically passive students to begin speaking, using simple sentences with growing confidence.</p>
<p>2. Describe a time when you successfully sparked and sustained your students’ curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?</p>	<p>While teaching the topic “Future Jobs,” I invited students to write down their dream careers anonymously on slips of paper. I then read each one aloud without revealing the names. This sparked curiosity among the students, prompting them to ask questions and engage with one another to discover whose aspirations were being shared. The activity fostered lively interaction and created a sense of connection. I believe that student involvement grows when their identities and ideas are acknowledged and respected within the learning environment.</p>
<p>Theory</p>	
<p>1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?</p>	<p>I implemented Task-Based Language Teaching (TBLT) while teaching the topic “Shopping Dialogue,” focusing on authentic tasks as a vehicle for language acquisition. I selected this approach to give students the opportunity to engage in realistic conversational practice. The result was increased enthusiasm, as students felt they were learning language that was directly relevant to everyday situations. However, a challenge emerged limited class time prevented all groups from presenting their dialogues.</p>
<p>2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners’ needs, and in what ways did the lesson flow support both the theory and student engagement?</p>	<p>In teaching the topic “Shopping Conversation,” I applied Task-Based Language Teaching (TBLT) by structuring the lesson into three stages: a pre-task phase focused on discussing vocabulary related to goods, a main task involving role-play as sellers, and a post-task session for joint reflection. This sequence was designed to meet students’ needs for practicing everyday conversations. The flow aligns well with TBLT principles, as it enables students to</p>

	acquire language through meaningful, context-rich tasks.
Practice	
1. Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they embody your underlying beliefs about teaching and learning?	In teaching the topic “Describing People,” I implemented Task-Based Language Teaching (TBLT) by assigning students the task of observing and describing a classmate. This activity emphasized meaningful use of language rooted in real interaction. It reflects my core belief that language learning should prioritize student engagement and communicative purpose, rather than relying solely on structural memorization.
2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?	<p>Reflection-in-action: During a role-play activity, I noticed that some students remained passive and hesitant to participate. To address this in the moment, I quickly reorganized the pairings to create more balanced group dynamics. This immediate adjustment helped redistribute energy and encouraged quieter students to engage more actively.</p> <p>Reflection-on-action: Reflecting afterward, I realized that group composition plays a significant role in student involvement. When groups are uneven in terms of confidence or communication styles, participation can become lopsided. This insight reinforced the importance of intentional grouping to foster equitable interaction.</p> <p>Reflection-for-action: To ensure fair speaking opportunities in future activities, I plan to introduce a rotating or “spinning” system that gives every student a chance to speak. This strategy aligns with my belief in equitable learning environments, where each student’s voice is valued and supported. It also strengthens my commitment to designing classroom practices that promote justice in participation and access to learning.</p>
Beyond Practice	
1. Reflect on a time when your teaching reflections inspired you	Through reflection, I recognized that students were becoming disengaged with

<p>to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?</p>	<p>traditional grammar instruction. This prompted me to shift toward a game-based learning approach. I created a tenses card game and organized group competitions to make the learning process more dynamic. Although a modest change, it had a noticeable impact students became more active and enthusiastic, and my tutor teacher remarked that the classroom atmosphere felt significantly more lively and engaging.</p>
<p>2. Consider how your reflections have gone beyond your classroom practice to address curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?</p>	<p>Through the use of Photovoice, I came to realize that many teaching materials do not align with the lived realities of students in my region. This reflection inspired me to design more contextualized resources grounded in students' everyday experiences. As a result, I have adopted an approach that consistently connects English language content with local culture, making learning more relevant, engaging, and meaningful for my students.</p>

Day/Date : Monday, 25 August 2025
Pre-service teacher's name : SN

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
<p>1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.</p>	<p>Although I was initially more drawn to the field of business, my family consistently encouraged me to pursue a career in education. Their support helped me discover deeper meaning in the teaching profession one that I now view as a calling rather than merely a job. In classroom practice, I strive to embody this purpose. However, I recognize a personal bias: I often feel compelled to please everyone, which can lead to stress and emotional fatigue.</p>
<p>2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.</p>	<p>One of my difficult experiences was being scolded by a teacher in front of the class for giving an incorrect answer during an English lesson. That moment left me feeling discouraged and afraid to speak again. From this, I learned that valuing student effort is far more important than focusing solely on correct answers. Now, in my own teaching practice, I make it a priority to create a safe and supportive classroom environment where students feel free to make mistakes without fear or shame.</p>
Principles	
<p>1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming</p>	<p>In one of my teaching sessions, I used a role-play activity where students acted as tourists and guides. Framing the task as a form of drama allowed them to express themselves more freely. I emphasized that grammar mistakes were acceptable as long as the message was clear and</p>

<p>environment, and how did it affect student participation?</p>	<p>communication flowed. This approach created a more dynamic classroom atmosphere, with students actively asking and answering questions, showing greater confidence and enthusiasm.</p>
<p>2. Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?</p>	<p>To sustain students' curiosity during the "Guess the Country" topic, I designed a clue-based game where each group received visual prompts hinting at a specific country. Students were encouraged to ask questions and make guesses, which led to lively interaction and active participation. This approach proved effective in fostering engagement. I believe that even in playful activities, clear rules established from the outset are essential for maintaining classroom control and ensuring purposeful learning.</p>
<p>Theory</p>	
<p>1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?</p>	<p>In speaking lessons, I adopt the Humanistic Approach inspired by Carl Rogers, which emphasizes that learning becomes more effective when students feel emotionally secure. To foster this environment, I begin each class with simple ice-breaking activities that help create a relaxed and welcoming atmosphere. As a result, students especially those who were initially passive become more confident and willing to express their ideas. This approach has proven to be highly responsive to the emotional and communicative needs of the class.</p>
<p>2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?</p>	<p>In teaching the topic "My Hobbies," I applied the Humanistic Approach inspired by Carl Rogers, which emphasizes the importance of emotional comfort in learning. I began by sharing one of my own hobbies to model openness, followed by inviting students to share theirs voluntarily, and then pairing them for further discussion. This sequence was intentionally designed to foster psychological safety and emotional readiness. The flow of the lesson reflects the principle that learning becomes</p>

	more effective when students feel secure, respected, and free to express themselves.
Practice	
1. Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they embody your underlying beliefs about teaching and learning?	In teaching “Listening for Specific Information,” I incorporate original conversation recordings to expose students to authentic language input. This approach reflects my belief that real-world language use helps learners become more attuned to the target language as it’s naturally spoken. It also reinforces the Input Hypothesis in language acquisition theory, which emphasizes the importance of meaningful and comprehensible input for effective learning.
2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?	<p>Reflection-in-action: While guiding students through a narrative writing task, I noticed that many became overly focused on grammar, which hindered their ability to express ideas freely. In response, I shifted the emphasis toward the content and meaning of their stories, reassuring them that creativity and clarity were more important than perfect structure in the initial stages.</p> <p>Reflection-on-action: Looking back, I realized that prioritizing communication over grammatical precision helped students engage more deeply with the task. For example, one student wrote a heartfelt story about a family trip, using simple language and imperfect grammar—but the message was vivid and emotionally resonant. This affirmed that when students feel free to express themselves, their confidence and motivation grow. It also reminded me that fluency and personal voice are essential components of language development, especially in narrative contexts.</p> <p>Reflection-for-action: Moving forward, I plan to adopt a balanced assessment approach that values both fluency and accuracy by using a rubric that includes content and coherence (clarity of ideas and logical flow), language use (vocabulary variety and sentence structure),</p>

	<p>grammatical accuracy (such as verb tenses and subject-verb agreement), and communicative impact (emotional engagement and relevance to the audience). This strategy reflects my belief that language is a tool for meaningful communication, not merely a set of rules to be mastered. By evaluating both expressive ability and linguistic form, I aim to foster holistic growth and encourage students to take creative risks in their writing.</p>
Beyond Practice	
<p>1. Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?</p>	<p>Through reflective observation, I realized that the broader school community showed limited engagement with English learning. In response, I introduced a simple yet meaningful initiative an English Day every Friday, where students greeted teachers and peers using English expressions. This small step gradually transformed the school atmosphere, making it more supportive of language use. Students became noticeably more enthusiastic, and English began to feel more accessible and relevant in their daily interactions.</p>
<p>2. Consider how your reflections have gone beyond your classroom practice to address curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?</p>	<p>My reflection revealed that the national curriculum does not always align with the specific needs and realities of the local context. This realization led me to value the importance of adapting curriculum content by actively involving students in selecting learning themes. Through this approach, I have come to see students not merely as recipients of predetermined material, but as meaningful partners in the learning process whose voices and experiences can shape more relevant and engaging instruction.</p>

Day/Date : Monday, 25 August 2025
Pre-service teacher's name : AF

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.	At the start of my PLP teaching practice, I experienced a setback when students didn't pay attention to me during class. That moment made me realize how crucial classroom management skills are for effective teaching. Since then, I've focused on fostering two-way interactions to encourage active student involvement. However, the memory of that early challenge still leaves a lingering bias, I sometimes worry that the class might slip out of control, even when things are going well.
2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.	One of the most impactful learning experiences I had was in high school, when my teacher consistently gave us space to speak freely, even if our grammar wasn't perfect. That approach made me feel respected and boosted my confidence. It shaped my belief that, especially in the early stages of learning, the courage to communicate matters more than flawless language. In my own teaching practice, I now prioritize student expression first, offering gentle corrections afterward to support growth without discouraging participation.
Principles	
1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming	In one of my classes, I began with a light ice-breaking question: "If you could be an animal, what would you choose?" This simple prompt helped ease tension and created a relaxed, open atmosphere. As we transitioned into the main lesson, I noticed

<p>environment, and how did it affect student participation?</p>	<p>that students were more willing to ask questions and share their thoughts. The overall level of participation increased noticeably, showing that emotional readiness can significantly enhance classroom interaction.</p>
<p>2. Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?</p>	<p>While teaching the topic "Health and Lifestyle," I began the lesson with a provocative statement written on the board: "Sleeping 4 hours every night is good for you. Agree or disagree?" This unexpected prompt sparked curiosity and encouraged students to engage in lively debate. The classroom quickly became animated, with students asking questions and sharing differing opinions. This experience reinforced my belief that curiosity and even constructive disagreement can serve as an effective classroom management strategy, helping to sustain positive energy and deepen engagement.</p>
<p>Theory</p>	
<p>1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?</p>	<p>While teaching the topic "Environmental Issues," I applied the principles of Critical Pedagogy as proposed by Paulo Freire, which emphasize that education should foster students' critical awareness of social realities. I chose this approach to ensure that students not only develop their language skills but also become more sensitive to pressing environmental concerns. Despite initial challenges in expressing their opinions in English, the discussion evolved into a thoughtful and critical exchange, showing that meaningful content can motivate deeper engagement and reflection even in a second language.</p>
<p>2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?</p>	<p>In teaching the topic "Environmental Issues," I applied the principles of Critical Pedagogy as outlined by Paulo Freire. The lesson began with two contrasting images one depicting a lush, green environment and the other showing environmental degradation. These visuals served as a springboard for discussion, prompting students to identify problems and propose</p>

	<p>solutions in English. This sequence was intentionally designed to foster critical thinking while simultaneously developing language skills. The structure aligns with Freire’s belief that education should cultivate awareness of social realities and empower learners to respond thoughtfully and creatively.</p>
<p>Practice</p>	
<p>1. Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they embody your underlying beliefs about teaching and learning?</p>	<p>While teaching the topic “Cultural Expression,” I intentionally incorporated students’ local cultural values into the lesson. This approach stems from my belief that language learning should honour and integrate student identity, rather than overlook it. By embedding familiar cultural elements, I reinforce the principle that language and culture are deeply interconnected and that meaningful communication must reflect the lived experiences of learners.</p>
<p>2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?</p>	<p>While teaching the topic “Cultural Expression,” I intentionally integrated students’ local cultural values into the lesson to ensure that their identities were acknowledged and respected. During the lesson (reflection-in-action), I observed that students became more engaged when discussing cultural elements familiar to them. Some who were usually quiet began sharing stories and expressions from their own backgrounds. This real-time observation affirmed my belief that emotional and cultural relevance can unlock participation and deepen language use. After the lesson (reflection-on-action), I reflected on how the inclusion of local culture not only enhanced engagement but also supported the development of communicative confidence. Students were able to connect personal meaning to the language, which made their expressions more authentic. This reinforced my theoretical understanding that language and culture are inseparable, and that Freire’s concept of dialogic learning where learners’</p>

	<p>realities shape the curriculum can be applied meaningfully in language classrooms.</p> <p>Before future lessons (reflection-for-action), I plan to design more activities that invite students to bring their cultural perspectives into the learning process, such as storytelling, local proverbs, or community-based themes. I will also refine my assessment to include criteria that value personal relevance and cultural insight alongside linguistic performance. This approach strengthens my philosophy that students are not passive recipients of language instruction, but active contributors whose lived experiences enrich the classroom.</p>
Beyond Practice	
<p>1. Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?</p>	<p>Through reflection, I became aware that not all students had equal access to learning materials. To address this, I created a WhatsApp group where I regularly shared supplementary resources, including videos and short tutorials. This initiative enabled students to continue learning independently at home, and it also received support from several parents who appreciated the extended learning opportunities. The experience reinforced my commitment to equitable access and the importance of bridging classroom instruction with home-based learning.</p>
<p>2. Consider how your reflections have gone beyond your classroom practice to address curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?</p>	<p>Through reflection, I realized that collaboration among pre-service teachers was often minimal, with most focusing only on their own classrooms. To address this, I initiated a basic lesson study with a colleague to encourage joint reflection and shared development. This experience broadened my perspective, showing that reflection can be a collective effort that strengthens curriculum planning, teaching resources, and instructional methods. It reinforced my conviction that peer dialogue and collaboration are vital for ongoing growth in education.</p>

Day/Date : Monday, 25 August 2025
Pre-service teacher's name : AN

Note:

- Teaching journal of pre-service teachers' reflection utilize framework for reflecting on practice (Farrell, 2024)
- A teaching journal below serves as a tool for self-reflection, self-awareness, and professional development.

Philosophy	
<p>1. Reflect on how your personal background including your cultural heritage, educational experiences, family influences, and significant life events has shaped your beliefs about teaching and learning. Which aspects of your background have had the strongest influence, and how do they manifest in your classroom practices today? Consider both the positive contributions and potential biases that may arise from these influences.</p>	<p>Family influence has played a significant role in shaping my educational values. My older brother is a lecturer, and from a young age, I often observed his patient and thoughtful way of guiding students. This exposure inspired me to cultivate patience in my own teaching practice. However, I sometimes find myself comparing my teaching style to his, which can lead to moments of self-doubt about my own abilities.</p>
<p>2. Think about the most influential learning experiences you have had as a student both positive and negative. How have these experiences shaped your current teaching philosophy? Identify specific lessons, moments, or teachers that influenced your beliefs about how teaching and learning should happen, and explain how these are reflected in your current or intended teaching practices.</p>	<p>I once attended an English course led by a remarkably patient teacher who remained supportive even when we struggled to grasp the material. His calm and understanding approach helped me persevere and grow as a learner. That experience shaped my belief that every student learns at their own pace. In my own teaching practice, I strive to accommodate these differences by offering varied explanations and alternative methods, ensuring that all students have the opportunity to understand and succeed.</p>
Principles	
<p>1. Describe a recent classroom situation where you encouraged students to openly share their ideas or ask questions. What strategies did you use to create a safe and welcoming</p>	<p>In the "Question and Answer" activity, I implemented a question card game where each student picked a card containing a simple question and used it to initiate conversation with their peers. Framing the task as a game created a more relaxed and playful atmosphere, which encouraged</p>

<p>environment, and how did it affect student participation?</p>	<p>students to be more confident in asking and responding. Compared to traditional discussion formats, I observed a significant increase in participation, with students engaging more actively and enthusiastically.</p>
<p>2. Describe a time when you successfully sparked and sustained your students' curiosity. What strategies did you use to encourage exploration, inquiry, and deeper questioning, and how did this impact their learning? What beliefs guide your approach to classroom management principles?</p>	<p>In teaching the topic of "Animals," I played recordings of unfamiliar animal sounds and asked students to guess which animals they belonged to. This activity sparked high levels of enthusiasm and curiosity. Following the guessing game, students were encouraged to explore further by reading related texts to deepen their understanding. The strategy naturally promoted inquiry-based learning. In managing the classroom, I uphold the principle of balancing structure with freedom ensuring that students' curiosity is nurtured while maintaining a focused and orderly learning environment.</p>
<p>Theory</p>	
<p>1. Describe a recent lesson where your chosen teaching methodology reflected a specific theoretical principle. What was the theory? Why did you select that approach, and how effectively did it align with the realities of your classroom?</p>	<p>In teaching the topic "Daily Activities," I applied the Direct Method, grounded in the belief that a second language is best acquired similarly to a first through immediate use without relying on translation. I chose this approach to encourage students to speak spontaneously and develop natural fluency. The results were encouraging: students showed greater willingness to try speaking, even though they occasionally struggled with unfamiliar vocabulary. This experience affirmed that immersion and real-time practice can build communicative confidence, even in the face of linguistic challenges.</p>
<p>2. Reflect on a lesson you designed and sequenced with a specific theoretical principle in mind. How did your planning address learners' needs, and in what ways did the lesson flow support both the theory and student engagement?</p>	<p>In teaching the topic "Daily Activities," I applied the Direct Method by designing a structured learning flow that mirrors natural language acquisition. The lesson began with a pre-activity, where I introduced stimuli related to daily routines without using translation. This was followed by the while-activity, in which students practiced vocabulary through simple, spontaneous</p>

	<p>conversations using the target language directly. The session concluded with a post-activity, involving collaborative reflection on challenging vocabulary and exercises to construct new sentences. This approach supports students in building the confidence to speak without hesitation and aligns with the theory that second language acquisition is most effective when it mimics first language learning through direct, immersive use rather than translation.</p>
<p>Practice</p>	
<p>1. Describe a recent lesson where your teaching practices clearly reflected your teaching philosophy, principles, and theoretical foundations. What specific actions or strategies did you use, and how did they embody your underlying beliefs about teaching and learning?</p>	<p>In teaching the topic “Daily Activities,” I applied the Direct Method by presenting images of everyday actions and prompting students to name the vocabulary directly in the target language, without relying on translation. This approach aligns with my philosophy that second language acquisition is most effective when it mirrors the natural process of first language learning through direct exposure and use in context.</p>
<p>2. Think of a recent teaching experience and reflect on it from three perspectives: during the lesson (reflection-in-action), after the lesson (reflection-on-action), and before future lessons (reflection-for-action). How did each stage help you connect and refine your teaching philosophy, theoretical understanding, and classroom practice?</p>	<p>In a recent lesson on writing personal letters, I noticed that many students were struggling to begin their sentences confidently. During the lesson (reflection-in-action), I responded by providing sentence starters to help guide their writing. This immediate support allowed students to overcome their hesitation and begin expressing their ideas more freely. After the lesson (reflection-on-action), I reflected on how effective scaffolding can be, especially in a mixed-ability classroom. The sentence starters not only helped lower the affective filter for less confident students but also gave more advanced learners a framework to build upon. This experience reinforced my belief that differentiated support is essential for inclusive learning. Before future lessons (reflection-for-action), I plan to consistently prepare supportive materials such as writing prompts, vocabulary banks, and sentence</p>

	frames to sustain students' confidence and encourage risk-taking in their writing. This approach aligns with Vygotsky's theory of the Zone of Proximal Development, which emphasizes the importance of providing timely assistance to help learners move beyond their current capabilities. By anticipating their needs and offering structured guidance, I aim to nurture both independence and growth in their language development.
Beyond Practice	
1. Reflect on a time when your teaching reflections inspired you to take action that promoted positive change in your classroom, school, or community. What motivated your actions, what steps did you take, and what impact did they have?	My reflection revealed that many students struggled to comprehend English reading texts. This insight motivated me to create a small reading corner in the classroom, featuring simple texts accompanied by supportive visuals. The result was encouraging students began reading more frequently, even beyond regular class hours. The initiative also gained support from the school, as it aligned well with the broader literacy movement and helped foster a culture of independent reading
2. Consider how your reflections have gone beyond your classroom practice to address curriculum design, teaching materials, or your professional working conditions. What insights have you gained, and how have they influenced your approach to teaching or collaboration?	My reflection revealed that the listening materials provided in the curriculum predominantly feature British accents, despite the fact that students more frequently encounter a range of global English varieties in real-world contexts. In response, I began incorporating authentic audio sources representing diverse accents from American and Australian to Indian and Southeast Asian English. This approach broadens students' understanding of English as a global language and helps them become more adaptable and confident in engaging with its many forms.

Appendix 5
Participants' Profile Philosophy

Theme	Sub-Theme	Reflective Journal Code	Participant Code	Scripts
Recognizes how personal background shapes teaching beliefs	Connects personal identity (ethnicity, family, values) to teaching beliefs	PH.1.1.1	RFR / PSELT-A	"...a symbol of being a pre-service teacher who is still learning but already trusted... step out of my comfort zone and take responsibility... teaching is indeed a calling..."
			FAZ / PSELT-B	"...teaching is not merely a profession, but also a calling... experience strengthened my conviction..."
	Believes in the value of empathy, sincerity, and connection rooted in personal experiences	PH.1.1.2	NDH/ PSELT-E	"...reflected my belief that effective teaching involves... dedicated time for personalized support... reminded me that teaching is about connection, empathy, and making a positive impact one student at a time."
	Views teaching through the lens of student empowerment and leadership influenced by core values	H.1.1.3	IAR/ PSELT-D	"...As a future teacher, I believe that discipline is not just enforced from the top down... promote student ownership and mutual respect."
			AF/ PSELT-I	"Emotionally, this moment was filled with gratitude and pride. Gratitude for the students, teachers, and mentors who welcomed me,

				supported me, and helped me grow... this photo captures more than an award – it holds the memories, lessons, and emotional journey of becoming an educator.”
Reflects on past learning experiences that construct teaching philosophy	Teaching practicum and formative experiences as identity shapers	PH.1.2.1	MRTH/ PSELT-C AF/ PSELT-I	“...another important dimension of teaching: preparation and focus... this photo symbolizes how a teacher must balance active presence with thoughtful preparation.” “...a personal reminder of how far I’ve come and how much I still aspire to learn.”
	Relational and emotional foundations of teaching	PH.1.2.2	NA/ PSELT-G SN/ PSELT-H	“...teaching is not just about delivering content to a group, but also about recognizing and supporting individual learning journeys.” “...reminded me how every detail in teaching matters... teaching happens not only in dynamic moments but also in stillness...”
	Balancing leadership, empathy, and classroom management	PH.1.2.3	FAZ/ PSELT-B	“...teacher should embody authority while still remaining approachable...”

Appendix 6
Participants' Profile Principles

Theme	Sub-Theme	Reflective Journal Code	Participant Code	Scripts
Fosters a safe, welcoming environment that encourages open student participation	Builds inclusive classroom climate	PR.2.1.1	FAZ / PSELT-B	"...create space for students' voices, giving them the confidence to participate actively... teaching is a dialogue, where students also contribute to the flow of learning."
	Demonstrates emotional accessibility	PR.2.1.2	NA / PSELT-G AN / PSELT-J	"...one-on-one support allows students to ask questions more freely and helps build trust between teacher and student... truly supports each student's learning journey with care and consistency." "...personalized attention in teaching... fosters a supportive learning environment where students feel seen and heard."
Encourages and sustains students' curiosity through exploration, inquiry, and deep questioning	Promotes questioning and exploration	PR.2.2.1	IAR/ PSELT-D SY / PSELT-F	"...creating space for students to think, respond, and grow... help them understand something new is incredibly fulfilling." "...teaching is not about fancy tools but about interaction and encouragement... focus is clearly on student participation and hands-on learning."

	Treats curiosity as an ethical commitment	PR.2.2.2	IAR / PSELT-D SY / PSELT-F	<p>“...teaching is not just a job, but a meaningful vocation... guide learning while fostering an environment that encourages curiosity and respect.”</p> <p>“...despite minimal facilities... the spirit of learning remains strong... reminds me of the heart of education-connection, perseverance, and the joy of discovery.”</p>
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Appendix 7
Participants' Profile Theory

Theme	Sub-Theme	Reflective Journal Code	Participant Code	Scripts
Critically examines and aligns methodologies with theoretical foundations	Evaluates teaching approaches (e.g., CLT, TBL)	T.3.1.1	AF / PSELT-I	“The photo shows a classroom scene where I am presenting a lesson using a projector. The students sit quietly at their desks, focused on the screen and on my explanation. The classroom is simple but equipped with some technology, enhancing the learning experience”
			NDH / PSELT-E	“...the importance of using varied teaching tools to enhance student understanding. The visual aid helps make abstract concepts more concrete and accessible, which can increase engagement and retention.”
	Aligns strategies with theoretical stance	T.3.1.2	IAR / PSELT-D	“Collaboration in education... effective teaching involves sharing ideas”
			RFR / PSELT-A	“Giving students opportunities to take roles in the classroom... builds confidence, responsibility, and engagement”
Designs and sequences	Plans lessons based on	T.3.2.1	RFR / PSELT-A	“Creating an interactive

lessons based on theoretical principles	learner needs and theory		FAZ / PSELT-B	<p>environment... students can learn by doing. Allowing students to write or solve exercises on the board builds their confidence, responsibility, and engagement with the lesson”</p> <p>“... that teaching requires clarity, confidence, and the ability to adjust explanations to meet students’ understanding. It symbolizes my growth in stepping into the role of a teacher who is not only present but also leading the entire learning process”</p>
	Anticipates student responses	T.3.2.2	<p>MRTH / PSELT-C</p> <p>IAR / PSELT-D</p>	<p>“Clarifying my own explanations and ensuring students could follow step by step”</p> <p>“Seeing the students respond positively added to that feeling of fulfillment. I also felt grateful for the opportunity to grow through teamwork learning how to communicate clearly, coordinate well, and adjust in real time.”</p>

Engages in reflection-in-action, reflection-on-action, and reflection-for-action	Adjusts during teaching (reflection-in-action)	PRA. 4.2.1	MRTTH / PSELT-C IAR / PSELT-D	<p>“Moves among students to provide support, rather than staying at the front. Adjusts to student needs in real-time. Presence is both physical and emotional.”</p> <p>“Uses mobility in class to enhance interactivity and connection. Reflects in action by responding to students’ needs during group work.”</p>
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	Evaluates after teaching (reflection-on-action)	PRA. 4.2.2	SN / PSELT-H	“Reflects on small interactions and the emotional connection to students. Considers the quality of engagement and responsiveness after the teaching moment.”
			NDH / PSELT-E	“Reflects on how student presentations impact confidence and learning ownership. Recognizes the teacher’s support role.”
	Plans ahead (reflection-for-action)	PRA. 4.2.3	RFR / PSELT-A	“Views the teaching role as a responsibility requiring preparation, empathy, and foresight. Reflects on how this experience shapes future teaching.”
			NA / PSELT-G	“Uses current experience to guide future strategies in facilitating student expression and participation.”

Appendix 9
Participants' Profile Beyond Practice

Theme	Sub-Theme	Reflective Journal Code	Participant Code	Scripts
Applies reflection to advocate for positive social change	Reflect on teaching practices considering classroom conditions and students.	BP.5.1.1	FAZ / PSELT-B	“Seeks to dismantle traditional hierarchy through collaboration and shared participation in the classroom. Encourages empowerment through interactive, inclusive practices.”
			NDH / PSELT-E	“Aims to create safe, structured environments where students feel respected and focused, reinforcing inclusion and nurturing learning spaces.”
	Reflect on teaching practices with guidance from mentors and peers	BP.5.1.2	AF / PSELT-I	“This moment of unity reminds me that teaching is not just about instruction it’s about building community. Guided by mentors and peers, I have learned that fostering inclusive spaces where students feel connected and valued is central to professional growth.”
Extends reflection to curriculum and working conditions	Critiques textbooks, syllabus, and institutional structures	BP.5.2.1	MRTH / PSELT-C	“Reflects on how material presentation affects student comprehension. Implicit critique of the limitations of textbooks and

				highlights the need for visual, accessible teaching strategies to bridge learning gaps.”
	Reflects on professional well-being	BP.5.2.2	SN / PSELT-H	“Emphasizes inner satisfaction and emotional reward in teaching. Highlights the role of purpose, sincerity, and effort over modern facilities. Promotes teacher wellbeing through meaning-making.”
			FAZ / PSELT-B	“Notes that creativity, flexibility, and collaboration with students are emotionally fulfilling and contribute to long-term motivation key elements in maintaining professional health.”

Appendix 10
Coding Summary of Participant’s Reflections and Photographs

No	Data Source	Excerpt / Description	Initial Code	Category / Subtheme	Theme	Domain (Farrell, 2024)
1	Reflective Journal – Participant A	“I felt nervous when students did not answer my questions.”	Teaching anxiety	Emotional awareness	Managing classroom emotions	Philosophy
2	Reflective Journal – Participant B	“I tried to make the learning activities more enjoyable so that students become active.”	Student engagement strategy	Pedagogical reflection	Creative teaching methods	Principles
3	Photograph – Participant C	A photo of a student smiling during group work.	Positive learning atmosphere	Student interaction	Building learning environment	Practice
4	Reflective Journal – Participant D	“I realized that my teaching approach was too teacher-centered.”	Teacher-centered realization	Awareness of teaching style	Shift to student-centered approach	Theory
5	Photograph – Participant E	A selfie after teaching with reflection: “I learned from today’s mistakes and want to try again.”	Self-reflection after failure	Professional growth	Lifelong learning	Beyond Practice