Exploring Critical Reflection on ELT Practicum to Develop Pedagogical Competence for Indonesian EFL Preservice Teachers' Transformative Learning

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Abstract
There has been increased research concerning preservice teachers' reflective practices in English teaching practicum programs. However, research on the contribution of critical reflection on ELT practicum in the EFL context remains limited. This phenomenological case study seeks to explore the contribution of critical reflection on ELT practicum to developing preservice teachers' pedagogical competence and fostering transformative learning in the post-pandemic time. Nine preservice teachers purposively selected were assigned to write weekly reflective journals during a two-month practicum. Their critical reflection was identified using reflection descriptors. They were then called to undergo focus group interviews. The data were subsequently analyzed for the thematic patterns. Results showed the contribution of critical reflection to preservice teachers' pedagogical competence development in becoming more prepared for classroom and student management, building motivation for pedagogical methods development, and training and creating habits of mind for continuous growth. Meanwhile, reevaluating beliefs and past experiences to establish authentic relationships, reflective practice to make teaching innovations, and individual experiences to enhance teaching skills have shaped preservice teachers' transformative learning. The research findings imply how (re)designing teaching practicum programs for multifaceted reflective practices in certain teaching modes in teacher education programs evokes professional concerns for preparing preservice teachers' future teaching careers.
Keywords: critical reflection, EFL preservice teachers, ELT practicum, pedagogical competence, transformative learning.

Исследование критической рефлексии практики преподавания английского языка как иностранного: развитие педагогической компетенции будущих учителей Индонезии в процессе трансформационного обучения

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Аннотация
В последнее время появляется большое количество исследований, посвященных рефлексивной деятельности будущих учителей в рамках практикума по английскому языку. При этом не так много научных работ, посвященных вкладу критической рефлексии в практику преподавания английского языка (ELT) в контексте английского как иностранного (EFL). Цель данного исследования – изучить вклад критической рефлексии в практику преподавания английского языка (ELT) для развития педагогической компетенции, трансформационного обучения в период после пандемии. Девяти специально отобранным будущим учителям английского языка было поручено вести еженедельные рефлексивные дневники в течение двухмесячной педагогической практики. Их критическая рефлексия изучалась с помощью дескрипторов рефлексии, затем они были приглашены на интервью (метод фокус-группы). Полученные данные были проанализированы с целью выявления тематических закономерностей. Результаты показали, что критическая рефлексия способствует развитию педагогической компетенции, позволяя будущему учителю стать более подготовленным к управлению классом и взаимодействию с учащимися. В этом случае происходит формирование мотивации учителей к совершенствованию используемых педагогических методов, а также к склонности непрерывно развиваться в профессии. Переоценка убеждений и прошлого опыта для установления образовательных отношений, рефлексия с последующим внедрением педагогических инноваций, а также индивидуальные практики с целью накопления педагогических навыков обеспечили трансформационный характер обучения будущих учителей. Результаты исследования свидетельствуют о том, что редизайн программ педагогической практики с ориентиром на рефлексию при определенных режимах преподавания вызывает у будущих учителей профессиональные опасения в отношении подготовки к их карьере.
Ключевые слова: критическая рефлексия, будущие учителя английского языка как иностранного (EFL), практика преподавания английского языка (ELT), педагогическая компетенция, трансформационное обучение.

Introduction

Recent developments in teacher education programs have led to renewed interest in research on preservice teachers' critical reflection on teaching practicum in today's transformative learning. This pedagogical approach empowers preservice teachers to critically reflect on teaching practice experience for re-evaluation (Mezirow, 1991) and enhancement of pedagogical competence (Suciu & Mata, 2011). In teaching practicum programs, many preservice teachers have been reported to experience serious challenges adapting to ESL/EFL classrooms when teaching in transformative learning (Nolan & Molla, 2020). However, apart from the increasing number of preservice teachers in teacher education programs, most have little experience in critical reflection in teaching practicum demonstrating transformative learning (Jacobs & Haberlin, 2021).

A key issue in teacher education programs showed that critical reflection in teaching practicum programs can develop preservice teachers' pedagogical competence within the transformative learning framework (Mezirow, 1991). In the present study, transformative learning is selected as a theoretical framework for how preservice teachers transform their mindsets, habits of mind, and meaning perspectives in ELT practicum within the post-pandemic time. Its process enables preservice teachers to reevaluate their beliefs and past experiences (Mezirow, 1991) to change and improve their teaching practices. Through the process, preservice teachers can develop pedagogical competence to be transformative teachers (Mezirow, 1991). This is echoed in empirical data on how preservice teachers' pedagogical competence can be positively affected by critical reflection on field experience (e.g., Ardi et al., 2023). Critical reflection is vital for preservice teachers to engage in future careers. In addition, students' learning progress was more directed when guided by competent preservice teachers with adequate pedagogical competence (Miftah et al., 2024). Conversely, the lack of critical reflection experience in teacher education programs can affect pedagogical competence development as preservice teachers gain teaching experience (Cho & Johnson, 2020). If unattended, preservice teachers might encounter pedagogical issues in future teaching professions (Archer-Kuhn et al., 2021). They encounter problems handling the class within the post-pandemic teaching practices. Their effort to resolve class issues during the post-pandemic classes aims to achieve more effective and efficient teaching and learning practices (Dikilitaş & Comoglu, 2020). The effort to problem-solving during the class activities requires their pedagogical competence, and it is related to the pedagogical issue within transformative learning (Qin et al., 2021). In this respect, their pedagogical competence might be developed through critical reflection on ELT practicum. Thus, this demands attention to the current study issue.

Previous research in the ESL/EFL context showed different results regarding preservice teachers' pedagogical competence development and transformative learning experience through reflections in different teaching modes. In the ESL context, in a Spanish-English dual-language school, preservice teachers promoted reflective practice, resulting in transformative learning (Cho & Johnson, 2020). However, their critical reflection was focused more on linguistics use and cultural backgrounds (Cho & Johnson, 2020). In another case, a short period of international teaching practicum did not have a positive transformation (Jacobs & Haberlin, 2021). Teacher mentors often influenced preservice teachers' success rather than critical reflection on the program (Jacobs & Haberlin, 2021). In short, the past teaching practicums have not resulted in preservice teachers' critical reflection stressing pedagogical competence development. Therefore, boosting preservice teachers in pedagogical practices for pedagogical competence development through critical reflection plays an important role. On the other hand, research in cross-national teacher education (Qin et al., 2021) has shown positive reinforcement of reflection

practices on teaching experiences differently. Some reflections on the hindered factors in implementing pedagogical competence have also been discussed (Farrell, 2009). One of the factors preservice teachers entailed to develop pedagogical competence from teaching practices might be through critical reflection rather than pedagogy theories. In longitudinal research, Turkish EFL preservice teachers' reflections on teaching practices indicated little reflection on pedagogical competence (Yalcin Arslan, 2019). The study showed a lack of how reflection can change learning situations based on a specific context-impacted pedagogical competence development. Moreover, Chilean preservice teachers' reflections on three different practicum programs revealed various degrees of pedagogical responsibility for professional development (Barahona & Ibaceta-Quijanes, 2022). The study focused more on non-academic aspects, such as social and contextual factors than academic aspects, such as pedagogical competence.

Even though there has been copious research on reflective practices in ELT as aforementioned, research to date has not yet determined the nexus of critical reflection and preservice teachers' pedagogical competence and transformative learning in certain teaching modes. Furthermore, critical reflection contributing to developing pedagogical competence and fostering transformative learning within the post-pandemic teaching mode remains underexplored, despite its influence on pedagogical competence construction within a transformative learning framework (Nolan & Molla, 2020). This research merits to study in reflective practice in prompting future teachers to require standard teacher competencies (Widiati et al., 2018), and possess criticality in teacher education programs (Zein, 2022). Therefore, research is needed to explore how preservice teachers' critical reflection on ELT practicum contributes to developing preservice teachers' pedagogical competence and fostering transformative learning. The following questions guided this study:

RQ1: How does critical reflection on ELT practicum contribute to developing preservice teachers' pedagogical competence?

RQ2: How does critical reflection on ELT practicum contribute to fostering preservice teachers' transformative learning?

Literature Review

Contribution of Critical Reflection to ELT Practicum

Empirically evidenced, critical reflection value is closely concerned with the context, such as ELT practicum, where reflection is taught and practiced (e.g., Farrell, 2009). Preservice teachers can learn from direct field experience in critical reflection on ELT practicum. This practice reframes direct experience for effective learning (Dikilitaş & Comoglu, 2020). For a better learning process, preservice teachers reflect on the teaching practicum to develop pedagogical competence (Madhavaram & Laverie, 2010). However, the process of critical reflection exists only to show evidence of changes in conceptual frameworks based on personal teaching experience (Kostara et al., 2022). Critical reflection becomes an individual evaluation tool to explore weaknesses and strengths (Yalcin Arslan, 2019) and provides a personal, meaningful knowledge base and practical experience (Kostara et al., 2022). Thus, critical reflection becomes a potential strategy and key for preservice teachers to develop pedagogical competence within ELT practicum in a particular teaching mode (Yalcin Arslan, 2019) for preservice teacher professional identity (Ardi et al., 2023). Therefore, the current study explored preservice teachers' critical reflection on ELT practicum within the post-pandemic teaching mode.

Preservice Teachers' Pedagogical Competence Development

Madhavaram and Laverie (2010) deconstructed pedagogical competence into five elements: knowledge of content, pedagogical approaches, capabilities of course management, classroom management, and student management. Additionally, owning each element can enhance preservice teachers' pedagogical competence to be transformational teachers (Perumal & Maistry, 2020) particularly to boost EFL teaching quality (Suciu & Mata, 2011). As such, the present study followed Madhavaram and Laverie's (2010) framework to explore preservice teachers' pedagogical competence through critical reflection on ELT practicum as an innovation in field experience. Of the four standards of competencies: pedagogical, professional, personal, and social (Irmawati et al., 2017); pedagogical competence tends to be crucial for teachers to develop since it pertains to how teachers undergo an instructional process to assist learners in attaining learning objectives (Suciu & Mata, 2011). In this sense, teachers mastering English knowledge is inadequate if they cannot help learners learn the target language (Irmawati et al., 2017). Therefore, the present study focused on preservice teachers' pedagogical competence development within the transformative learning framework for future teaching professionals.

Fostering Preservice Teachers' Transformative Learning

Mezirow (1991) developed transformative learning as a constructivist orientation. Transformative learning explains a vital condition of change experienced by adult learners in the process of reevaluating beliefs and past experiences (Mezirow, 1991). In fostering transformative learning, six elements should be applied: individual experience, critical reflection, discussion or dialogue, holistic orientation, context awareness, and authentic and supportive relationships (Kostara et al., 2022). Empirical research has shown transformative learning merits in teaching practicum via transformative processes (Kostara et al., 2022), problem-solving (Qin et al., 2021), professionalism building (Nolan & Molla, 2020), intercultural learning, and thinking skills (Qin et al., 2021). Thus, transformative learning is pivotal globally, particularly in teacher education programs (Qin et al., 2021), where preservice teachers remain involved. However, preservice teachers need to engage in reflective practices in diverse teaching practicum modes to explore new pedagogical implications (Archer-Kuhn et al., 2021). In transformative learning, teachers' capability concerning pedagogical competence can be developed through critical reflection (Archer-Kuhn et al., 2021). Thus, this issue deals with further research in the present study.

Method

Design

Qualitative research with a phenomenological case study design (Yin, 2018) was employed in the present study. The phenomenological case study seeks to explore and interpret the phenomenon of the uniqueness of research participants as they experience the phenomenon in a certain environment (Merriam, 2009), which in this study refers to the post-pandemic educational experiences. In this respect, this phenomenological case study design was employed to achieve the present study aims which could provide detailed actual information on preservice teachers' critical reflection practices for pedagogical competence development and their transformative learning practices during ELT practicum. More specifically, it sought to explore the contribution of critical reflection on ELT practicum to developing preservice teachers' pedagogical competence and fostering transformative learning. A phenomenological case study allows and encourages researchers to comprehend learning experiences as the core and fundamental

construction of phenomena and individual humans' unique and complicated experiences (Merriam, 2009). In this sense, the phenomenological case study design was employed to capture the phenomena of preservice teachers with little reflective practical experience in placement schools during the post-pandemic time.

Context and Participants

The nine participants of the study enrolled in a two-month ELT practicum program during the post-pandemic time, held by a Teacher Education Program at a university in Central Kalimantan, Indonesia. A current teaching mode was applied in placement schools where preservice teachers experienced teaching practices, the so-called post-pandemic teaching mode. The post-pandemic teaching mode was considered as a teaching situation with an effort to resolve class issue following the pandemic to achieve effective and efficient teaching and learning (Dikilitaş & Comoglu, 2020). In this teaching practicum, the participants explored new pedagogical implications within the transformative learning framework. This teaching mode might impact the development of preservice teachers' pedagogical competence (Madhavaram & Laverie, 2010) and foster their transformative learning (Mezirow, 1991).

The participants were selected purposefully (Merriam, 2009) from eight diverse preservice teacher (PST) groups and labeled as PST1 up to PST9. We recruited participants having field experience in reflective practice and being aware of the knowledge to provide information. The recruitment was under the adjusted criteria of being: willing to be voluntary participants, teaching in secondary schools in the stages of practicum, placed in different schools with various characteristics, placed in different teaching levels and grades, and identified as reflexive preservice teachers under their teaching practicum supervisors' approval. The final selection was based on their teaching practicum supervisors' recommendations. Before beginning the research, the participants signed a consent form to participate in the research. They were assured confidentiality and dispensed pseudonyms during the research study. The participant demographics are shown in Table 1.

Table 1. *Demographic Information of the Participants*

Participants	Personal profile		Placement context		
	Gender	Age (years)	Teaching level (Secondary school)	Grade	Average class size
PST1	Male	21	State senior high school	10th	37
PST2	Male	21	Private senior high school	10th	10
PST3	Female	21	Private Islamic senior high school	10th	20
PST4	Female	22	State vocational high school	11th	30
PST5	Female	21	Private Islamic vocational high school	11th	14
PST6	Female	21	State Islamic senior high school	10th	30
PST7	Male	22	State junior high school	9th	31
PST8	Female	21	State Islamic junior high school	9th	32
PST9	Female	21	Private Islamic junior high school	7th	25

Data Collection

The reflective journals (Wong et al., 1995) explored the contribution of preservice teachers' critical reflection on ELT practicum to developing pedagogical competence and

fostering transformative learning through the procedures. We assigned them to write eight reflective journals in English for eight weeks within a two-month ELT practicum. Before writing journals, a training session was conducted. Weekly reflection sheets were sent to them via WhatsApp Group for the same format. Preservice teachers submitted their journals via the first author's WhatsApp account one day after the school teaching session. After being submitted, we evaluated their reflective journal writings to identify critical reflection using reflection descriptors adapted from Harland and Wondra (2011). After critical reflection was thoroughly identified, we called them for focus group interviews.

Focus group interviews (Seidman, 2006) were conducted to validate preservice teachers' reflective journals. A semi-structured interview was carried out (DeJonckheere & Vaughn, 2019). Three focus group interview sessions were carried out at different times, taking approximately half an hour for each participant. One group was synchronously interviewed through the Zoom platform, while two others did interviews in face-to-face meetings at the university campus. Participants received the interview materials via WhatsApp in advance to ensure they were adequately prepared for the interview. We used L1 or Indonesian language to make understandable six major questions: (1) 'How have your reflections on ELT practicum contributed to pedagogical competence development?' (2) 'What is personally the most significant contribution of your reflection to develop pedagogical competence?' (3) 'Do you feel your pedagogical competence improved after reflecting on ELT practicum? Why?' (4) 'Do you have experience with transformative learning during ELT practicum? In what ways have you experienced transformative learning?' (5) 'Have your reflections on ELT practicum contributed to fostering transformative learning? Why?' and (6) 'How have your reflections on ELT practicum contributed to fostering transformative learning?' Finally, the interviews were Zoom and video recorded and then transcribed verbatim for analysis.

Data Analysis

The collected data from the reflective journals and focus group interviews were analyzed deductively (Fereday & Muir-Cochrane, 2006). Thematic analysis (Boyatzis, 1998) explored prominent themes regarding the study's aims. We analyzed prior familiar themes based on the literature to unfold the contribution of critical reflection on ELT practicum to developing preservice teachers' pedagogical competence and fostering transformative learning. We ensured that each line of the written data and transcriptions was analyzed and thematized. After data saturation, open coding (Saldana, 2021) was utilized to confirm other themes arising from the data.

The written reflection data were coded line-by-line (Saldana, 2021). We identified and analyzed recurring themes across written reflections. We decided on the themes based on the coding result with the parameters and identified substantial themes dealing with the study focus. Next, the interview data were transcribed, translated into English (Seidman, 2006), and coded line-by-line (Saldana, 2021). We identified and analyzed recurring themes across an individual interview. We decided on the themes according to the coding results with parameters. After that, we identified substantial themes concerning the study focus. Afterward, the themes emerging from the thematic analysis (Boyatzis, 1998) of both written reflection and interview data were discussed under each research question for data interpretation (Silverman, 2015). Finally, we drew a conclusion and presented the results. The example of the coding process is shown in Table 2.

Table 2. *Example of the Coding Process*

Written data/interview transcript in English equivalent	Parameter	Code	Theme
After teaching in different classes several times, I have learned many things, … being well-prepared to organize class and students. My reflections impacted my [pedagogical] competence. How to manage classes and students has also improved.	Teaching competence, Getting well-prepared, Classroom management, Student management	Managing classes and students	Preparedness for classroom and student management
From my reflection, I could control my emotions in class. I was open with my students to make mutual relationships to establish authentic and supportive relationships [establish meaningful relationships with students]. I was always open and appreciated whatever students did in class.	Building relationships, Reevaluating experience, Controlling emotions, Open relationships	Establishing relationships	Reevaluating beliefs and past experience to establish authentic relationships

To establish the trustworthiness and increase the credibility of interpreted data, in the data analysis process, we employed member checking and peer debriefing. These techniques were requested to review interpretation of the study results and provide greater credibility insurance to this study (Janesick, 2015). Member checking validates the collected data (Merriam, 2009). We returned the data analysis result to the participants for accuracy checks via WhatsApp. They were allowed to review the findings and data interpretation, correct the wrong interpretation, and add extra information. Meanwhile, peer debriefing builds strong plausibility of the interpretation of the findings (Janesick, 2015). We sought advice from one qualified colleague and shared the draft of the study results with him to review and evaluate. This technique allowed researchers clear their minds of any sentiments and feelings that may clog the decision and tactical thinking abilities (Lincoln & Guba, 1985).

Findings

Contribution of Critical Reflection on ELT Practicum to Develop Preservice Teachers' Pedagogical Competence

The themes emerged from the data analysis dealing with preservice teachers' critical reflection on ELT practicum that contributed to pedagogical competence development. These emerging themes are elaborated on the following subsections.

Preparedness for Classroom and Student Management

Participants expressed that critical reflection contribution deals with preparedness to organize the class and students. This impacted pedagogical competence development of their capabilities of classroom and student management. They faced the challenges of managing students in classes. PST6 voiced:

After teaching several times, I have learned many things, … being well-prepared to organize class and students. My reflections impacted my teaching [pedagogical] competence. How to manage classes and students has also improved. (PST6, Reflective Journal)

As presented above; after reflecting on past experience, preservice teachers can better manage classes and students. They were encouraged to become well-prepared for classroom and student management. Most of them acknowledged that they gained teaching preparedness after making reflections. They also managed the class based on reflections on the lack of students' attention to teacher. PST2, for instance, illustrated:

The most significant thing is classroom management. I found it difficult to manage class as most students did not pay attention. I get motivated to improve it by understanding individual concerns. I managed class gradually, and students paid attention to my teaching. (PST2, Focus Group Interview)

The above excerpt informed that preservice teachers focused on upgrading the classroom management capability. They were encouraged to organize class. Their critical reflection influenced the emerging motivation, which resulted from the students' low attention to the learning activities in the classroom environment. They learned from teaching experience in performing gradual changes for better class management.

Building Motivation for Pedagogical Methods Development

Motivation to develop the preservice teachers' teaching approaches or methods influenced pedagogical competence development regarding improving their knowledge of pedagogical methods. They built motivation after reflecting on teaching practice. This contributed to seeking the appropriate teaching methods and strategies. PST4 shared:

Critical reflection on teaching practicum contributed to my [pedagogical] methods. These were more diverse. I realized that my teaching strategies could have been more effective. I was motivated to look for other strategies to perform more effectively and interactively. For example, I tried to use interactive quizzes. (PST4, Reflective Journal)

As denoted above, preservice teachers were motivated to seek other teaching strategies that led to developing pedagogical methods. The diverse teaching strategies helped them achieve more effective and interactive teaching for more meaningful learning. The developed teaching methods resulting from good preparation led to better teaching performance. Moreover, enacting teaching methods from teaching practice experience would influence pedagogical method development. They implemented ways to handle the class by upgrading their teaching methods. PST5 shared:

I developed my teaching [pedagogical] methods by adapting online and YouTube teaching materials. I presented it using PPT media and gaming. My students enjoyed and easily accepted the materials. (PST5, Reflective Journal)

The above excerpt elucidated preservice teachers improving teaching methods by adapting teaching materials from Internet resources into their classes. They presented the teaching materials through PPT media and gaming. Thus, enacting presentations using PPT and gaming impacts students' ease of grasping learning materials.

Training and Creating Habits of Mind for Continuous Growth

Critical reflection affected training and creating preservice teachers' habits of mind in reevaluating teaching practice for continuous growth. They acknowledged that their changed minds dealt with teaching practice improvement for professional development. PST9 illustrated:

Reflection created my habits of mind to reevaluate teaching practice. For this, I trained my habits in more interaction with peers. Teaching practicum experience trained and created my habits of mind. It [my experiences] will be implemented at school where I will be a teacher. (PST9, Reflective Journal)

In the excerpt, the preservice teacher shared that their habits of mind had changed to reevaluate teaching practices through critical reflection. They trained and created

their habits of mind for personal development by building relationships with students to develop pedagogical competence for continuous professional development. In this respect, the interaction with students happened. They also expressed that critical reflection significantly contributes to training and creating their habits of mind to prepare teaching practice due to a lack of mastery of teaching attributes. PST1, for example, acknowledged:

My reflection dramatically contributes to my [pedagogical] competence. It trained and made me aware of lack of [ability to] interact with students. I changed my habits of mind in preparing teaching methods. Some [teaching] materials needed to be included. (PST1, Focus Group Interview)

The above excerpt revealed that critical reflection on ELT practicum contributed to the preservice teachers' change of habits of mind for teaching practices by determining the suitable teaching materials and approaches to achieve learning objectives. As such, preservice teachers need reevaluation of the teaching experience to train and create their habits of mind for successful teaching practice for future career.

Contribution of Critical Reflection on ELT Practicum to Foster Preservice Teachers' Transformative Learning

The contribution of critical reflection on ELT practicum to fostering preservice teachers' transformative learning is figured out through the themes that emerged from the data analysis. These themes are discussed as follows.

Reevaluating Beliefs and Past Experience to Establish Authentic Relationships

Reevaluating beliefs and past experience aimed to establish authentic relationships for teaching practices to foster preservice teachers' transformative learning. They reevaluated their beliefs and past experiences for class interactions. PST8 expressed:

I assigned students to interact with peers to determine story's topic of their environment. I used my past experience. They took media from YouTube with relevant topics. I identified strengths and weaknesses for reevaluating. (PST8, Reflective Journal)

After experiencing earlier teaching practices, preservice teachers identified strengths and shortcomings in ELT practicum. They reevaluated their beliefs and experiences to make relationships in real practice to foster transformative learning. They were open to making relationships with students. PST4 expressed:

I could control my emotions in class to keep on learning. I tried to be open with students to create mutual and authentic relationships. I was open and appreciated whatever students did in class. I tried to continue to teach them with fun activities. (PST4, Focus Group Interview)

As denoted above, preservice teachers established authentic and supportive relationships to foster transformative learning. They could control emotions in class for learning. Meanwhile, students trusted them to control emotions and had the same perception in the learning process to determine the dimensions of transformative learning.

Reflective Practice to Make Teaching Innovations

Preservice teachers also provided subject matters with new insight and provoked students to facilitate learning. By modeling a certain learning issue, they innovated teaching ways influenced through reflective practice. PST8 acknowledged:

I had different perspectives in this reflection than previously implemented. I did reflective practices by jotting down notes of everything happened in each meeting. It made me innovate my teaching. (PST8, Focus Group Interview)

Implementing critical reflection affected reflective practice innovation to foster transformative learning; preservice teachers felt it was necessary to jot down notes of what happened in every week's meeting for better reflective practice. PST3 voiced:

After remembering the important things, I then write the points of what happened during class on my laptop or website … (PST3, Focus Group Interview)

Preservice teachers also practiced innovative reflection in writing forms. They typed important things from class immediately through media. They made teaching method innovations for innovative teaching practices that fostered transformative learning. PST7 shared:

I felt my teaching developed within transformative learning. I have thought about finding other strategies for effective teaching. I finally found innovative teaching strategies integrated with questioning, role plays, and discussion. (PST7, Reflective Journal)

As informed above, preservice teachers discovered and implemented teaching methods through critical reflection to uncover rising class issues. Innovation in teaching methods was made to change earlier methods due to several problems.

Using Individual Experience to Enhance Teaching Skills

Using individual experience led to teaching practices for fostering transformative learning. Preservice teachers' critical reflection contributed to enhancing their pedagogical skills. Learning from monotonous teaching, they changed perspectives to improve pedagogical skills in leading students to effective and efficient learning. PST3 expressed:

After reflecting on my individual experiences and discovering all strengths and weaknesses in teaching practice, I tried to enhance my teaching skills from monotonous teaching. I had to be sensitive to problem and motivated in teaching. (PST3, Reflective Journal)

Preservice teachers developed awareness of teaching skill improvement based on their individual experiences through critical reflection to foster transformative learning. Critical reflection had input to prompt their mindsets to improve teaching practice quality that influenced students' self-confidence in learning during teaching practice. PST4 illustrated:

It prompted my mindset to keep improving my teaching quality by mentoring students in learning and recognizing their achievements. They were motivated to learn and gradually become more confident using English and not afraid of making mistakes. (PST4, Focus Group Interview)

In the excerpt, preservice teachers have been prompted to change their mindsets to keep enhancing teaching skills through individual experience. They built trust in classrooms, influencing teaching practice quality and fostering transformative learning.

Discussion

It was found that critical reflection on ELT practicum contributed to developing preservice teachers' pedagogical competence. This study revealed that preservice teachers demonstrated preparedness for managing class and students. This result is consistent with previous research on teachers' classroom and student management skills for pedagogical competence development (Widiati et al., 2018). Preservice teachers developed classroom management capability through technology by adapting teaching materials from Internet resources. This result resonates with Perumal and Maistry (2020) and Mali (2022), who found technology can be used to adjust class instructions for better classroom management. However, it seems slightly different from previous research showing reflections on the primary stage of pedagogical competence development to lead

teachers to resolve class issues (Dikilitaş & Comoglu, 2020). Preservice teachers realized that teaching preparedness becomes essential in professional development (Miftah et al., 2022; Widodo & Ferdiansyah, 2018) for future teaching professionals (Wulyani, 2017). The present study highlighted that preparedness for managing classrooms and students is necessary to evoke preservice teachers' professional development.

Preservice teachers were motivated to develop teaching methods and strategies. They presented teaching materials taken from Internet resources. They required suitable teaching approaches for effective teaching and learning to achieve learning objectives. This finding is similar to research showing the necessity of developing preservice teachers' pedagogical approach capability and preparing in making practice apt teaching methods and how those teaching methods can be adapted for classes (Perumal & Maistry, 2020).

However, Barahona and Ibaceta-Quijanes (2022) pointed out that preservice teachers' motivation in using English teaching strategies impacted their non-academic aspects rather than pedagogical competence aspects. This study further emphasizes the necessity of millennial preservice teachers to change their perspectives with tech-savvy skills in classroom management during teaching practice. They also voiced that critical reflection affected training and creating habits of mind in reevaluating teaching practice for continuous growth for professional development. This result aligns with a previous study that habits of mind lead preservice teachers to actions of thinking and strongly feeling things influenced by their perspectives in the field of education (Jacobs & Haberlin, 2021). Habits of mind are preservice teachers' frame of reference (Mezirow, 1991). This study underscored that training and creating preservice teachers' habits of mind during teaching practicum are urgent to support the development and advancement of the teaching profession.

This study indicated that, through reevaluating beliefs and past experience, preservice teachers built trust in the class by establishing positive and productive relationships with students. This result resonates with Perumal and Maistry's (2020) study, indicating that preservice teachers must create safe and fun classes by building trust to assist students in overcoming rising issues. This study highlighted that preservice teachers must reevaluate beliefs and past experiences to establish authentic relationships and to change their mindsets in developing ELT practicum for better teaching practices. Preservice teachers also said they felt it was necessary to immediately jot down important things during class activities for better reflective practice. This result aligns with the previous research that reflective practice needs innovative ways to reflect more on teaching performance and foster transformative learning (Archer-Kuhn et al., 2021). Nevertheless, the most optimal ways necessitate an innovative online-offline teaching practicum model in the post-pandemic time (Miftah et al., 2024). Indeed, past intensive individual experiences could lead teachers to reflect on experiences to make innovative teaching practices.

Preservice teachers demonstrated perspectives changing to improve teaching skills to lead students to learn efficiently. This result is similar to research findings showing preservice teachers enhanced teaching skills while undergoing instructional processes to assist students in attaining learning objectives (Irmawati et al., 2017). Meanwhile, preservice teachers used individual experience to evoke teaching in transformative learning by bringing practical knowledge and abilities into classes. This finding confirms research indicating extensive experience leading learners to individual experiences, thereby encouraging transformative learning (Jacobs & Haberlin, 2021). PSTs also implemented individual experiences for more innovative teaching by reflecting on students' values with material contents. This result confirms Kostara et al. (2022) argument that, as the core element of transformative learning, the individual experience becomes a catalyst to direct teachers to evaluate normative assumptions for better learning processes.

Conclusion, Implication, Limitation, and Suggestion

This study sought to explore how critical reflection on ELT practicum contributed to developing preservice teachers' pedagogical competence and fostering transformative learning during the post-pandemic time. This study revealed that critical reflection on the ELT practicum contributed to preservice teachers' pedagogical competence development, most falling within preparedness for classroom and student management, building motivation for pedagogical methods development, and training and creating habits of mind for continuous growth. Also, the input of critical reflection to fostering preservice teachers' transformative learning was commonly shown in reevaluating beliefs and past experience to establish authentic relationships, performing reflective practice to make teaching innovations, and using individual experience to enhance teaching skills. Thus, evoking preservice teachers' awareness of seeing the inputs from critical reflection on ELT practicum for developing pedagogical competence and fostering transformative learning can be a catalyst to reevaluate and improve teaching practicum. More significantly, the stress on merits assists them in engaging in professional development to prepare for future teaching careers.

The research implications fall within, first, (re)designing teaching practicum programs in the ESL/EFL context, allowing preservice teachers to create innovative ways for critical reflection to evoke them with multifaceted reflective practices in diverse teaching modes. Second, more practices, such as blended teaching modes, should be emphasized in post-pandemic teaching. Last, the apt design benefited preservice teachers' professional development practices towards successful future teaching careers.

This research was limited to nine Indonesian preservice teachers purposively selected from nine placement schools in one province. Therefore, future research should expand to other provinces or contexts to investigate significant variances of critical reflection practices in ELT. Besides that, the participant samples were not all selected from those in outstanding schools and a particular sense. It was the view of the phenomenon limited to preservice teachers at the teaching levels with little experience in reflective practices during the post-pandemic, whose experience seemed to overlap. Therefore, future research should focus on participant samples taken from outstanding schools. Additionally, since this study was limited to the context of the post-pandemic teaching mode, future research might be carried out in different teaching modes with various characteristics, such as blended teaching mode. Finally, the research questions were specifically formulated for the contribution of critical reflection on ELT practicum for preservice teachers. Hence, it requires extra inputs from other sources, such as in-service teachers, to examine the phenomenon with particular and unique effects of critical reflection on ELT practices in the post-pandemic time.

Acknowledgments

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