



INVESTIGATING PEDAGOGICAL KNOWLEDGE-BASE OF EFL PRE-SERVICE TEACHERS THROUGH REFLECTIVE TEACHING PRACTICE

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Abstract

This paper investigates the pedagogical knowledge base of pre-service teachers through their reflective teaching practice during a field teaching program. Four pre-service teachers from two state secondary schools participated in a 40-day practicum and produced reflective teaching journals, which were analyzed together with interview data. Using a case study design, the analysis followed the macro–micro categories of pedagogical knowledge. The findings indicate that the participants demonstrated varying degrees of pedagogical awareness, with Learning Management emerging as the most dominant category, followed by Knowledge Management, Classroom Management, and Language Management. These results suggest that reflective teaching helps pre-service teachers identify their strengths and challenges in managing learning processes, understanding learners, and making informed instructional decisions. The study highlights the importance of grounding teacher education programs in reflective practice to strengthen pre-service teachers' pedagogical readiness.

Keywords: Macro and micro categories, Pedagogical knowledge base, Pre-service teachers, Reflective teaching practice

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INTRODUCTION

The way teachers teach is not just a result of their formal education and certification; they are also influenced by their personal beliefs and perspectives on teaching (Smith & Gillespie, 2023) and the experiences they had as students, which Akbari and Tajik (2019) refers to as the "apprenticeship of observation". Scholars and professionals in the field of education generally agree that the skills and knowledge necessary for education professionals to be fully effective requires prolonged specialized training and ongoing professional development. Guerriero (2017) argues that the more specialized the knowledge and skills required, the more extensive and rigorous the training must be, and the more necessary exposure to professional learning becomes. Pre-service teachers, on the other hand, often have limited experience teaching in actual classroom settings (Alamri, 2018) and may not receive enough exposure to a solid knowledge base in ELT or have sufficient opportunities for classroom observation (Nurfaidah, 2016). Therefore, there is a need to investigate the nature of teachers' pedagogical knowledge by exploring various aspects of their thinking and beliefs. To gain insight into pre-service teachers' knowledge base and understand its components and development, the current study aimed to identify patterns in the pedagogical knowledge base of pre-service teachers during their field teaching practice.

Richard (2015) highlights that a critical aspect of language instruction lies in the teacher's knowledge foundation. Adger et al. (2018) expand on this idea, suggesting that English language teaching encompasses more than mere proficiency in the language. According to Richard (2015), the process of teaching English necessitates a distinct knowledge framework that combines theoretical education and hands-on practice. This professional expertise is referred to by Richard as content knowledge. According to Gess-Newsome et al. (2019), content knowledge refers to the understanding that teachers need to have about the subject they are teaching, which includes their knowledge of language teaching itself. This knowledge is specific to language teachers and not shared with teachers of other subjects. Richards (2015) argues that content knowledge can be understood as the theoretical foundations of ESL/ELT teaching, which is different from the practical teaching skills discussed earlier.

Myers and Rivero (2019) mention that content knowledge can take on various forms, with two domains as key areas: disciplinary knowledge and pedagogical content knowledge.

The first type is disciplinary content knowledge, which Myers and Rivero (2019) describe as a specific set of knowledge deemed essential by the language-teaching profession for professional competency. This encompasses areas like the history of teaching methods, second language acquisition, sociolinguistics, phonology, syntax, discourse analysis, language theories, and critical applied linguistics. Richard (2015) emphasizes that disciplinary knowledge forms a part of professional education but does not directly translate into practical teaching skills. Consequently, pre-service teachers often find it challenging to connect these theoretical concepts to their practical relevance and importance. In contrast, pedagogical content knowledge focuses on the foundational knowledge required for effective language instruction (Richard, 2015). This knowledge originates from the study of teaching and learning languages and is applied to resolve practical challenges in the classroom. Furthermore, Richard (2015) argues that this knowledge may include coursework on curriculum planning, assessment, reflective teaching, classroom management, teaching young learners, and developing the four language skills.

Mullock, as cited in Estaji and Dezfoolian (2018), defines a teacher's pedagogic knowledge base as the cumulative understanding of teaching practices, including objectives, strategies, and procedures that underpin classroom activities. Research in this area aims to explore the cognitive processes teachers use to assist students in developing both formal and communicative language skills through reflective teaching methods. Moghaddam et al. (2020) describe reflection as a process of evaluating experiences, ideas, values, and beliefs to identify patterns or derive insights for future actions. Reflection contextualizes personal experiences, promoting continuous learning by using hindsight, insight, and foresight to make deliberate, informed decisions about future practices. Mullock (2006) and later Moradkhani et al. (2013) proposed that teachers' pedagogical knowledge can be examined through macro- and micro-categories.

A solid foundation in both disciplinary and pedagogical content knowledge equips teachers with the skills to perform various tasks, including identifying learners' needs, diagnosing learning difficulties, setting appropriate instructional goals, designing and selecting learning activities, assessing student progress, creating and adapting tests, evaluating and choosing published materials, utilizing authentic resources, incorporating technology effectively, and reflecting on their own teaching practices (Richard, 2015). A study by Van Canh (2020) suggests that a robust teacher knowledge base of language is fundamental for effective teaching, responsive instruction, student engagement, and the creation of a supportive learning environment, ultimately leading to improved educational outcomes for students. Thus, from this explanation, there is much more to being an English teacher than knowing English. The need of a firm grounding in the subject matter of English language teaching as well as the practical skills needed for classroom instruction, is required of English language teachers. Two categories of teacher educators' pedagogical knowledge include macro and micro categories (Moradkhani et al. 2013; Sahragard & Saberi, 2018; Sariçoban & Kırmızı, 2020). The macro categories encompass learning management, language management, knowledge management, and classroom management. The micro categories, furthermore, were elaborated by Akbari and Dadvand (2011). They break these into specific thought units such as Procedure Check, Comprehensibility, Affective, Beliefs, Noting Students' Behavior, and Code Choice.

Although previous studies have explored teachers' pedagogical knowledge (Gatbonton, 1999; Mullock, 2006; Sariçoban & Kırmızı, 2020), only a limited number of studies have focused on how pre-service teachers construct such knowledge during reflective teaching practice, especially in the Indonesian EFL context. Moreover, prior research often discusses macro categories but provides less attention to how micro categories emerge in reflective journals. Thus, this study fills the gap by:

1. Examining both macro and micro categories of pedagogical knowledge in pre-service teachers' reflections.
2. Providing detailed evidence of how reflective practice helps shape pedagogical awareness during teaching practicum.
3. Offering insights into the pedagogical readiness of Indonesian EFL pre-service teachers.

To contribute to a deeper understanding of EFL teachers' pedagogical knowledge base and address the research gap in this field, this study focuses on examining the pedagogical knowledge base of EFL pre-service teachers during their teaching practicum.

RESEARCH METHOD

This study employed a qualitative case study design, which is appropriate for capturing the complex and context-bound nature of pre-service teachers' pedagogical knowledge. A case study allows researchers to explore a phenomenon within its real-life setting, particularly when the boundaries between the phenomenon and context are not clearly defined. In this research, the "case" refers to the reflective experiences of four pre-service teachers (PSTs) during their teaching practicum. The qualitative approach was also selected because it enables in-depth

exploration of participants' reflections, thoughts, and meaning-making processes, which are central to understanding the development of pedagogical knowledge.

Four pre-service English teachers from two state secondary schools participated in this study. The participants consisted of two males and two females aged between 21 and 22 years old, all of whom were completing their final-semester teaching practicum. A purposive sampling technique was used to select participants who met specific criteria: (1) they were officially enrolled in the teaching practicum course; (2) they were required to produce daily reflective journals; and (3) they were assigned full teaching responsibilities in real classrooms. The use of purposive sampling ensured the selection of information-rich cases that could provide insights into the pedagogical reasoning emerging from reflective teaching practices. Furthermore, the inclusion of participants from two different schools helped provide variation in teaching contexts, such as student backgrounds, school culture, and classroom challenges.

Data were collected over a 40-day teaching practice period using two primary instruments: First, each PST was required to write a reflective teaching journal after every teaching session. These journals included descriptions of classroom events, learners' responses, difficulties encountered, and personal reflections. RTJs were selected as the main data source because reflective writing is believed to provide insight into pre-service teachers' pedagogical thinking, instructional decisions, and evolving beliefs. Second, semi-structured interviews were conducted at the end of the practicum to clarify, expand, or contextualize the reflections written in the journals. Interviews allowed participants to elaborate on specific incidents, explain the reasoning behind certain instructional decisions, and reflect further on their teaching development. Interviews lasted between 25 and 40 minutes and were audio-recorded with participants' consent.

To organise the qualitative data, a coding system was developed to identify the source of each excerpt. Reflective Teaching Journals (RTJ) were labelled using the format *RTJ_PST#_Entry#*. For example, *RTJ_PST3_Entry#3* refers to data taken from the third entry of Pre-service Teacher 3's reflective journal. Interview data were labelled using the format *INW_PST#*, such as *INW_PST1*, indicating the interview transcript from Pre-service Teacher 1. This system ensured consistency and traceability across all data sources during the analysis.

The data were analyzed using the macro–micro framework of pedagogical knowledge proposed by Akbari and Dadvand (2011) and Moradkhani et al. (2013). The analysis began with repeated reading of all reflective journal entries and interview transcripts to gain familiarization with the data. All entries were then segmented into individual thought units, each representing a single idea or reflective statement. These thought units were subsequently coded into micro categories such as Procedure Check, Comprehensibility, Beliefs, Affective, and Noting Students' Behaviour. Afterward, the micro categories were grouped into the four macro categories of Learning Management, Knowledge Management, Classroom Management, and Language Management. The frequency and distribution of each category were examined to identify dominant patterns of pedagogical concern among the pre-service teachers. To ensure trustworthiness, a second researcher independently coded part of the dataset, and differences in coding were discussed until agreement was reached.

FINDINGS AND DISCUSSION

Findings

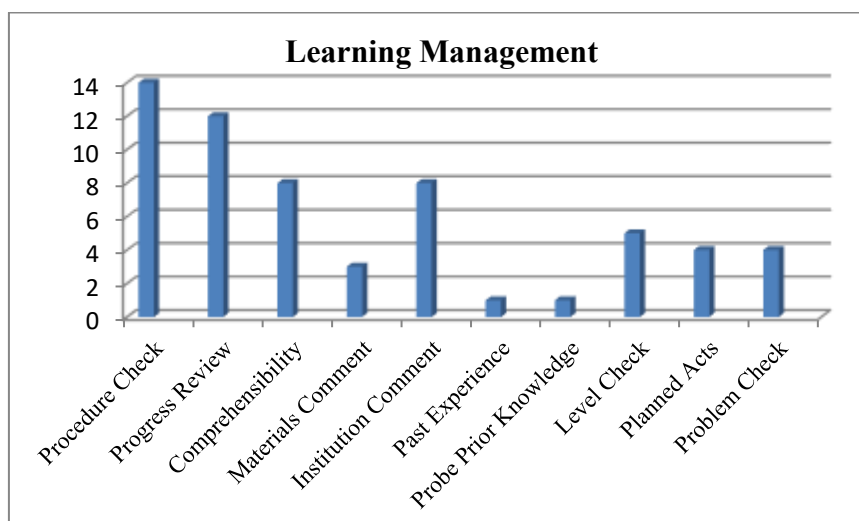
In this section, the result of the analysis is not presented on an individual-based case, but the result is presented based on the majority of the micro category found in all PSTs' data. Regarding the pedagogical knowledge base in the reflections of pre-service teachers (PSTs), framed by theories of teacher and language teacher knowledge, the study's findings revealed that the participants primarily focused on Learning Management (including Procedure Check and Progress Check/Review). This was followed by Knowledge Management, Classroom Management, and Language Management.

The analysis of all pre-service teachers' (PSTs) reflections resulted in 24 microcategories of thought units, making a total of 136 individual thoughts. Among these categories, Learning Management emerged as the most dominant issue in their reflections, followed by Knowledge Management, Classroom Management, and Language Management.

Learning Management

Comprising a total of 60 thoughts or 44% of total PSTs' reflections, *Learning Management* featured as the most dominant macro category. It encompassed *Procedure Check* (10%), *Progress Review* (9%), *Comprehensibility* (6%), *Materials Comment* (2%), *Institution Comment* (6%), *Past Experience* (1%), *Probe Prior Knowledge* (4%), *Level Check* (4%), *Planned Acts* (3%), *Problem Check* (3%). The distribution of each micro category in *Learning Management* is clearly depicted in the Figure 1 as follows.

Figure 1. The distribution of each micro category in Learning Management



The trend suggests that in this macro category, the participants primarily focused on reflecting on *Procedure Check*. It can be inferred that during field teaching practice, the participants are concerned much with things to do with ensuring that the lesson runs smoothly from beginning to end, including tasks such as starting the lesson, giving instructions, explaining, and demonstrating procedures. The following vignettes portray how one of the participants revealed the learning process in her class and the students' response towards the activity. She wrote:

"Today, the learning process went well, since the students followed all of the learning instructions enthusiastically. In the beginning, I opened the class by sharing an experience that I believe I can give students a moral lesson." (RTJ_PST2_Entry#2)

She expressed that the instructional activities that had been set beforehand went well. This could happen due to the participation of students who got involved in the learning activities and followed them enthusiastically. She also mentioned, technically, how she started the lesson by sharing her experience with the students. In relation to other micro categories, comprehensibility became one of the concerns in *Learning Management* revealed by the participants during field teaching program. Comprehensibility refers to comments on whether students grasped the lesson, concepts, and tasks, as well as whether the teacher was able to understand the students' responses. In her reflection, PST 3 wanted to know whether her students had understood to the materials being conveyed on the day. She stated her way through the following vignette:

"To make sure that my students have comprehended the materials that were being conveyed in the class, I checked them by giving them a question on each rear using the English language. It turned out that they could answer the questions, though they did it in the Indonesian language." (RTJ_PST3_Entry#3)

The way she asked them in English was on behalf of making sure that the materials which were conveyed in English were understandable by her students. Although the students could not respond the question in English well, she acknowledged that her students could answer the question, though it was in their mother tongue, which suggested that the students understood to what was being talked about. Furthermore, the *Planning Acts* were the next micro category that the participants reflected in their reflective teaching journal. As explained in Chapter II, planning acts are thoughts about how a teacher plans lessons, activities, or policies and how they are carried out in the classroom. The following vignette showed how the PST 1 implemented the policy for the betterment of learning activity and how he carried out it in the class.

"In meeting 2, in class 8E I started to implement learning contracts that have been arranged beforehand. The learning contracts contain do's and don'ts when learning as well as contain students' rights that they will get when they abide by rules. The cautions are "no cell phones in the class, be on time, responsible for homework, no littering and so forth. Students who are active in class will get

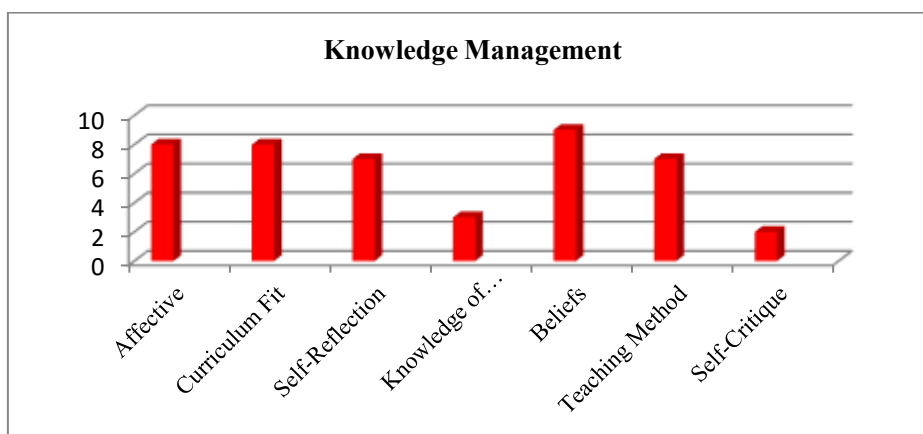
extra points and those who neglect the homework will get punishment. This contract is based on the students' agreement. When the learning contracts are announced, their responses were in concord though their facial expression showed perforce. After the learning contracts were applied, the condition turned over into 150 degrees. It showed the better atmosphere and more conducive than before. Many students obeyed to some rules and I feel I am more confident in facing them.” (RTJ_PST1_Entry#3)

From the vignette above, it indicates that his realizations towards the way the teaching plan were being conducted. According to his statement, he revealed his concern over many things such as initial students' behavior that prompted him to apply those policies. The way they carried out the plan indicated that there were attempts to seek the better learning atmosphere so that the teaching and learning activities could be more conducive.

Knowledge Management

Accounting for a total of 44 thoughts or 33% of total PSTs' reflections, *Knowledge Management* featured as the second most dominant macro category. It encompassed *Affective* (6%), *Curriculum Fit* (6%), *Self-Reflection* (5%), *Knowledge of Students* (2%), *Beliefs* (7%), *Teaching Method* (5%), and *Self-Critique* (5%).

Figure 2. The distribution of each micro category in Knowledge Management



As shown in Figure 2, within this macro category, the participants, particularly PST 2, primarily reflected on *Beliefs*, which were identified in their reflective entries. In this context, Belief refers to the teachers' convictions and understanding regarding language, language learning, and language teaching. The participants in this study often revealed about what they believe regarding either belief on language learning or language teaching which were identified in their reflective teaching journals. The following fragments showed how PST 2 believed that the method of drilling in teaching grammar would be helpful for the class.

“To test students' comprehension, I gave them some questions and did drilling technique related to grammar pattern about the use of simple present tense. Then through drilling, students are forced to recall and repeat the same pattern. And that thing I believe it can help students restore knowledge or information for long term in their brain since it is done many times so I think drilling method in this case for teaching grammar is so helpful.” (RTJ_PST2_Entry#2)

The second most frequent in this macro category was about *Affective*. Affective relates to comments on the teacher's emotions and responses toward the students, as well as efforts to build and maintain rapport. For instance, the teacher aimed to make the students feel at ease. As identified in the reflection, PST 2 expressed her way in creating a good atmosphere and making students listen to the teacher attentively. She shared her technique to grab students' attention in the beginning of the class by telling her experience (in which she did not mention what kind of experiences she talked about to her students). She expressed it in the following vignette:

“I opened the class by sharing an experience that I believe can give students moral lesson. It became students' attention catcher because the students listened attentively yet interactively to the story.” (RTJ_PST2_Entry#1)

Meanwhile, the PST 3 shared different experience in engaging herself in the class. She elaborated:

“In the next meeting, I will give students some praises and compliment to make them feel happy and feel being motivated.” (RTJ_PST3_Entry#3)

The abovementioned vignette illustrates that the teacher gave praise to her students in order to make her students feel happy and motivated in her class. Her attempt indicated that she had willing to establish and maintain rapport between her and her students. Unlike PST 2 and 3, PST 4 revealed her techniques in maintaining rapport with students. She would prefer to be more patient and never be outraged in handling students’ misbehavior. As a result, her students were more attentive to her. She said:

“I use different techniques in managing students in class. I am more patient and I am never angry to them and they often say that I am so funny. They become attentive. For instance, when I was sick, they came to my boarding unit to see me. Furthermore when it was on teacher day, they gave me present. They seem ignorance but actually they are so sweet.” (INW_PST 4)

In addition to the most prominent microcategories mentioned earlier, the pre-service teachers' reflections also highlighted concerns related to Self Reflection, Knowledge of Students, and Self Critique, though these aspects were discussed less extensively.

Classroom Management

Among all the pre-service teachers' data, Classroom Management emerged as the third most discussed issue, following Knowledge Management, with a total of 22 thoughts, accounting for 16% of the overall reflections. It involved Noting Students’ Behaviour (5%), Decisions (4%), Time Check (1%), Group/Pair Work (1%), Name Check (0%), Post Active (2%), Aid Comprehensibility (1%). The distribution of each micro category in *Classroom Management* is clearly shown through the figure 3.

Figure 3. The distribution of each micro category in Classroom Management

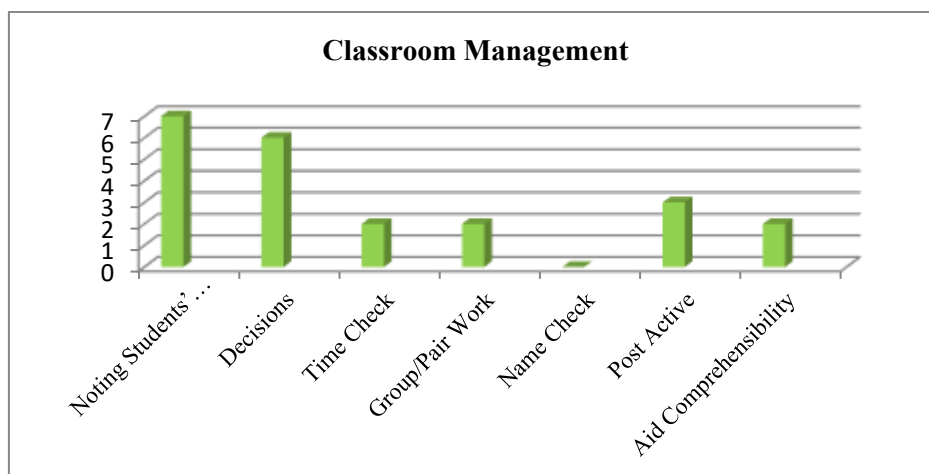


Figure 3 depicts that *Noting Students’ Behaviour* was identified as the highest occurrence on the reflective teaching practice, with the total number of frequencies was 7 thoughts or 5%. Followed by the *Teachers’ decision*, it placed the second most occurrence in the reflection with a total number of frequencies was 6 thoughts or 4%. The next one’s micro category noted as the third most frequent occurrence was *Post Activity*, with a total number of frequencies was 3 thoughts or 2%. Then the pedagogical knowledge based identified in the data comes to *Time Check*, *Group/Pair Work*, and *Aid Comprehensibility* which have the same number of occurrences, with a total of frequent occurrences of each being 2 thoughts or 1%. The microcategory referred to as *Name Check* was not present in the reflective teaching practice. As shown in Figure 2, within this macro category, the participants primarily reflected on *Noting Students' Behavior*. This suggests that their reflections were centered on observing students' physical actions in the classroom and their reactions to the teacher, classmates, rules, and assigned tasks. The pre-service teachers’ reflective journals revealed concerns related to this category, such as managing a noisy classroom, students' initial reactions to their teaching, and students' enthusiasm for the instructional activities and tasks. For instance, the following vignette illustrates how PST 1 observed and reflected on the students' behavior and reactions during the teaching and learning process.

"... indeed there were things that became obstacles in this teaching practicum. One of them is about students' behavior. There are a lot of students in which they are assigned some tasks or homework, they frequently did not do it. For example in the previous meeting I gave them homework. Unfortunately, only 6 of 35 students did the homework." (RTJ_PST1_Entry#5)

The abovementioned excerpt portrays teacher's disappointment towards students' behavior for they mostly ignored his instruction to do homework. Additionally, *Decisions* emerged as a key concern in the pre-service teachers' reflections within this macro category. Decisions refer to the choices teachers make during their teaching, such as determining whether a task is suitable or selecting one task over another. One participant highlighted such a decision in their reflection. He noted:

"I chose running dictation as the teaching technique in this class. This technique got students to move hastily to finish the task. On the other hand this activity made students feel exhausted so I decide to eliminate the next activity. I was pity to them. The next activity was actually doing exercise from the book." (RTJ_PST1_Entry#3)

The abovementioned excerpt was about the teacher evaluation of one of the learning activities by implementing a certain technique. The decision to eliminating another task came to him as he noticed the students seemed tired after doing the task. Overall, the examples discussed highlight the concerns of pre-service teachers related to the microcategory of Classroom Management. The findings suggest that during their actual teaching experiences, the pre-service teachers were actively reflective about classroom management issues, such as observing students' behavior and their reactions to the teacher's instructions. The choices made by the pre-service teachers at various points during the teaching process reflected their development as reflective practitioners, as they thoughtfully addressed issues that contributed to the effective management of classroom activities.

Language Management

Based on the analysis of pre-service teachers' data, the final concern within the PST macro category of reflective thought was Language Management, which focused primarily on the issue of the input students received and the output they produced throughout the teaching and learning process. With a total of 10 thoughts, or 7% of the overall reflections, Language Management emerged as the least emphasized macro category. The following excerpt illustrates how the teacher managed language in the classroom to address the issue of both input received by the students and the output they generated.

"My mentor said that if students said "Mom I don't understand your English", she suggested me to keep going on speaking English, don't do code-switching to Indonesian because she further explained, there may exist students who understand to what being said, and it turned out that when I applied this in class 7C and I used English as many as 70% and Indonesian language with percentage 30%, most of the students understood to what I mean." (RTJ_PST#_Entry#3)

As she was being evaluated by her mentor, she noticed that she did not need to switch the code from English to Indonesian in order to make students understand to what was being talked. She decided not to do the code-switching and she found out that students understood to what was being said. Unlike PST#3, PST#2 comes to believe that language mixing between English and Indonesian brings to a better understanding. She confirmed:

The use of language in the class is still 85% English and 15% Indonesia. I don't know why, what i believe in myself is as Indonesian we'll not be able to 100% speak English in this country. English is foreign language. We don't fully use it with the people around. Although we've tried talking English 100% but still Indonesian language brings us to a better understanding. That's why the language is still mixed. Hopefully, sooner or later, my kids and I can 100% use English at class as it is required by the school policy. (INW_PST 2)

The findings show that learning management, knowledge management, and classroom management play an important role in developing teachers' pedagogical knowledge base. The abovementioned data has led to the conclusion that there are many issues or concerns which are faced by the pre-service teachers in their teaching practice.

Discussion

The findings of this study show that the pre-service teachers' reflections were dominated by concerns related to Learning Management, followed by Knowledge Management, Classroom Management, and Language Management. This pattern suggests that when novice teachers enter real classrooms, their attention naturally

gravitates toward ensuring that lessons proceed smoothly and students remain engaged. This aligns with Shulman's (1987) view that pedagogical knowledge emerges gradually as teachers move from theoretical understanding to practical application. The strong presence of Learning Management in the reflections indicates that the participants were actively evaluating their lesson procedures, checking student comprehension, and reviewing instructional progress as key indicators that they were attempting to create coherent and structured learning experiences.

The prominence of Knowledge Management in the reflections further highlights how pre-service teachers rely on their beliefs, emotions, and prior knowledge to make instructional decisions. Many of the thought units under this category involved reflections on affective aspects, beliefs about teaching, and self-evaluative comments. These tendencies are consistent with Yuan and Mak's (2018) argument that teacher identity construction is shaped through reflection, emotion, and personal viewpoints. Less experienced teachers often draw heavily on their beliefs when navigating classroom challenges, especially when theoretical knowledge has not yet fully transformed into practical expertise. This study reinforces the idea that reflective practice allows novice teachers to articulate these beliefs, evaluate their teaching decisions, and gradually develop professional self-awareness.

Classroom Management also emerged as an important area of concern, though less dominant than the first two categories. The participants frequently reflected on students' behavior, disciplinary issues, and decisions made during instruction. These reflections indicate that pre-service teachers were learning to understand the social dynamics of the classroom and beginning to make real-time instructional adjustments. As Mullock (2006) explains, novice teachers often struggle with the complexities of classroom behavior and need time and experience to develop effective management strategies. The findings of this study support this, showing that the participants were aware of classroom disruptions and attempted to respond adaptively even if their strategies were still developing.

Language Management appeared least frequently in the reflections, suggesting that many pre-service teachers were not yet fully confident in their ability to manage the linguistic demands of teaching English. Code-switching, input comprehension, and language output were mentioned, but not with the same depth as other categories. This is unsurprising, considering that English is a foreign language in Indonesia and pre-service teachers may still be negotiating their own proficiency and comfort in using English as the medium of instruction. The limited attention to this category implies that teacher education programs may need to provide more structured opportunities for PSTs to practice managing language input and output, especially in multilingual or mixed-proficiency classrooms.

Overall, the findings of this study demonstrate that reflective practice plays a critical role in helping pre-service teachers make sense of their teaching experiences. Through reflection, they were able to identify the challenges they faced, analyze the success of instructional strategies, and connect their classroom experiences to broader pedagogical concepts. These reflective insights support the claim of Moghaddam et al. (2020) that reflective teaching encourages the development of professional reasoning through reflection-in-action and reflection-on-action.

The theoretical contribution of this study lies in its detailed analysis of how both macro and micro categories of pedagogical knowledge emerge through daily reflective teaching journals. The specific microcategories that pre-service teachers frequently draw upon such as Procedure Check, Beliefs, Noting Students' Behaviour, and Code Choice provides a nuanced understanding of how pedagogical knowledge develops during practicum. It also contributes to the literature by showing that even short-term reflective activities can reveal important aspects of teacher cognition and readiness.

From a pedagogical perspective, the findings suggest several implications. Teacher education programs should consider integrating structured reflection tasks that guide PSTs to think critically not only about lesson procedures, but also about learner characteristics, classroom dynamics, and the linguistic demands of teaching English. Mentorship during practicum should also focus on helping PSTs link their reflections to pedagogical theories, enabling them to build stronger connections between what they learn in coursework and what they experience in the classroom. Furthermore, the limited attention to Language Management suggests the need for greater emphasis on language use strategies during teaching, particularly in contexts where English acts as a foreign language.

CONCLUSION

This study identified four main macro categories that prompted pre-service teachers to reflect on their teaching practice: Learning Management, Knowledge Management, Classroom Management, and Language Management. These categories reflect the outcomes of pre-service teachers who were provided with a solid foundation in English Language Teaching and gained practical teaching experience. This exposure enabled them to effectively integrate all aspects of reflective teaching practice, thereby enhancing the quality of their reflections.

This study is not without its limitations. The small number of participants limits the generalizability of the findings to broader contexts. Additionally, the primary data were drawn from self-reported reflective journals, which may be influenced by personal biases or selective recall. The study also did not incorporate classroom

observations, which could have provided a more comprehensive triangulation of teacher behavior and reflective statements. These limitations should be taken into consideration when interpreting the results.

Future studies may benefit from expanding the participant pool to include pre-service teachers from different universities or instructional settings to allow for broader comparisons. It is hoped that by identifying and addressing issues on teaching in real-world settings, this study can serve as a valuable resource, particularly for those pursuing teacher education in language teaching and pedagogy, and specifically for those preparing for a field teaching program. By understanding the common issues and concerns that frequently arise in teaching practice, they can become more aware and better prepared for the program.

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APPENDIX

Table 1: Frequency of PSTs' reflective thought categories

Macro Categories	No	Pedagogical Thought Categories	TOTAL	Percentage
Learning Management	1	Procedure Check	14	10%
	2	Progress Review	12	9%
	3	Comprehensibility	8	6%
	4	Materials Comment	3	2%
	5	Institution Comment	8	6%
	6	Past Experience	1	1%
	7	Probe Prior Knowledge	1	1%
	8	Level Check	5	4%
	9	Planned Acts	4	3%
	10	Problem Check	4	3%
	11	Content Check	0	0%
Knowledge Management	12	Affective	8	6%
	13	Curriculum Fit	8	6%
	14	Self-Reflection	7	5%
	15	Knowledge of Students	3	2%
	16	Beliefs	9	7%
	17	Teaching Method	7	5%
	18	Self-Critique	2	1%
Classroom Management	19	Noting Students' Behaviour	7	5%
	20	Decisions	6	4%
	21	Time Check	2	1%
	22	Group/Pair Work	2	1%
	23	Name Check	0	0%
	24	Post Active	3	2%
	25	Aid Comprehensibility	2	1%
Language Management	26	Language Management	10	7%
Total			136	100%

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