

LEVELS OF REFLECTION IN EFL PRE-SERVICE TEACHERS' TEACHING JOURNAL

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Abstract

This article delineates a case study investigating the development of levels of reflection encapsulated in reflective teaching practice of four Indonesian EFL pre-service teachers during their field teaching. Data were garnered mainly through their reflective teaching journals and were analysed using thematic analysis technique to identify the emerging themes in level of reflection and to extract their narratives of experience. The findings indicated that regarding framework of level of reflection, the EFL pre-service teachers' level of reflectivity is mostly in the range of *dialogic reflection Level 3* and *dialogic reflection Level 4*. Within the range of dialogic reflection, the pre-service teachers revealed the ability to further describe, analyse and evaluate their instructional practices. No one, however, indicated the quality of critical reflection since it requires more experiences as invested in time and field teaching exposure.

Keywords: level of reflection; dialogic reflection; reflective teaching journal; EFL pre-service teachers

In order for the pre-service teachers to learn from their own teaching practices, they have to reflect on the experience. Years of teaching experience, however, do not guarantee their path towards teacher professional development if they do not engage in any reflective practice (Zeichner & Liston, 1987). Therefore, as the heart of the teaching practice, professional development and education, reflection is needed way before the teachers face their real students in the instructional setting as they enter teaching profession (Ulusoy, 2016).

Under the umbrella of reflective practice, reflection and reflective teaching have been part of many teacher education programmes (Zulfikar & Mujiburrahman, 2017). In EFL teacher education context, reflection has also been an essential element with writing reflective journal as almost the standard requirement (Mack, 2012; Richards & Lockhart, 1996; Zulfikar & Mujiburrahman, 2017). Scholars have reported on how teachers come to a better understanding of their work through such a practice (Bailey & Springer, 2013; Barkhuizen, 2014; Moradkhani, Raygan, & Moein, 2016) and shaped the quality of their reflection. With regard to pre-service teachers, their level of reflection as the portraits of their understanding on the praxis in instructional settings, is likely to be highly influenced by their sense of responsibility (Burton, 2009) which then underpins the effectiveness of reflection in and on action (Schön, 1987), reflection

for action (Farrell, 2006), and the purpose of reflection (Wareing, 2016).

In Asian context, despite the spark Sadtono (1991) and Richards (1991) ignited towards reflective teaching in TESOL teacher education in in the early 1990s, only recently that empirical evidence within Indonesian EFL classroom contexts is mushrooming. The research focus mostly concerns with classroom issues, teacher identity, and beliefs in teaching (see, Astika, 2014; Cahyono, 2014; Kuswandono, 2014; Palupi, 2011; Ragawanti, 2015), while there is still scarcity of empirical studies investigating the level of reflection of EFL pre-service teachers (see Nurlaelawati, 2015) in Indonesian classroom contexts. Identifying levels of reflection is deemed to be of paramount because it justifies the quality of the teachers' reflection (Hatton & Smith, 1995; Ulusoy, 2016).

The paucity of such research in Indonesian EFL instructional setting is more liable to Indonesian L2 teacher education curriculum which does not clearly instruct the implementation of reflective teaching concepts within the teaching and teacher education contexts. As a contrast, western academic teacher education curriculum explicitly stated the importance of reflective teaching practices along with the reflective activities as part of learning program (Karnita, Woodcock, Bell, & Super, 2017), resulting in rich evidence of reflective practices in such context, including studies on level of reflection.

In our educational context, however, studies revealed that many of our teachers do not realize that they have been practicing reflective teaching within their instructional setting (Karnita et al., 2017; Silvia, 2014; Yanuarti & Treagust, 2016). In Silvia's study (2014), for example, the teachers admitted that they have been doing introspecting and self-evaluating happening naturally in their everyday life. They just realized that what they have been practicing all this time was categorized reflective practice when the researcher informed them so. Accordingly, more studies focus in unpacking the issues concerned in the reflective practices rather than unrevealing the teachers' level of reflection (Nurfaidah, 2016).

As regards attempts to define different levels of reflection, a number of frameworks have been developed (see Hatton & Smith, 1995; Kember, McKay, Sinclair, & Wong, 2008; Lee, 2005; Pisova, 2005, as cited in Syslova, 2015; Moon, 2006; Valli, 1997; Van Manen, 1977). The category commonly includes three distinct levels of reflection, i.e. 1) *technical* or *practical*; 2) *contextual, deliberative* or *conceptual*, and 3) *critical, dialectical* or *transformative* (Zwozdiak-Myers, 2009).

Van Manen's (1977) is believed to be the first study in developing level of reflection (Moon, 2006). Van Manen (1977) categorized the level reflectivity into three. They are first, *technical rationality*, which contains context free generalizations about teaching and learning which are not connected to any specific incident from the classroom experience but rather about teaching or classroom in general. Second, *practical rationality*, which contains context specific reflection, about teaching and learning based on the example of classroom experience, incidents, and specific students' actions. Third, *critical rationality*, which contains multi-contextual covering specific incidents or actions across other teaching context.

Most studies from 1990's until 2000's used Van Manen's categories or some adapted or developed them. One of the studies developing Van Manen's categories was Hatton and Smith's (1995) study by generating an analytical framework. Developing Van Manen's level of reflection, Hatton and Smith (1995), in their study at the University of Sydney focusing on reflective teaching, investigated the nature of reflection in teaching with the purpose to identify types of reflection in students' writing. They categorized four types of reflection in the students teachers' writing and critical friend interviews. They are *descriptive writing*, *descriptive reflection*, *dialogic reflection*, and *critical reflection* (see Appendix 1 for detail categorisation).

At the lowest level in Hatton and Smith's (1995) category lies *descriptive writing* which is also called as non-reflective writing. The writing is not considered as reflective when it only reports literature or describes events that occurred in the

classroom. In addition, in this category, the teachers/student teachers give no attempt to justify the events. In other word, reasons for what happened are not provided. This type of writing, however, is commonly found in the pre-service teachers' teaching journals. It usually becomes the point of departure for the pre-service teachers before they come into more descriptive reflection or dialogic reflection.

As regards *descriptive reflection*, Hatton and Smith (1995) suggest it is reflective in nature, as there is not only a description of events but there are some attempts in the writing to provide reason/justification for events or actions but in a reportive or descriptive way. In this present study, this level was modified as regards the participants' data. Such modification was established as data indicated that within Hatton and Smith's (1995) categorization in this level, there are three types of data occurred (see Appendix 3 for modification of this level of reflection)

In the next level, *dialogic reflection*, Hatton and Smith (1995) suggest that the reflection demonstrates a "stepping back from the events/actions leading to a different level of mulling about, discourse with self and exploring the experience, events and actions using qualities of judgment and possible alternatives for explaining and hypothesizing" (p. 19). As regards the modification to this level as well as the previous level, Pisova's (2005, as cited in Syslova, 2015) reflective model (see Appendix 2) was found helpful in identifying the range of dialogic reflection took place in the participants' data. Pisova suggested stages starting from description, analysis, evaluation, alternative, generalization to metacognition as repeating phases of reflection.

In *critical reflection*, being the highest level, Hatton and Smith (1995) suggest that reflection demonstrates awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by, multiple historical, and socio-political contexts.

Albeit a multitude of studies that indicate the level of reflection as depicted in the student teachers' reflective teaching journals (see Nurfaidah, 2016), there is a scarcity of studies that specifically investigate the the level of reflection of Indonesian EFL pre-service teachers within the instructional settings. Therefore, this study attempted to investigate the level of reflection of EFL pre-service teachers during their field teaching practice at the host-schools.

METHOD

The present study was framed in a phenomenological case study design (Yin, 2013) of the level of reflection of four EFL pre-service

teachers during their teaching practicum. The EFL pre-service teachers' quality of reflection is seen as a case because as the teaching interaction progressed within their instructional context, each participant yielded unique quality of reflection with the potential to progress into higher levels.

The field teaching program itself was conducted in a private junior high school and a private senior high school in which a participant and three participants of this study were assigned, respectively. Each participant had never been exposed to field teaching experience before. It was their first experience to face real students. Their first exposure into teaching practice was only simulated teaching during their microteaching course as the prerequisite to field teaching practicum.

As regards exposure to reflective activities, the participants were engaged on how to keep reflective teaching journal during their microteaching course. At the commencement of this study, they were also reminded about the importance of keeping their teaching records.

This study deployed various instruments such as reflective teaching journals as the main tool of data collection, and triangulated with videotaped-observation, stimulated recall, and interview. Journal was chosen to be the main research tool in this study because it is widely used in the study of teacher cognition in pre-service teacher education regarding its flexibility to be incorporated into assigned coursework, especially during practicum (see Borg, 2006) as well as a tool to encourage reflection (see Bailey, 1990; Moon, 2006; Ulusoy, 2016).

Prior to journal writing activities, the participants were given a reflection guideline proposed by Richards and Lockhart (1996) appropriate to language classroom use. Unlike the structured journals (Borg, 2006), however, the respondents only needed to address some issues of their concerns listed in the guideline. After teaching a class, they were asked to write their reflections in Indonesian, not in English, in order to make the flow of their thoughts not be blocked by the language difficulty because as Borg (2006) points out, journal writing itself requires a lot of energy and effort, i.e. linguistic, cognitive, and socio-cultural demands. The journals then were sent to the researchers' email on weekly basis, which in the end yielded with total 24 entries.

Framed by Hatton and Smith's (1995) level of reflection in written reflection (see Appendix 1), the coding method in this study followed Malik and Abdul-Hamied's (2014) suggestion by locating the relevant texts containing the repeating ideas within the same level of reflection, followed by categorising the recurring themes of level of reflection. In addition, in order to ensure a particular unit of reflection is coded accordingly, Hatton and Smith (1994) required the text being constructed

before furthering into recognising reflective forms by locating "certain syntax and language patterns" (p. 10).

Therefore, Halliday and Mathiessen's (2014, p. 603) functional grammar relative to "the lexicogrammatical resources of cohesion", was used in the text analysis. Each journal entry was divided into each sentence in order to locate the two fundamental relationships of logico-semantic relation (see Appendix 2), i.e. expansion (elaboration, extension, and enhancement) and projection (locution and idea). Expansion indicates the relation of phenomena as being of the same order of experience, whereas projection indicates the relation of phenomena of one order of experience (the processes of saying and thinking) to phenomena of a higher order (semiotic phenomena – what people say and think) (Halliday & Mathiessen, 2014, p. 443). The logico-semantic relation was used to decide reflective thought unit (henceforth RTU) within a journal entry. This approach was deployed throughout the analysis data.

Along with ongoing data analysis, modification to Hatton and Smith's (1995) categorisation was needed when data revealed more complex categories in descriptive reflection and dialogic reflection. Therefore, pertaining to the modification, another scrutiny was attempted into looking further stages of reflection proposed by Pisova (2005, as cited in Syslova, 2015) in order to unpack complex data found in dialogic reflection level (see Appendix 3).

FINDINGS

This section presents findings and discussions from data collected in reflective teaching journals. Although data were also collected from interviews, fieldnotes of the video-recorded lesson episodes and stimulated recall protocols, for reasons of space limitations in this paper, only examples from journal entries are discussed. All names are pseudonyms and will be addressed as Pre-Service Teacher (henceforth PST) 1, PST 2, PST 3, and PST 4.

The presentation of findings in this section will be based on cross-case data analysis. Findings will be discussed with reference to similarities and differences found in PSTs' levels of reflection and their progress in developing the quality of reflection in their reflective teaching practice during the field teaching program.

In PSTs' data, all identified levels of reflection indicated the development of their reflection process and the quality of their reflection. During the course of the field teaching program, total individual submission of reflective teaching journal entries varied. As shown in Table 1, PST 1 submitted the most entries of all PSTs with total 8 entries covering her insights of the program commencement, all of her classes during the program, and the closing of

the program. PST 2, with the second most submission, only submitted 6 entries covering only six of her classroom teaching experiences. Such uniqueness in data submission resulted in varied amount of texts (Table 2). Differences in total journal entry submitted emerged because even though each participant was encouraged to email

one reflective teaching journal each week after their teaching practice, not all of them faithfully did so. They said it was because they had to deal with many things regarding teaching preparation, such as preparing lesson plan, teaching material, teaching media, and consulting the lesson plan with the mentor teacher, which consumed their time.

Table 1. PSTs' context of reflection in reflective teaching journal

Entries	Context of each entry			
	PST 1	PST 2	PST 3	PST 4
Entry #1	Program commencement	1st teaching	Program commencement	3rd teaching
Entry #2	1st teaching	2nd teaching	1st teaching	4th teaching
Entry #3	2nd teaching	3rd teaching	2nd teaching	5th teaching
Entry #4	3rd teaching	4th teaching	3rd teaching	7th teaching
Entry #5	4th teaching	5th teaching	4th teaching	8th teaching
Entry #6	5th teaching	6th teaching	-	-
Entry #7	6th teaching	-	-	-
Entry #8	Program closing	-	-	-

Table 2. PSTs' total word count in reflective teaching journal

Entries	PARTICIPANTS			
	PST 1	PST 2	PST 3	PST 4
Entry #1	323	349	1381	423
Entry #2	274	226	377	335
Entry #3	289	255	614	323
Entry #4	434	334	230	294
Entry #5	246	253	180	175
Entry #6	438	309	-	-
Entry #7	220	-	-	-
Entry #8	430	-	-	-
TOTAL	2654	1726	2782	1550

Table 3. Recap of PSTs' levels of reflection in reflective teaching journal

PST/Entries	Level of Reflection in RTJ							CR
	DW	DesR (L1)	DesR (L2)	DesR (TL)	DialR (L3)	DialR (L4)	DialR (L5)	
PST 1 (8 entries)	12	6	2	0	15	5	9	0
PST 2 (6 entries)	5	2	0	2	5	4	11	0
PST 3 (5 entries)	4	7	4	0	9	8	2	0
PST 4 (5 entries)	9	1	1	0	9	3	4	0

Note:

DW = Descriptive Writing; DesR (L1) = Descriptive Reflection (Level 1); DesR (L2) = Descriptive Reflection (Level 2); DesR (TL) = Descriptive Reflection (Transition Level); DialR (L3) = Dialogic Reflection (Level 3); DialR (L4) = Dialogic Reflection (Level 4); DialR (L5) = Dialogic Reflection (Level 5); CR = Critical Reflection

Meanwhile, PST 3 and 4, although yielded with the same amount of entries, i.e. 5 journals each, they diverged in light of the context of reflection coverage. Relatively similar to PST 1, PST 3's reflection covered the commencement days of the program and her teaching experiences.

Interestingly, although the participants differed in the amount of the submitted entries, as illustrated in Table 2, the total length of PST 3's entries was greater than that of PST 1's to a certain extent due to PST 3's first entry was a six-and-a-half-page length, which equals to four PST 1's entries. Unlike the other participants, in her insights about the commencement of the program in entry 1, PST 3 explored various things she encountered during her first week at the host school, from the problem they had to face at the very first day, the problem she was

confronted with her mentor teacher, until her experience during classroom observation.

In terms of level of reflection, PSTs' data indicated that as the program went on and they encountered with more classroom realities, the quality of their reflection was getting deeper. In case of PST 3, for example, although she yielded a considerable amount of reflective thought units (RTUs) in her first entry, but her reflectivity level was in Level 4 at most. As she experienced the classroom realities, her reflectivity was also improved to deeper level. Similarly, in case of PST 4, despite 'incomplete' submission of teaching journal, as she started her submission from her third teaching until the eighth, minus sixth teaching, she revealed the quality of deeper reflection throughout her journal entries like the other participants. Table

3 demonstrates that PST 2, despite her third most amount in her submitted entries, she proved to be the most revealed of *dialogic reflection (Level 5)*.

In general, *dialogic reflection* occupied the most frequent occurrence in all PSTs' reflective teaching entries as well as during the stimulated recall session. The second most frequent occurrence in the PSTs' entries was *descriptive writing*, except in PST 3's entries in which *descriptive reflection* became the second most dominating level. The least occurrence in their reflective teaching entries was positioned by *descriptive reflection*.

Overall, as illustrated by Table 3, PSTs' trend of levels of reflection found in their journal entries reflects the development of their reflection into more reflective one as the field teaching program went on. The trend, in other words, showed their ability to reflect more evaluative in *dialogic reflection level*.

Descriptive Writing (Non-reflection)

In all of PSTs' entries of teaching journals, *descriptive writing*, though counted as non-reflective, also characterized their reflective development. This non-reflective account was primarily found as point of departure in the participants' reflection.

Figure 1 depicts overall frequency of *descriptive writing* occurrences throughout PSTs reflective teaching journal entries and transcript of stimulated recall interview. PST 1's data demonstrated to be with the most occurrences in this category. This is partly due to the large amount of reflective teaching entries she submitted compared to PST 2 and PST 4. Besides that, she also has the tendency to explore her teaching experiences in reportive way as exemplified in the following vignette.

"When I came into the class I did as planned in the lesson plan. I taught *expressing asking for and giving opinions* with integrated listening ... Then I gave reinforcement on what they had listened by answering the *dialogue (fill the blank)* with the students. Next, I gave an example of how to make a short dialogue in pairs. After that, I asked the students to practice with their pairs. Lastly, I assigned them a task and asked them to give summary on today's learning. I ended with *thank you and see you tomorrow*." (Entry #2)

In contrast to PST 1, although yielding with the most amount in terms of word count, PST 3's reflections revealed the least occurrences of this category. In other words, PST 3 was most likely more reflective than PST 1 with reference to the minimum use of reportive accounts in her reflective teaching entries.

Variations in this category were likely due to individual style in writing their reflective teaching entries as well as reflective ability when doing individual reflection. Their journal entries suggested

that they have their own way in evaluating their instructional practices even if they were provided with the same guideline in writing their reflections.

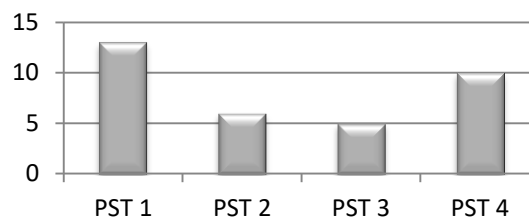


Figure 1. Frequency of descriptive writing occurrence in the PSTs' journal entries

Descriptive Reflection

In this category, all PSTs' data was mostly featured by *descriptive reflection (Level 1)*. Yielding with considerable accounts in teaching journal entries, PST 1 and PST 3 revealed quite similar amount of RTUs satisfying *descriptive reflection (Level 1)* category.

PST 1's reflection, for example, was firstly revealed in entry 4 right before the last RTU. It occurred when PST 1 justified a phenomenon took place during the third meeting in simple way, without providing an attempt to explore more consequences as in the following extract:

"Another event happened in the classroom today was that I usually taught using *In-focus* but [today] the *In-focus* was suddenly in trouble so that I couldn't deliver the material clearly due to the problem." (Entry #4)

Compared to PST 2 and PST 4, both of the participants reflected less in this fashion. In all five of PST 4's, for example, this category only emerged once in entries 4, and 6 each. In PST 4's reflections, for example, this level was only revealed in entry 4 as the last RTU. It occurred when she justified the reason for ending the class before it was time in simple way, without providing an attempt to explore more consequences as in the following extract:

"At yesterday's meeting (Thursday) we ended the lesson before the time was up because the end-of-class bell has rung. They said that the teachers were going to have a meeting." (Entry #4)

As for PST 2, the following extract demonstrates her descriptive deliberation.

"I was lazy because of stress in dealing with the students. Therefore, I lost my spirit." (Entry #4)

It was revealed right after the introductory dialogic reflection. It occurred when PST 2 justified why she was dispirited, but presented in simple way, without providing an attempt to explore more consequences. Having reflected on that, she revealed a situation where she suddenly got an idea to engage the students in the classroom actively as in:

“But when I was in the classroom, there was still plenty of time left after the review. While checking the students' answers on the task I assigned them for the review, suddenly I've got an idea to play a game from the task. I asked each student to write one sentence out of their task's answer on the whiteboard then I checked the grammar. Those who wrote wrong sentences were punished to compete in spelling some words I have provided. Those who could spell faster and without mistakes were given extra marks and the rest who did mistakes were given another punishment to write another sentence on the whiteboard and having other students who had correct answers checked them.” (Entry #4)

On the surface, those two extracts from PST 2's entries differed in length. However, they were considered to serve *descriptive reflection (Level 1)* because they shared the similarity in presenting a justification for a phenomenon in simple way. The second extract above is greater than the first one in length but actually it contains reportive account following the simple justification for the classroom activity.

The PSTs' trend in terms of yielded deliberations was also shown in *descriptive reflection (Level 2)*, only that this level was explored less than *descriptive reflection (Level 1)*. The following excerpts exemplify PSTs' reflections in this category.

“At the beginning of the teaching I explained about *simple present tense*. When I asked them the pattern of *simple present* they said that they knew it well. However, when I asked them to give me an example they were really confused. Some of the students could [make a sentence] but still grammatically incorrect. In this case, they couldn't differentiate verbal sentences and nominal sentences. For example, they wrote “*She is buy shoes*”. They were also still incorrect in agreeing *personal pronoun* with *to be (am, is, are)*, so that I gave them more examples of sentences containing verb and noun.” (Entry #5)

“The following day I went to school to teach as my mentor asked me. Before that I have studied the teaching material and prepared lesson plan. But the problem is I couldn't focus that night which might be due to my anxiety and lack of confidence that I might do mistakes the next day. Therefore, I couldn't put the idea or even arranged my lesson plan into the written ones so that I went to the school without making lesson plan and preparing the teaching material which I have studied the night before” (Entry #1)

Unlike the other participants, PST 2 revealed the exploration in *descriptive reflection (Transition Level)* when the identified RTUs showed the indication of evaluation (through the trace of mental realization) but not further justified and analyzed making it shared the characteristic of descriptive reflection. This level of reflection occurred twice, in

entry 2 and entry 6, occupying the introductory position of the entry as in:

“In my teaching, at first I thought *Oh, teaching a small class and quiet class is fun.*” (Entry #2)

and:

“This time I have prepared worksheet which I believe could help the students in writing *analytical exposition* text.” (Entry #6)

Those extracts above contain mental realization such as *I thought* and *I believe*. However, since both of RTUs were not followed by proper evaluation to serve as *dialogic reflection*, they were then categorized as transitional reflection from descriptive to dialogic one. This level of reflection demonstrates PST 2's attempt to engage more in deeper reflection but with yet some failures to provide more supporting analysis for her evaluative accounts.

Overall, Figure 2 demonstrates the frequency of all PSTs' *descriptive reflection* occurrences throughout their reflective teaching journal entries.

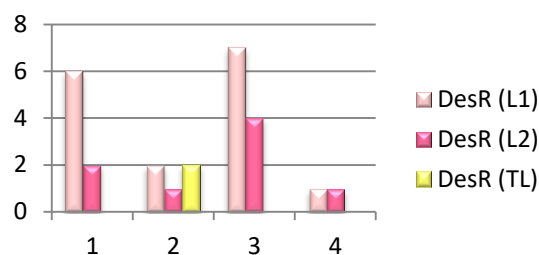


Figure 2. Frequency of descriptive reflection occurrence in the PSTs' journal entries

Dialogic Reflection

Being in the level of deeper reflection, this category is primarily featured by more complex evaluative accounts. In general, PSTs' data was dominated by *dialogic reflection (Level 3)*. As illustrated in Figure 4, the most occurrence was found in PST 1's reflective teaching journal entries. PST1, PST 2 and PST 3 shared similar trend in this category that their evaluation towards their instructional practices was mainly in evaluative yet simple way. PST 2, however, indicated to explore this category differently that in her reflections, this category became the least in dialogic reflection. The following examples show the participants' dialogic deliberation in this category.

“There are only 13 students in this class. It makes me easier to control the class because it is a small class. However, there are some students who are noisy. But I'm very happy because they are enthusiastic or they are willing to study with me.” (Entry #2)

“At the fourth meeting, as I said before [in the previous journal entry], I just planned to review the teaching material that I have delivered. I didn't

prepare any teaching resources because I was confused what kind of resources would be interesting for these students. Therefore, since I just wanted to review, I didn't prepare the lesson plan nor resources." (Entry #4)

"I started the class by reviewing the previous lesson but no one answered my questions. Then I began brainstorming. I was a bit disappointed because it seemed there was no mutual interaction between me as a teacher and the students. Therefore, I tried to break the ice so that they can be relax during the lesson. Yet, I still found them sitting in silence". (Entry #2)

"The technique I used was pair work. In pairs I asked them to analyze the expression of sympathy and showing affection in the distributed dialogue. But I saw that they were still confused in analyzing it. Therefore, I approached each pair in order to explain how to analyze it, because if I explained in front of the classroom they wouldn't pay attention and making them didn't understand or confused." (Entry #4)

Although yielding with the second most RTUs in this *dialogic reflection*, PST 2's data with regard to *dialogic reflection (Level 4)* was the most among PSTs. The second most RTUs in this category was PST 3, while PST 1 and PST 4 shared the RTUs amount in similar fashion despite their great difference in overall amount of RTUs, indicating PST 4's deeper quality of reflection than PST 1.

The following vignette exemplifies the way PST 1 evaluated her first experience at the host-school by attempting to provide more justification and elaboration.

"There were some mistakes when we were admitted to the school. It was perhaps due to our program coordinator's ignorance. The school didn't get any formal notification from campus about the commencement of the program which made us like illegal for conducting the field teaching practice there. But in the end we asked for the notification from campus and soon gave it to the principal and two mentor teachers. I think this is an unforgettable experience." (Entry #1)

The following vignette shares similar evaluative characteristic of this level in PST 2's data, only that she engaged more attempt to expand her evaluation through provision of more elaboration and examples in light of evaluating the situation she faced. She revealed:

"Thank God... After I explained to them about [learning and the importance of] English, they started to be open about their problem in learning English. Most of them are having troubles in grammar and limited vocabularies so that they are facing difficulties in speaking, writing, listening, even reading that they cannot comprehend the passages. So, it is difficult. Besides that, they said that their English teacher at the school did not care whether they understand or not what the teacher was delivering and she kept going. Also, they

acknowledged that I spoke too fast in front of the classroom while all this time whenever I asked them whether I spoke too fast or not, they just said that it was fine." (Entry #6)

This type of level also featured PST 4's reflection in the following entry when she evaluated on her instructional progress during the second week of teaching time. In this case, she deliberately reflected the phenomena with more provision of evaluation as in:

"I started the class by recalling yesterday's lesson and thank God today was better than the first day because they could interact with me directly and the classroom atmosphere was better and I felt comfort, unlike the first day which was full of anxiety and tense feeling. Today I enjoyed being in the classroom and I soon asked for their homework whether they did it or not. I checked it out on each student's desk. I was very happy because almost all of them understood what I explained yesterday. My heart was so proud because even though yesterday they kept silent and was so agitated, but actually they paid attention to what I explained." (Entry #3)

The highest or the deepest level in this category, *dialogic reflection (Level 5)* was dominated, again, by PST 2, showing her qualities of engaging more complex evaluation, alternatives, and metacognition throughout her reflection as revealed in her reflections.

Unlike PST 1, the quality to reflect deeply has emerged in PST 2's first reflective teaching journal entry where she reflected about her negative appreciation towards her first teaching performance in the classroom. She reflected:

"I really wanted to see the English teacher's way of teaching in the classroom before I substitute her, but unfortunately she didn't want to be observed. Therefore, in my first teaching there's nothing I could be proud of. The thing that made me feel worse was my handwriting on the whiteboard was very bad and messy." (Entry #1)

In above example, she revealed how she wished to observe her mentor teacher before doing her own teaching but not realized and leading to negative consequences relative to her teaching performance. In so doing, PST 2 has attempted to deal with self-reflection and metacognitively assessed her own shortcomings in teaching.

As her reflective progress more developed, she demonstrated the ability to engage in more complex evaluation and metacognition. The following extract indicates her deliberation in providing series of evaluation and awareness. She noted:

"After the third meeting, I started to feel a bit annoyed since it seems that the students don't know or perhaps they don't want to appreciate what I have done for their class so far; from preparing and making teaching media, preparing teaching materials and explaining in front of the class until my mouth went dry. But now, as I'm reflecting it, I start to think about many things like: (a) the ways to

make them understand the material I'm delivering to them because as far as I'm concerned they still don't get whatever I deliver to them, (b) the ways to make them want to do the tasks that I assign them to do, or (c) maybe they're bored with the way I teach since I always use teaching media which I put on the whiteboard and *pair work* technique." (Entry #3)

Meanwhile, the second most RTUs in dialogic reflection was PST 1, while PST 3 revealed to reflect in this fashion the least among all. Compared to PST 3, PST 4's data indicated her level of reflectivity deeper than PST 3 with reference to more RTUs in this category found in PST 4's data than in PST 3's despite the fact that PST 4's RTUs in dialogic level was the least of all. Figure 3 demonstrates the overall frequency of all PSTs' *dialogic reflection* occurrences throughout their reflective teaching journal entries.

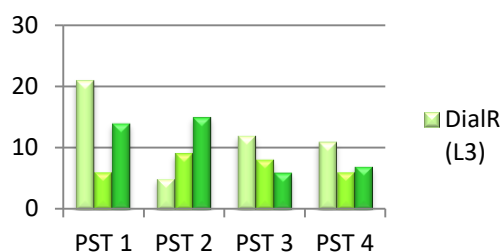


Figure 3. Frequency of dialogic reflection occurrence in the PSTs' journal entries

In general, differences found in this category were likely due to individual development in being able to deliberately think about their instructional settings in more analytical and integrative way. It was revealed that along with the course of the field teaching program, the PSTs' reflectivity shifted from lower level of reflection to deeper level of reflection. Findings suggested that in general all PST reached the level where they could do self-reflection and could be more aware of their teaching and learning process as the program went on. In other words, all PSTs are most likely to able to develop in deeper reflection, or even critical reflection, under proper guidance of teacher educators and teaching education program.

Critical Reflection

The result of analysis in all PSTs' data indicates no proof of this deepest level in their reflections. It is because, overall, all the participants were still in their very initial phase of teaching experience in the real classroom with time constraint which may prevent them from reflecting their classroom teaching practices critically, regarding critical reflection needs time to be developed.

DISCUSSION

The findings concerning the levels of the EFL PSTs' reflection reveal that the student teachers

participated in this study have shown the ability to reflect in deeper level, i.e. *dialogic reflection* despite their limited exposure to the real teaching experience. It is probably due to the pedagogical scaffolding given to them through appropriate guideline in doing reflection during their Microteaching course the previous semester. It proves McIntosh's (2010, as cited in Ryan, 2012, p. 1) argument that the "attempts to include reflection in assessment tasks with little or no pedagogical scaffolding generally results in superficial reflections that have virtually no impact on learning or future practice".

It is closely related to the exposure towards real teaching experience (in the case of the student teachers who are conducting the real teaching experience in the real classrooms) which in terms of reflective practice, they should have been exposed to various practices of learning and teaching reflection starting from their early study in the language teacher program. In this way, supporting Moradkhani et al.,'s (2013), the teacher educator should provide pedagogical scaffolding or reflection guidelines in order to make the student teachers' reflection more meaningful and to help gradually reach the level of critical reflection once they deal with the real teaching context.

The findings in PSTs' *descriptive writing* resonate Hatton and Smith's (1994) and Collier's (1999) result that student teachers, in their early engagement with teaching practices, commonly begin their reflections with description of events. Saber et al. (1991; as cited in Tsui, 2003) argue that it exists because the beginning teachers are less analytical and interpretive, making them describe what they experienced with limited range of reasons for their actions.

Later on, as they gain more experiences, the ability to further justify their descriptive events positioned them into descriptive reflection. This study reveals that descriptive reflective activities also featured the PSTs' teaching journal entries, showing their ability to justify their actions nonetheless in reportive or descriptive way, because, as Hatton and Smith (1994) argue, this first level of reflection-on-action is more easily mastered and utilised.

The PSTs' ability to move on to the higher level of reflection, from only describing the teaching and learning process to justifying their actions in the classroom, characterizes what Schön (1987) termed as 'reflection-on-action' in early stage. Further exploration in and more exposure with instructional practices elevated their reflection into dialogic reflection in nature (Hatton & Smith, 1994; Syslova, 2015). It is in this level that the students need to be fostered into during their teaching education program.

As regards critical reflection in this study, there was no proof of this highest level in the

participants' journal entries. It is because the participants were still in their very initial phase of teaching experience in the real classroom with time constraint which may prevent them from reflecting their classroom teaching practices critically, regarding critical reflection needs time to be developed. It agrees with Hatton and Smith's (1994) study that critical level only evidenced in very small portion of the student teachers' reflections due to this level demands broader knowledge and more experiences pertaining to time to develop.

Therefore, in order to raise the students' level of quality in reflective activities, teacher education programs should be designed to engage the student teachers with reflective actions (Hoover, 1994) as early as possible (Hatton & Smith, 1994; Moradkhani, et al.'s, 2013 so that students' deliberation could move beyond personal concerns to educational principles and practice, leading to the broader issues of social, cultural, political, and ethical into school context. Moreover, reflecting on multiple aspects of teaching is believed to be able to foster new teachers' knowledge integration and development to a more complex view of teaching (Davis, 2006; Widodo & Ferdiansyah, in press).

However, pre-service teachers' attitude and their lack of capacity are responsible for how they understand reflective practice (Farrell, 2006), thus impacting on how they write their reflections in their journals. Therefore, through careful structuring and monitoring of journal writing, the reflective practice may help the teachers write in a way that more readily promotes critical reflection and accordingly provides useful benefits in teacher education and professional development (Richards & Ho, 1998; Wareing, 2016; Zulfikar & Mujiburrahman, 2017). In so doing, the participants' cognitive processes could be stimulated into more explicit than in their actively constructing knowledge about teaching and learning (Hoover, 1994).

CONCLUSION

The findings of this study have indicated that reflection is content specific (Gelfuso, 2016) in that the reflective practitioner need time, knowledge, and experience to develop their professional understanding in teaching. The present study has revealed that the participants' level of reflectivity is mostly within the range of *dialogic reflection (Level 3 and Level 4)*. It indicates their ability to mentally evaluate their instructional activities during their field teaching experience using qualities of judgement, analysis, evaluation, posing alternatives, and raising awareness through self-evaluation or metacognition. Descriptive writing, the non-reflection one, however, also commonly featured the pre-service teachers' reflections as it was moderately used as the point of departure in their

reflection before they came into descriptive reflection or dialogic reflection.

Later in their reflective journals, as the field teaching program went on, the PSTs' level of reflection clearly showed development. As the PSTs experienced more engagement with the students and the instructional activities, their ability to develop thinking capacity to attend more complex and problematic matters in their instructional settings was revealed through their dialogic reflective deliberations. Some parts of their journal entries demonstrated the way they evaluated the actions and phenomena, raising awareness to what was going on around them, leading to reframing and exploring the phenomena using qualities of judgement and possible alternatives for explaining and hypothesizing.

As regards critical reflection in this study, there was no proof of this deepest level in the participants' reflections. It is because the participants were still in their very initial phase of real teaching experience limited by the program schedule which may prevent them from reflecting their instructional practices critically, regarding critical reflection requires time to progress.

This study implies that English language teacher education program should equip and encourage the pre-service teachers with more exposure to teaching learning activities which may trigger them to engage in higher level of reflection.

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Appendix 1: Criteria for the Recognition of Evidence for Different Types of Reflective Writing/Level of Reflection (cited from Hatton & Smith, 1995, p. 19)

Descriptive writing	<ul style="list-style-type: none"> • Not reflective. • Description of events that occurred/report of literature. • No attempt to provide reasons/justification for events.
Descriptive reflection	<ul style="list-style-type: none"> • Reflective, not only a description of events but some attempt to provide reason/justification for events or actions but in a reportive or descriptive way. eg, <i>'I chose this problem solving activity because I believe that students should be active rather than passive learners.'</i> • Recognition of alternate viewpoints in the research and literature which are reported. eg, <i>'Tyler (1949), because of the assumptions on which his approach rests suggests that the curriculum process should begin with objectives. Yinger (1979), on the other hand argues that the 'task' is the starting point.'</i> • Two forms: <ul style="list-style-type: none"> (a) Reflection is based generally on one perspective/factor as rationale. (b) Reflection is based on the recognition of multiple factors and perspectives.
Dialogic reflection	<ul style="list-style-type: none"> • Demonstrates a 'stepping back' from the events/actions leading to a different level of mulling about, discourse with self and exploring the experience, events and actions using qualities of judgement and possible alternatives for explaining and hypothesising. • Such reflection is analytical or/and integrative of factors and perspectives and may recognise inconsistencies in attempting to provide rationales and critique, eg, <i>'While I had planned to use mainly written text materials I became aware very quickly that a number of students did not respond to these. Thinking about this now there may have been several reasons for this. A number of the students, while reasonably proficient in English, even though they had been NESB learners, may still have lacked some confidence in handling the level of language in the text. Alternatively a number of students may have been visual and tactile learners. In any case I found that I had to employ more concrete activities in my teaching.'</i> • Two forms, as in (a) and (b) above
Critical reflection	<ul style="list-style-type: none"> • Demonstrates an awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by, multiple historical, and socio-political contexts. eg, <i>'What must be recognised, however, is that the issues of student management experienced with this class can only be understood within the wider structural locations of power relationships established between teachers and students in schools as social institutions based upon the principle of control.'</i>

Appendix 2: Categories of logico-semantic relation (source Halliday & Mathiessen, 2014, p. 444)

Categories and subtypes	Definition
1. Expansion (1a) Elaborating: 'i.e., e.g., viz.'	The relation of phenomena as being of the same order of experience.
(1b) Extending: 'and, or'	<ul style="list-style-type: none"> • ne clause expands another by elaborating on it (or some portion of it): restating in other words, specifying in greater detail, commenting, or exemplifying.
(1c) Enhancing: 'so, yet, then'	<ul style="list-style-type: none"> • ne clause expands another by extending beyond it: adding some new element, giving an exception to it, or offering an alternative.
2. Projecting	The relation of phenomena of one order of experience (the processes of saying and thinking) to phenomena of a higher order (semiotic phenomena – what people say and think)
(2a) Locution: 'says'	<ul style="list-style-type: none"> • ne clause is projected through another, which presents it as a locution, a construction of wording.
(2b) Locution: 'says'	<ul style="list-style-type: none"> • ne clause is projected through another, which presents it as an idea, a construction of meaning.

Appendix 3: This Study's Modified Version of Level of Reflection as Adapted from Hatton & Smith's (1995) and Pisova's (2005, as cited in Syslova, 2015) Frameworks

Level of Reflection	Description of Category (based on Pisova's)	Sample of Reflective Thought Unit (RTU)
<p>Descriptive Reflection:</p> <ul style="list-style-type: none"> • Low Level (L1) • High Level (L2) • Transition Level (TL) 	<p>Description of phenomenon/phenomena with simple justification/reasoning and presented in descriptive way.</p> <p>Description of phenomenon/phenomena with more complex justification/reasoning and presented in descriptive way.</p> <p>Description of phenomenon/phenomena with mental realization (emotional reaction) but only provided with insufficient reasoning to satisfy the category of dialogical reflection.</p>	<p><i>Another problem I faced in the classroom was when I was presenting my teaching material, the In-focus suddenly was in trouble and I couldn't go further with my explanation in detail and clearly.</i></p> <p><i>The teaching and learning process was still dominated by me. Why? Because when I asked them to discuss in group they still highly relied on me by asking about what the passage discussed about. They were still not aware of the benefit of discussing with their friends. They were more sure that the right answer is from the teacher. However, I helped them by mingling around guiding each group and checked the things they didn't understand.</i></p> <p><u><i>In my teaching, at first I thought Oh, teaching a small class and quiet class is fun. My second teaching was speaking and still the continuation of the first meeting about expressing satisfaction and dissatisfaction.</i></u> [Note: The underlined is the sentence indicated as <i>Transition Level</i> category because it does contain mental realization 'I thought', which characterizes <i>dialogical reflection</i>; however, this evaluative sentence does not contain sound reasoning for why she thought that teaching small and quiet class was 'fun' as evident from the following sentence which talks about a different context]</p>
<p>Dialogic Reflection:</p> <ul style="list-style-type: none"> • Low Level (L3): • Moderate Level (L4): • High Level (L5) 	<p>Mental realization about phenomenon/phenomena or evaluating the phenomenon/phenomena using qualities of simple judgement/analysis/reasoning (containing description and/or analysis, and simple evaluation).</p> <p>Mental realization about phenomenon/phenomena or evaluating the phenomenon/phenomena using qualities of more complex judgement/analysis/reasoning (containing more complex analysis and evaluation).</p> <p>Mental realization about phenomenon/phenomena or evaluating the phenomenon/phenomena using qualities of more integrative analysis and evaluation (containing alternative, generalization and/or metacognition).</p>	<p><i>It was my first teaching at class XI IPA₂ on Tuesdays. I was really nervous because I left home early in the morning with intention to accompany my teaching partner at class XI IPS₂ as she was scheduled to teach at 7 a.m to 8.30 a.m. and I was scheduled to teach at the second session at XI IPA₂. But because of the class was not attended by the scheduled teacher, I was asked by the English teacher to teach in the class. Actually I was very nervous ever since the commencement day of our field teaching.</i></p> <p><i>Considering the lesson plan, I felt it didn't go as I planned before since whenever I asked them to do something like understanding passages, writing, or speaking, they just kept silence. While in fact, before asking them to write or speak, I have provided them with explanation and sufficient examples using media. I found out that they are having trouble with grammar. For example, out of the two sentences I asked them to make, none of them was correct. At last, I ended up explaining grammar rather than focusing on what I have planned before. So, my lesson plan didn't work at all.</i></p> <p><i>After the third meeting, I started to feel a bit annoyed since it seems that the students don't know or perhaps they don't want to appreciate what I have done for their class so far; from preparing and making teaching media, preparing teaching materials and explaining in front of the class until my mouth went dry. But now, as I'm reflecting it, I start to think about many things like: (a) the ways to make them understand the material I'm delivering to them because as far as I'm concerned they still don't get whatever I deliver to them, (b) the ways to make them want to do the tasks that I assign them to do, or (c) maybe they're bored with the way I teach since I always use teaching media which I put on the whiteboard and pair work technique.</i></p>