
Pre-Service English Teachers' Perceptions Towards the Use of Dialogical Learning as Reflective Practice: A Case Study

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Abstract

In the context of English as a Foreign Language (EFL) teacher education, reflective practice is an integral part of the development of pedagogical practices, yet challenges persist in its effective implementation. This study investigates the perspectives of pre-service English teachers towards dialogical learning as part of reflective practice in a teaching practicum course in a private university in Jakarta. Employing semi-structured interviews with eight participants, the study reported the incorporation of reflective practice in the course, which was beneficial for improved teaching strategies, collaboration, and knowledge-sharing. However, the findings of this study revealed several challenges such as, demotivation to do reflective practice, lack of awareness of the importance of dialogical learning in reflective practice, and resource constraints. The study calls for the importance of explicit incorporation of dialogical learning as reflective practice in order to foster a culture of constructive feedback to enhance teacher development programs. In conclusion, this research contributes nuanced insights, urging a more intentional approach to reflective practices and dialogical learning in EFL teacher education for future pedagogical growth.

Keywords: Dialogical learning, pre-service English teachers, reflective practice, teacher education

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1. Introduction

In context of EFL teacher education, reflective practice encompasses several key pedagogical components, including journal writing, micro-teaching, and practicum experiences (Hikmat et.al, 2022). These instructional resources offer pre-service English teachers an ideal environment to cultivate reflective cognition which could support the development of their professional practices. According to Hikmat (2022), prospective English teachers may develop their classroom management skills and enhance their teaching strategies by utilizing scaffolded tasks included in these practices. Through thoughtful reflection, they could develop a deeper understanding of the various needs of their students, enhance their instructional strategies, and create conducive learning for their students (Alsuhaibani, 2019; Nurkamto & Sarosa, 2020). At its core, reflexive practice enables EFL pre-service teachers to become reflective practitioners who strive for self-improvement and pedagogical growth (Zulfikar, 2010; Hikmat et.al, 2022). Nevertheless, many English teachers in Indonesia are unfamiliar with the notion of reflective practice and unaware that it is part of the prescribed elements of teacher education standards in the country (Yanuarti & Treagust, 2016; Cirocki & Widodo, 2019; La Sunra & Sahril, 2020).

Scholars suggest that reflective practice, particularly in the form of dialogical learning, should be introduced in English teacher education programs, so that prospective teachers could develop their understanding of this pedagogical practice in order to implement it in their future careers (Cirocki & Widodo, 2019; La Sunra & Sahril, 2020; Yanuarti & Treagust, 2016). Previous research has looked into aspects related to the practice of the use of dialogical learning as part of reflective practice and how these might affect pre-service English teachers' professional development in different contexts (Aguilera-Jiménez & Gallardo, 2020; Yıldırım & Uzun, 2021; Gallin, 2022). These studies have provided insights into the roles of using dialogical learning to improve thinking, engagement, self-awareness and teaching skills among future teachers in EFL settings. However, more research is required to better understand how EFL pre-service teachers perceive the incorporation of dialogical learning into teacher education programs in the Indonesian context. This study aims to fill this gap by investigating the perspectives of EFL pre-service teachers towards the integration of dialogical learning as part of reflective practice by looking at both possible roles and challenges in the implementation. By exploring the perspectives of pre-service English teachers towards reflective practice, this research aims to contribute valuable insights that

can enrich the quality of reflective practice in EFL teacher education and empower future educators to become more reflective practitioners.

1.1. Theoretical framework

1.1.1. Reflective practice in EFL teacher education

Schön (1983) defines reflective practice as an ongoing activity that includes self-awareness and analytical thought. It comprises teachers reflecting on their classroom experiences in order to enhance their teaching strategies. According to Schön's (1983), there are two types of reflection: reflection-in-action, which takes place during teaching and involves in-the-moment modifications, and reflection-on-action, which happens after teaching sessions to reflect on and improve practices moving forward. For several reasons, reflective practice is important in the preparation of EFL teachers. It enables pre-service teachers to advance their professional knowledge continually, empowering them to modify their lesson plans in response to changing student demands (Zulfikar, 2010; Hikmah et.al, 2022). Additionally, it supports the development of their teaching methods and efficient classroom management techniques, enabling them to more effectively address the particular needs of each of their students (Hikmah et al., 2022). This then makes it easier to create engaging, student-centered learning environments, which benefits students long-term and enhances academic achievement (Alsuhaibani, 2019; Nurkamto & Sarosa, 2020).

Reflective practice incorporates theoretical frameworks from various perspectives. The experiential learning theory, put forth by Kolb in 1984, maintains that knowledge is acquired by first-hand experience and subsequent reflection. Reflective inquiry, a method of critical analysis on professional practice with the aim of discovering and addressing underlying assumptions and values, was first used by Schön (1987). Social constructivism, which emphasizes how individuals interact with one another and collaborate to create knowledge, was developed by Vygotsky in 1978. Social constructivism emphasizes how interpersonal relationships and social interactions influence how people see their environment. The importance of social interaction and teamwork in the production of knowledge is emphasized by the theoretical system known as social constructivism (Vygotsky, 1978). This viewpoint holds that people learn through their interactions with others and that social processes provide information. Pre-service teachers can benefit from reflective practice by discussing their teaching practices with colleagues, getting feedback from mentors and coworkers, and working with peers to develop engaging and successful instructional strategies (Farrell, 2020; Saimon & Mtenzi, 2021).

Reflective practice in Indonesia faces significant challenges because of the prevalent teaching culture and practical constraints (Cirocki & Widodo, 2019). It is challenging for pre-service teachers to successfully integrate reflective practices because Indonesia's dominant teaching culture prioritizes traditional approaches like rote learning, where students are expected memorize information through repetition without necessarily understanding the

underlying concepts or principles (Malik, 2020), and teacher-centered approaches (Pang, 2022; Ahsanu et al., 2020). Furthermore, pre-service teachers frequently struggle with a lack of resources and a severe workload, which limits their capacity for reflective practice (Hajar et al., 2020; Salim et al., 2021). The challenges of implementing student-centered teaching practices become more challenging by the lack of access to professional development opportunities that emphasize reflection, especially in rural locations (Ahsanu et al., 2020). There is a need for clear direction and support because many Indonesian educators are still not familiar with the idea of reflective practice and how it is included into the Indonesia teaching standards (Yanuarti & Treagust, 2016; Cirocki & Widodo, 2019; La Sunra & Sahril, 2020).

In conclusion, reflective practice, as defined by Schön (1983), is a critical component in the preparation and ongoing development of EFL teachers. By engaging in both reflection-in-action and reflection-on-action, pre-service teachers can continuously improve their teaching strategies to better meet the needs of their students. The integration of theoretical frameworks such as Kolb's experiential learning theory, Schön's reflective inquiry, and Vygotsky's social constructivism underscores the importance of reflection as a multifaceted approach to professional growth. Despite the challenges posed by Indonesia's traditional teaching culture and practical constraints, there is a clear need for the promotion and support of reflective practices to foster more effective, student-centered learning environments. Addressing these challenges through professional development and resource allocation can enhance the capacity of pre-service teachers to implement reflective practices, ultimately benefiting students' long-term academic achievement.

1.1.2. Dialogical learning

Dialogical learning emphasizes the crucial importance of conversation and interaction in knowledge production (Yıldırım & Uzun, 2021). Dialogical learning is underpinned by Vygotsky's socio-cultural theory and Bakhtin's dialogism. While Bakhtin's dialogism offers light on how language and communication affect individual thinking and meaning formation, Vygotsky's Zone of Proximal Development (ZPD) emphasizes the importance of social interactions in cognitive development (Vygotsky, 1978). Dialogue, which is defined by the collaborative exchange of ideas, and discourse (O'Rourke, 2020), which has an impact on how communities co-create shared meaning, are key concepts that are crucial for dialogical learning.

Different dialogical learning models have been put forth, including King and Kitchener's Reflective Assessment Model, which tracks cognitive progress through dialogue (King & Kitchener, 1994), and Garrison and Anderson's Community of Inquiry Model, which is designed for online learning (Garrison et.al, 2010). The advantages of dialogical learning, such as deeper critical thinking, enhanced problem-solving skills, and the reinforcement of a

more thorough understanding of complicated concepts, have been made clear by empirical studies (Aguilera-Jiménez & Gallardo, 2020; Yıldırım & Uzun, 2021; Gallin, 2022).

One method integral to reflective practice is dialogical learning, emphasizing the crucial role of meaningful and interactive conversations between students and teachers (Gupta & Lee, 2015). Within this framework, the classroom is envisioned as a dynamic space where students engage in dialogues, collaborate on group projects, and participate in cooperative activities that foster critical thinking and active involvement (Arinda & Sadikin, 2021). The essence of dialogical learning lies in recognizing that language acquisition thrives on genuine exchanges mirroring real-world language use, transcending traditional memorization and drills (O'Rourke, 2020). Through dialogical learning, students are encouraged to express their perspectives, ideas, and opinions within the classroom's safe environment, not only enhancing language proficiency but also cultivating cultural awareness and a deeper understanding of language context (Arinda & Sadikin, 2021; Zhang & Zhang, 2020). This method instils the confidence and skills necessary for effective communication in English, empowering learners to actively participate in their language learning journey through reflective practice.

The implementation of dialogical learning as part of reflective practice in Indonesia is still under-explored. A study conducted by Ardi et.al (2023) reveals that dialogical learning is seen by Indonesian educators as an effective method for developing pre-service teachers' critical thinking and could help them gain awareness of their students' psychological aspects while learning. They see it as a way to encourage participation and greater topic understanding. Additionally, the current curriculum which promotes student-centered and interactive teaching methods, has helped the Indonesian educational system recognize the value of dialogue and collaboration in the classroom. Nevertheless, dialogical learning is still not widely used in Indonesia. As traditional pedagogical methods have historically predominated, challenges might be evident in the implementation of dialogical learning to reflective practice. These may include the instructors' unreadiness to adopt this approach due to their unfamiliarity of the concept and the absence of its integration into teacher education programmes (Pravesti et.al, 2020; Asrifan et.al, 2022).

In short, dialogical learning, rooted in Vygotsky's socio-cultural theory and Bakhtin's dialogism, plays a pivotal role in enhancing cognitive development through meaningful interactions and collaborative exchanges. The various models and empirical evidence highlight its effectiveness in fostering critical thinking, problem-solving skills, and a deeper understanding of complex concepts. Despite its proven benefits, the implementation of dialogical learning within the framework of reflective practice in Indonesia remains limited due to traditional pedagogical practices and a lack of integration into teacher education programs. To fully realize the potential of dialogical learning, it is essential to provide educators with the necessary training and support, enabling them to create dynamic, student-

centered learning environments that promote active engagement and critical reflection. Embracing dialogical learning can ultimately empower students to take an active role in their education, enhancing their language proficiency, cultural awareness, and overall academic achievement.

2. Method

This study employed an exploratory case study methodology to investigate the perceptions of EFL pre-service teachers regarding the use of dialogical learning in reflective practice. An exploratory case study is particularly suitable for this research as it allows for an in-depth exploration of the relatively under-explored phenomenon of dialogical learning within the context of reflective practice (Given, 2008). This approach is effective in uncovering new insights and generating hypotheses for further research. The study was conducted over a period of two months, from October 2023 to November 2023. During this time, the researchers collected and analysed data to gain a comprehensive understanding of the participants' perspectives.

The primary data collection method chosen for this study was semi-structured interviews. This approach offers flexibility and depth, allowing participants to express their views and experiences in their own words (Ahlin, 2019). The semi-structured interviews were designed to cover several key indicators and aspects related to dialogical learning and reflective practice. One of the main aspects explored was the participants' understanding of dialogical learning, including their definitions and conceptualizations of the concept, as well as their awareness of its theoretical foundations, such as Vygotsky's socio-cultural theory and Bakhtin's dialogism. Another important aspect was the implementation of dialogical learning in the classroom. Participants were asked to share their experiences and provide examples of how dialogical learning is applied during their teaching practice, including specific activities and strategies used to foster dialogue and discussion.

The interviews also focused on the perceived benefits of dialogical learning. Participants provided insights into the advantages of dialogical learning for student engagement and learning outcomes, particularly how it enhances critical thinking, problem-solving skills, and language proficiency. Additionally, the study examined the challenges and barriers faced in implementing dialogical learning within the current educational context. Participants discussed the institutional, cultural, and practical barriers that hinder effective dialogical learning.

Reflective practice was another key area of focus. Participants shared their views on the role of dialogical learning in reflective practice and provided examples of how it has influenced their reflection on teaching practices and professional development. The interviews also explored the availability and adequacy of support and training related to dialogical learning. Participants offered suggestions for improving the support and resources

available to pre-service teachers. By focusing on these indicators, the semi-structured interviews provided a comprehensive understanding of EFL pre-service teachers' perceptions of dialogical learning in reflective practice. This exploratory case study thus contributes valuable insights into the potential and challenges of integrating dialogical learning into teacher education programs.

The research participants consist of eight pre-service teachers specializing in EFL education (see Table 1). These pre-service teachers were selected from a private university located in Jakarta, Indonesia. The selection criteria focused on individuals who have actively integrated dialogical learning into their reflective practices during their teacher training programs. This choice of participants ensures that the research captures the perspectives of individuals with relevant experience and insights into the topic of interest.

Table 1. Participant information

No	Pseudonyms	Gender	Age
1	Pre-service teacher A	Female	24
2	Pre-service teacher B	Female	22
3	Pre-service teacher C	Male	22
4	Pre-service teacher D	Female	22
5	Pre-service teacher E	Male	22
6	Pre-service teacher F	Female	22
7	Pre-service teacher G	Female	22
8	Pre-service teacher H	Male	23

The semi-structured interviews were divided into two distinct sessions, each attended by four pre-service teachers. This division into two sessions enables the researchers to facilitate a more focused and in-depth discussion with each group of participants. The first session gathered the perspectives of the first group of four pre-service teachers, while the second session involved the second group of four pre-service teachers. This arrangement helped ensure that all participants had ample opportunities to express their views and experiences, promoting a comprehensive understanding of their perceptions of dialogical learning in reflective practice. Additionally, online group interviews were chosen as the research instrument by using Microsoft Teams as the primary platform for these interviews to ensure a convenient and efficient means of data collection, promoting the active participation of the pre-service teachers in the research process.

The data analysis aimed to extract significant insights from the obtained semi-structured interview data. Initially, the researchers immersed themselves in the interview transcripts to obtain a thorough understanding of the material. The purpose of this immersive stage is to discover reoccurring ideas and concepts related to dialogical learning in reflective practice among EFL pre-service instructors. Following that, an initial coding step was undertaken to label specific portions of data systematically, capturing key concepts and trends. The

researchers then assigned codes to important portions of text directly linked to the research objective throughout this coding procedure, providing the groundwork for the upcoming theme analysis. Afterwards, the codes were sorted into prospective themes, showing commonalities or differences in the perspectives of the participants. This theme search entailed examining the relationships between codes and identifying overarching themes that captured the core of the research data. The next stage was to organize the thematic content into cohesive and meaningful categories for inclusion in the comprehensive report, which included the identified themes as well as illustrative statements from participants.

3. Finding and Discussion

3.1. Pre-service English teachers' perspectives towards the awareness and application of dialogical learning in reflective practice

In EFL teacher education, reflective practice is seen as a crucial part of teacher education programs which include journal writing, micro-teaching, and practicum experiences (Hikmat et.al, 2022). These activities were reflected in some of the participants' beliefs regarding the role of reflection in their teacher training journey. For example, pre-service teachers A and C mentioned that reflective practice was an essential practice for future English teachers to have since it helped them to enhance their material evaluation and self-development:

"I think the benefits of using reflective practices in our teaching is ... really because as teacher we don't really know... So, this reflective practice I think is important as a way to reevaluate our material." (Pre-service teacher A)

"I think that key benefit is like self-development for us, the perspective teacher because it's like encourage our self to identify our instructional method." (Pre-service teacher B)

Previous studies have explored various facets associated with the implementation of dialogical learning and its impact on the professional growth of educators (Aguilera-Jiménez & Gallardo, 2020; Yıldırım & Uzun, 2021; Gallin, 2022). Dialogical learning emphasizes the crucial importance of discussions and interactions in the creation of knowledge (Yıldırım & Uzun, 2021). The findings of this research indicate that dialogical learning reveals itself in the reflective practices of pre-service teachers. The participants stated that reflective practice was actually embedded in some courses, but they tended to do it unsystematically as it was not formally included into the curriculum. Although such reflective practice was not yet officially introduced in the course, dialogical learning seemed to be a common strategy employed by the participants. For example, during the interview, pre-service teacher A highlighted the significance of collaborative reflection, incorporating dialogue into her teaching experiences.

"When, for example, like when I learn about, when I discussed with my lecture related to my teaching strategy that I would love to use in my SEP class or in anywhere. I

would love to have a conversation with him or her. Instead of just asking him or her, giving me advice, I would just come to him or her directly and ask. And then we had a conversation.” (Pre-service teacher A)

The interview results underscore the intertwining of reflective practice into the courses of pre-service teachers, often occurring spontaneously. Nevertheless, the use of dialogical learning as reflective practice is deemed crucial for pre-service teachers in their professional development (Suphasri & Chinokul, 2021). Thus, the spontaneous implementation of this practice is not sufficient to effectively engage them in critical reflection towards their pedagogical practices. It is important to call for a deliberate action for implementing the reflective process to address classroom challenges and improve teaching practices.

The significance of having a systematic integration of the dialogical learning as reflective practice is further elucidated in the experiences of pre-service teacher A. In the interview, she emphasized the value of collaborative reflection, incorporating dialogue with instructors into her teaching experiences. The conscious effort to engage in conversation with instructors about teaching strategies exemplifies a deliberate and purposeful approach to reflective practice since reflective practice is not merely seen as a means of overcoming classroom challenges, but it entails an intentional process that requires a deep understanding of one's pedagogical beliefs and practices (Suphasri & Chinokul, 2021). The unsystematic integration of reflective practice into courses and the purposeful engagement in dialogical reflection suggest a nuanced approach to teacher professional development. While reflective practice may become ingrained in certain aspects of pre-service teachers' coursework, there is a recognition of the need for the judicious dialogical reflection.

3.2. Pre-service teacher's perspective on the benefits of dialogical learning as reflective practice

Reflective practice plays a crucial role in preparing pre-service EFL teachers for future careers due to several reasons. It provides aspiring teachers with a commitment to improve their professional skills, enabling them to adapt and modify their lesson plans and instructional strategies in response to the changing needs of students (Zulfikar, 2010; Hikmah et al., 2022). The study's outcomes indicated that pre-service teachers experienced the advantages of reflective practice each time they engaged in it as part of their teaching program. In certain instances, these teachers undertook reflective practices with the belief that it would contribute to the enhancement of their lesson plans and teaching methodologies.

"But maybe for myself it's like when you understand those lacks, it means that we can improve our teaching strategy and we can adapt to the context more." (Pre-service teacher D)

"So like when we have those reflective practices, it helps us as teachers to analyze our classroom, to understand the diverse needs of the students." (Pre-service teacher B)

The results of the study demonstrate that engaging in reflective practice consistently empowers pre-service teachers to continually advance their professional knowledge. This ongoing development equips them with the ability to adjust and refine their lesson plans in response to the dynamic demands of their students (Hikmah et al., 2022; Zulfikar, 2010). In addition, the study reveals that reflective practice contributes to the refinement of teaching methods and the participants' understanding of effective classroom management techniques. This, in turn, enables pre-service teachers to address the specific needs of individual students more efficiently (Hikmah et al., 2022). Ultimately, this process facilitates the creation of engaging, student-centered learning environments, thereby fostering long-term benefits for students and enhancing overall academic achievement (Alsuhaibani, 2019; Nurkamto & Sarosa, 2020).

The findings of this study suggest that collaborative reflection among pre-service teachers frequently involves dialogue. The interview results further unveiled the pre-service teachers' perspectives on the role of dialogical learning in their reflective practices. The primary advantages of dialogue during reflective exercises, as identified by the pre-service teachers, included the emergence of new perspectives and ideas. In line with the previous study (Gupta & Lee, 2015), this study revealed that the benefit of dialogical learning lied on the meaningful interaction and conversations among peers and tutors (Gupta & Lee, 2015). Moreover, some of the participants highlighted the link between dialogue in reflective practices and aspects such as motivation and engagement.

"For me it can foster the collaboration because uh, when we do the dialogical, we of course need someone to exchange our ideas, so the collaboration so it can it can encourage the teamwork, the cooperation and also the sharing of knowledge and also ideas among me as a student to other student, me as a student to the teacher or to the lecture." (Pre-service teacher E)

During interviews, the participants expressed the importance of peer feedback in facilitating reflective practice. According to pre-service teacher H, self-reflection alone was limited, necessitating input from others to gain different perspectives. He highlighted the value of peer feedback, emphasizing that peers could observe aspects that may be overlooked during individual reflection. The idea of discussing and reflecting through collaborative activities emerged as a beneficial approach. Pre-service teacher B also echoed this view, emphasizing the potential advantages of dialogic learning. She suggested that engaging in conversations during reflection not only fostered motivation but also provided a supportive environment with peers. The presence of peers creates a conducive atmosphere for reflection, enhancing both engagement and motivation in the reflective process. Overall, these insights

underscore the collaborative and motivational benefits of seeking peers' perspectives in the pursuit of effective reflective practice.

The findings of this study correspond to prior studies (Arinda & Sadikin, 2021; Zhang & Zhang, 2020). In both studies, the significance of peer feedback during dialogical learning was emphasized. The pre-service teachers highlighted the value of external feedback, particularly peer input, in expanding their viewpoints during reflective practice. This resonates with the concept of dialogical learning, where students are encouraged to express their perspectives and ideas within a supportive environment. In addition to the importance of peer feedback for reflective practice, the studies also emphasize how dialogical learning, as a pedagogical approach, contributes not only to language proficiency but also to the development of cultural awareness and a deeper understanding of teaching context.

3.3. Pre-service teachers' perspective towards the potential challenges of dialogical learning in reflective practice

Engaging in reflective practice poses inherent challenges for pre-service teachers, as revealed in the interview results. The study indicates that pre-service teachers encountered diverse obstacles during reflective practice. For instance, pre-service teacher C expressed that he was reluctant to engage in reflection after teaching, opting instead to proceed directly to the next lesson. Similarly, pre-service teacher D was confused about what aspects of pedagogical practices to improve, while pre-service teacher E described instances of feeling unmotivated during reflective practices.

"I would say number 1 is related to our personality... sometimes I just don't want to reflect because I don't want to face the reality that there is something wrong with my teaching." (Pre-service teacher C)

"The challenges are to have proper reflections... we don't know what kind of questions to ask, or we don't realize if there is something wrong with our certain teaching practices." (Pre-service teacher D)

The interview responses shed light on additional challenges faced by pre-service teachers during reflective practice. Pre-service teacher E articulated a sense of stagnation in the implementation of reflective practices, expressing frustration when, despite engaging in reflection, there appeared to be no tangible change in subsequent actions. This highlights a common struggle among pre-service teachers in implementing dialogical learning as reflective practice.

Moreover, challenges are also noted in terms of resource constraints. Pre-service teacher B, who frequently engaged in self-reflection, echoed the difficulties shared by peers, emphasizing the limitations posed by inadequate resources. Specifically, the challenge revolves around accessing necessary materials for effective reflection, creating a hurdle in the process. Additionally, time emerged as another constraint for reflective practice. Pre-

service teacher C pointed out that the time spent on reflection was considerable, as ensuring the accuracy of decisions requires thorough reflection. These challenges underscore the multifaceted nature of obstacles faced by pre-service teachers, encompassing both the application of reflective insights and external constraints like resource availability and time constraints.

The findings of this study also revealed that the participants faced difficulties in encountering suitable peers for having discussion in the dialogical learning. They stated that it was difficult to find peers who could effectively engage in meaningful and constructive dialogue, thereby hindering the collaborative aspect of the reflective process.

“I think the challenges that may arise is when the people that you have conversation with ... they only agree with you without ending the conversation like what it could do, what could be. So, they just agree all the time that's that can be challenging. So, there is no feedback, There's no further comments.” (Pre-service teacher F)

“So the challenge in doing dialogic learning in relation to reflective practice, I think the biggest challenge would be the to find someone that is that want to have dialogic learning with us because sometimes even our peers, they feel reluctant to give us suggestions or sometimes they just don't want to have a conversation Or sometimes ... our personal self like we don't think that this person is qualified enough to you know do dialogic learning with us.” (Pre-service teacher G)

The interview results with pre-service teachers shed light on the challenges encountered in incorporating dialogical learning into reflective practice. While the theoretical underpinnings of dialogical learning emphasize its benefits in enhancing critical thinking, engagement, self-awareness, and teaching skills among future EFL teachers (Aguilera-Jiménez & Gallardo, 2020; Yıldırım & Uzun, 2021; Gallin, 2022), the practical experiences of pre-service teachers reveal specific obstacles.

One of the identified challenges relates to the difficulty of finding suitable partners for dialogical learning during reflective practices. Pre-service teachers, such as F and G, highlighted concerns about partners who did not provide constructive feedback and did not involve in discussion during the dialogical learning. This echoes the need for effective communication and collaboration emphasized in Vygotsky's socio-cultural theory and Bakhtin's dialogism. The importance of dialogue in knowledge production, as discussed by Yıldırım and Uzun (2021), becomes especially pertinent in the context of pre-service teachers struggling to find suitable partners for dialogical learning. These challenges need further exploration to explore potential solutions to facilitate the effective implementation of reflective practice in teacher training programs.

4. Conclusion

This study contributes to advancing our understanding of the role of dialogical learning as reflective practice in EFL teacher education in Indonesia. The study revealed that although reflective practice often occurred spontaneously in teacher education programs, there needs to be a purposeful implementation of such practices to better facilitate critical reflection and improve pedagogical practices. The benefits of dialogical learning were evident in this study such as, fostering collaboration and knowledge-sharing among pre-service English teachers. However, challenges such as demotivation towards reflective practice and practical constraints were identified, particularly in finding motivated peers to support dialogical learning.

The implication of this study emphasizes the need for purposeful implementation of dialogical learning as reflective practice to foster intentional and critical reflection among pre-service English teachers. There also needs to have some attempts to create supportive environments for dialogical learning, addressing concerns about the importance of providing constructive feedback to peers during reflective practice. Additionally, initiatives to alleviate resource constraints and time pressures, such as providing digital platforms for collaborative reflection, can also enhance the overall effectiveness of reflective practices in teacher education programs. This research contributes valuable insights to inform improvements in teacher training programs and promote effective reflective practices among future EFL educators.

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