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## English as a Foreign Language (EFL) Teacher candidates' reflective thinking skills (RTS) and pedagogical competence in classrooms

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### ABSTRACT

This study aimed to investigate the association between English as a Foreign Language (EFL) teacher candidates' Reflective Thinking Skills (RTS) and pedagogical competence. Employing a correlational study, a questionnaire conveying four dimensions of RTS and the teacher candidates' report of pedagogical performance in the Microteaching Course was used to collect the data on pedagogical competence. Using Google Forms the questionnaire was administered to 52 EFL teacher candidates. The descriptive statistics identified that the RTS of the EFL teacher candidates was categorized in the Habitual Action type. Pearson Product Moment yielded that the EFL teacher candidates' RTS and their pedagogical performance had a high positive statistically significant correlation as the observed sig. value was at .766. This finding confirmed that RTS bridged the theoretical-practical divide, and found as a predictive variable for pedagogical competence. Therefore, teacher education programs need to consider developing and implementing training activities to enhance student teachers' RTS, enabling them to make better pedagogical practices.

Keywords: Reflective Thinking Skills; Pedagogical Competence; EFL Teacher Candidates; Teacher Education

### INTRODUCTION

The idea of reflection, or "reflective thinking," has been widely discussed within the discipline of language education. Reflection has been seen as an essential contributor to organizational learning. The term "reflection" was first introduced by John Dewey, who was interested in knowing how reflection works and what it involves. He defined reflection as a kind of active, deliberate, and cautious thinking that examines a notion or a knowledge claim based on the evidence and the implications (Fernandes, 2014). The working process requires one to actively, persistently, and meticulously assess a claim or a belief, the evidence that supports it, and the implications that follow from it. Reflective thinker utilizes critical thoughts to thoroughly evaluate each learning circumstance and not accept any information at face value. It is highlighted in education since its process conveys critical which involves examining and learning from past experiences. Reflective thinking is believed to effectively connect the theory-practice gap and develop professional identity and competence. RTS can also foster creativity and innovation in teaching. Reflective thinking also helps to understand emotions, feelings, reactions, and knowledge, and how they affect our decisions and actions (Körkkö et al., 2016; Roffey-Barentsen & Malthouse, 2017; Soodmand-Afshar & Farahani, 2018). Teacher education today with a more complex environment should enable future teachers to articulate appropriate teaching practices that can determine an education system's success. Dewey's perspective on learning emphasizes the need of RTS for teachers. By being able to analyze and enhance their teaching practices, and understanding their students' learning needs and outcomes, teachers can engage in reflective teaching. Farrell & Kennedy (2019) underlined the relevance of teacher reflection in bridging disparity between classroom instruction and

classroom theory in teacher education institutions that aim to generate high-quality teachers. Furthermore, RTS assist teachers to be mindful and more critically about their own practice, thus gaining more insight into their own abilities and limitations, their values and presuppositions, their aims and methods, and their ethical and moral obligations (Wyatt & Dikilitaş, 2016; Choy et al., 2017; Choy, 2012). These deliberate, frequent, and cautious activities based on solid reasoning should be part of the practice of EFL teachers.

In the Indonesian context, being a reflective teacher is one of several descriptors of pedagogical competence required in the Chapter IV, Act No. 14/2005 of Teachers and Lecturers, about teachers' academic qualification, competence, and certification (DEPDIKNAS, 2005)). Pedagogical competence refers to the ability to teach effectively, including designing a curriculum, implementing teaching techniques, and assessing learning outcomes. The competence is presented in the form of the teacher's familiarity with EFL learners' characteristics, familiarization with learning concepts and efficacious learning principals, ability to develop curriculum in English, ability to perform a learning-centered approach, ability to use ICT for instructional purposes, ability to assess and evaluate the learning process, and ability to conduct reflective actions to enhance the teaching quality. However, Shelly et al. (2020) identified that pedagogically, most teachers lack the competence in translating frameworks into materials, designing classroom activities, and facilitating students to develop their potential. A survey in South Sulawesi (Azhar & Mardiana, 2016; Tanang & Abu, 2014) showed that in terms of pedagogical competence 96 of the respondent teachers only 19 (9.5%) of the teachers were in the good and excellent category, and 181 (90.5%) teachers were in the category of fair and poor. According to Leijen et al. (2014) reflection is a way for teachers to enhance their competence and professionalism by connecting new knowledge to problem-solving, thinking conceptually, and applying specific strategies to new tasks. In other words, RTS are assumed to influence and contribute to the quality of their pedagogical performance. Reflection for teachers is a process of self-evaluation and learning based on their teaching experience, which involves three broad questions: what do I do, how do I do it, and what does this mean for me, my students, and my institution (Slade et al., 2019). Moreover, reflection can help teachers diminish the gap between knowledge obtained in education program and challenges in the real-world classroom, and enable them to adapt and apply new ideas to their own classrooms (Halim et al., 2017).

RTS and variables related to them have been the focus of recent research. Some studies examined the levels and development of RTS, some attributes to reflective thinking, such as age and educational background, teachers' knowledge, problem-solving skills, and some affective interrelated variables in the teaching and learning process. For example, Hong & Choi (2015) found that the majority of teachers did not engage in in-depth reflection on how they delivered their lessons. Naghdipour & Emeagwali (2013) yielded that age and education level were key determinants of reflective thinking behavior. Contradicted to Choy (2012), Slade et al. (2019) found that reflective practice directly impacted prospective teachers' understanding, abilities, and attitudes related to pre-K-12 education. In the same notion as Slade et al. (2019), a favorable correlation was discovered between the teachers' reflection and academic accomplishment (Fen et al. (2017). Another variable was added to the study of RTS, i.e., problem-solving. Investigating reflective thinking of the science teachers' toward ability to solve problem Sendil (2015) revealed that generally, teacher candidates of science exhibited poor RTS when it came to problem-solving. A more recent study (Choy et al., 2017; Han & Wang, 2021; Rahimi & Weisi, 2018) showed that being reflective increased instructors' self-assurance, assessment of oneself, and awareness of one's teaching practice. Meanwhile, Uştuk & De Costa (2021) found that reflection enhanced metacognition and academic performance

or motivation among students. Still about the level of reflective thinking, Töman (2017) action research revealed that teacher candidates' RTS progressed from technical to critical levels. The empirical studies (Choy, 2012; Slade et al., 2019; Naghdipour & Emeagwali, 2013; Cengiz et al., 2014; Malmir & Mohammadi, 2018; Walshe & Driver, 2019; Töman, 2017) are unanimously evident that reflection is indispensable skills for enhancing teaching and learning outcomes. Thus, the present study believes that teachers' RTS can be a predictor variable for the quality of their pedagogical competence.

Although there have been many studies on reflective thinking in various contexts and disciplines, the researchers found that the dimensions of reflective thinking advocated by (Kember et al., 2000) have been widely adopted since their introduction (Firdaus et al., 2021; Ghanizadeh & Jahedizadeh, 2017; Sabekti et al., 2020). Kember et al. (2000) conceptualized being reflective into four dimensions. These components were identified as types (Ghanizadeh & Jahedizadeh, 2017). The first type is habitual action, establishing that the student attempted to grasp the concept or theory that supports the topic, the student giving it substantial consideration, attempting to interpret it, or forming an opinion, and the student mostly re-creation of other people's work, with or without adaptation. This category indicated that the teacher candidates execute their pedagogical knowledge and skills as prescribed by their mentor without any deliberation of the rationale or implication of their actions. Another type of reflective thinking is understanding. This type includes evidence of comprehension of an idea or issue; content is limited to theory, private experiences, everyday situations, or real-world obstacles have no influence on theory when employing simply what is written in the course materials or notes from lectures. The teacher candidates in this category exhibits fundamental concept of understanding, but there is no conscious cognition about their knowledge. Reflection is demonstrated in which theoretical concepts are put into practice, situations that arise in practice will be considered and successfully discussed in light of what has been learned and personal revelations occur. In this case, the teacher candidates acquire a thorough grasp of theoretical concepts and consider their personal and pedagogical experiences or practical applications. Critical reflection is categorized as proof of a shift of perspective regarding a stipulated belief about one's insight of a crucial subject and phenomenon. The teacher candidates categorized in this type are acknowledging their views, then new knowledge or experiences challenge that belief system, prompting them to reassemble it. It is asserted that through conscious reflective practice, teacher candidates are given the opportunity to improve their pedagogical competence. In the present study, these types were used to conceptualize reflective thinking skills of the EFL teacher candidates'.

Different theoretical frameworks, contexts, and even subjects prospectively establish and execute different dimensions of RTS. A number of empirical shreds of evidence have shown how reflective thinking was not a Cinderella variable. However, in EFL teaching practicum setting, not much has investigated RTS to predict pedagogical competence. Therefore, the present study's investigation was focused on revealing the association between RTS and the pedagogical competence of EFL teacher candidates. Not only that, underpinning Kember et al. (2000) to operationalize the construct of RTS, the present study yielded RTS in a more specific manner, i.e., types of RTS. Thus, the present study offered vivid descriptions of the RTS owned by the EFL teacher candidates, and provide insight into the role of RTS in equipping and preparing the teacher candidates to execute a proper pedagogical practice. Accordingly, the present study formulated its questions as follows:

1. What types of reflective thinking skills do EFL teacher candidates have?
2. Is there any statistically significant relationship between EFL teacher candidates' reflective thinking skills and their pedagogical competence?



## METHODS

### Design

A quantitative correlation study was utilized to reveal a statistically significant correlation between RTS of EFL teacher candidates and their pedagogical competence. Correlational research seeks the relationship between variables in positive or negative correlation, with the coefficient of correlation determining the strength of the correlation (Creswell & Creswell, 2018; Ary et al., 2010).

### Participants

The present research was conducted in a private education college site in Jombang, East Java, Indonesia, i.e., STKIP PGRI Jombang. The site was chosen as the setting due to the accessibility and the scope rationale of the present research. In addition, it is due to the fact that the college was a private teacher education that legally play a role in training teachers in East Java. Hence, the students enrolling in the mentioned site were the population in the present research. Since the present study limited its context in terms of the subjects and setting, the students who had at least joined a Micro-teaching course were eligible and purposively considered as the samples. Yet, only those who gave responses to the questionnaire completely were considered as the study participants.

### Instruments

Utilizing two instruments, the current study adopted Kember et al. (2000) to develop a questionnaire for obtaining data on RTS. The questionnaire for RTS includes four dimensions of RTS, they are; habitual action, understanding, reflection, and critical reflection which were conveyed in 16 items Likert-Scale. Confirming the validity of the questionnaire, validity analysis through SPSS was run and resulted in all 16 items being valid. The Cronbach alpha reliability test resulted in a value of .929. Thus, it was empirically assumed that the questionnaire was valid and reliable to be utilized for data collection of the present research. The questionnaire was administered to all the EFL teacher candidates via a WhatsApp group of a Microteaching Course made by the Unit of Education Development of STKIP PGRI Jombang. The second instrument was reports of teacher candidates' teaching practice. These were documents used to collect data on the pedagogical competence of the EFL teacher candidates. The documents were obtained from the Unit of Education Development of STKIP PGRI Jombang.

### Data Analysis Procedures

Aiming at answering the research questions two data analyses were conducted. Descriptive data analysis was firstly employed to reveal the types of RTS of EFL teacher candidates. Enabling the identification of the statistically significant relationship between RTS and pedagogical competence of the EFL teacher candidates, a Pearson Product Moment was run. However, prior to running the statistical test, assumption tests had been conducted to ascertain that the test was appropriate to test the correlation of the variables. The normality test revealed that the significant value of Monte Carlo was at sig (p) is 0.200 which is higher than 0.05 (Table 1.). Thus, the data confirmed the first condition, i.e., normal.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	52

Normal Parameters <sup>a,b</sup>	Mean	.000000	
	Std. Deviation	2.18915777	
Most Extreme Differences	Absolute	.154	
	Positive	.154	
	Negative	-.100	
Test Statistic		.154	
Asymp. Sig. (2-tailed)		.004c	
Monte Carlo Sig. (2-tailed)	Sig.	<b>.200d</b>	
	95% Confidence Interval	Lower Bound	.089
		Upper Bound	.311

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. Based on 50 sampled tables with starting seed 2000000.

Another assumption test was the Linearity test. The significance of deviation from linearity of RTS and pedagogical competence was at 0.728 (Table 2.), which was bigger than the p-value of 0.05. Thus, it showed that there is a significant linear correlation between RTS and pedagogical competence.

**Table 2.** ANOVA Table for Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Pedagogical Performance * Reflective Thinking Skills	Between Groups	(Combined) Linearity	17.062	5	3.412	.577	.717
		Deviation from Linearity	4.994	1	4.994	.845	.363
			12.068	4	3.017	.510	<b>.728</b>
	Within Groups		271.938	46	5.912		
	Total		289.000	51			

## RESULTS AND DISCUSSION

Investigating the type of RTS and the association between the EFL teacher candidates' RTS and pedagogical competence. The present research highlighted type based on Kember's construct of reflection and highlighted RTS as the predictor variable toward pedagogical competence as the criterion variable. The findings were presented in three sub-sections. Firstly, results from descriptive data analysis about RTS are displayed to demonstrate the EFL teacher candidates' RTS. The next is a numerical illustration of the pedagogical performance of EFL teacher candidates. The last is the result of Pearson Product Moment analysis which revealed the association between the EFL teacher candidates' RTS and pedagogical competence.

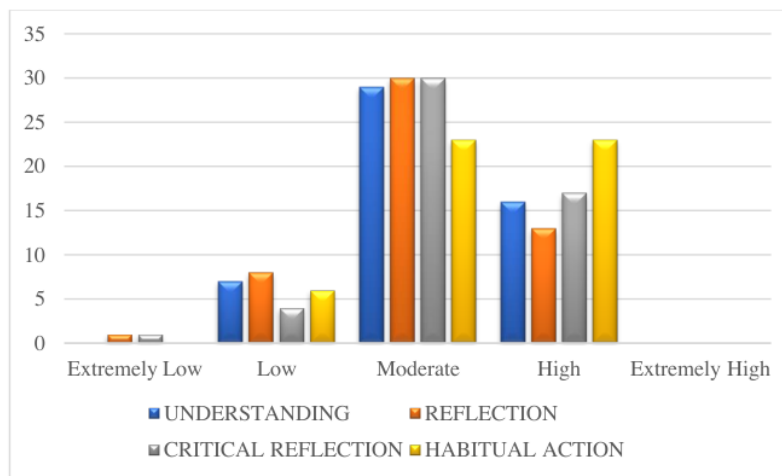
### The EFL Teacher candidates' RTS

Descriptive statistical analysis and frequency distribution were employed to illustrate the type of RTS as well as reveal at what level the RTS were. Table 3. illustrates the means and standard deviations.

**Table 3.** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Habitual Action	52	10	16	12.73	1.388
Understanding	52	10	16	12.48	1.448
Reflective	52	9	16	12.42	1.564
Critical Reflective	52	8	16	12.63	1.534
Valid N (listwise)	52				

Referring to Kember et al. (2000) types of reflective thinking skill, the habitual action, the understanding, the reflective, and the critical reflection were identified. Each type describes different skills of reflective thinking. The obtained means value of the four dimensions of RTS in Table 3, showed that the Habitual Action had the highest mean score. The obtained means values statistically evidenced that the ability of the EFL teacher candidates in the present study to reflect were categorized in Habitual Action. Moreover, Table 3. showed that the standard deviations of all types were smaller than the means indicating that there were no deviations among the scores obtained; since the more similar the values on the items are the more accurate, they were with the mean. This implied that the EFL teacher candidates' reflections demonstrated that there is no reflective thought about their understanding during their teaching practice. The EFL teacher candidates carried out their pedagogical knowledge and abilities as instructed by their mentor, with little thought to the reason or implications of their professional conduct.



**Figure 1.** Frequency Distribution of the RTS

Furthermore, Figure 1. illustrated the levels of RTS of the EFL teacher candidates based on the analysis of the Frequency Distribution across all types of RTS. The result of the analysis when the four types of RTS were categorized into four levels i.e., extremely low, low, moderate, high, and extremely high, the EFL teacher candidates' RTS were mostly at a moderate level. Closely looking at the frequency of the moderate level, 30 (58%) of the EFL teacher candidates were identified to have a reflection dimension. The same number of EFL teacher candidates (30) were also identified to have the critical reflection dimension moderately. Meanwhile, 29 (56%) possessed an understanding dimension moderately, and 23 (44%) showed their Habitual Action dimension moderately. Thus, most of the EFL teacher candidates in the present research were moderately made reflections either as habitual action reflectors, understanding reflectors, reflection reflectors, or critical reflection reflectors. In other words, the current study uncovered that the type of RTS of the EFL teacher candidates was at the Habitual Action dimension, but their RTS across all dimensions were at a moderate level.

This finding is parallel to a study by Slade et al. (2019) identifying that a quarter of the participants' reflections are of the habitual action type. Nevertheless, over fifty-six percent of

the participants' written reflections were considered in the understanding type. A small percentage (18%) of the participants wrote reflections which was categorized into the reflection type, and 1% of the reflection writing was categorized as critical reflection type. Further, Naghdipour & Emeagwali (2013) revealed that the more advanced the level of education of the students, the more reflective learners they can be. However, Farrell & Kennedy (2020) discovered that when reflective practice participants reach a more critical degree of the reflection, comprehensive efforts on meaningful instructional practice emerge. Consequently, reflection is highly recommended to be rehearsed throughout time to offer progress in development required for the participant to attain the most complicated as well as profound levels of practice.

Reflective practice is not a simple or uniform process, but one that evolves and becomes more nuanced and profound over time. Usually, teacher candidates progress begin with a basic type of reflection to a more advanced and critical type after a short period of practice. The idea of more complex and profound reflection and how it relates to teaching ability takes teachers to a more advanced learning level that changes them and gives them a feeling of professional independence that enables them to act as catalysts for their students' benefit (Demir, 2015; Korucu-Kis & Demir, 2019; Karakoç & Demir, 2020). Thus, reflection aids the teacher candidate to confront preconceptions and beliefs, which leads to the selection of acceptable pedagogies in the classroom that accommodate the various needs of children. (Leijen et al., 2014; Kumalasari et al., 2017). Accordingly, teacher education should provide teaching training that enables the EFL teacher candidates to inspect what they think, practice, and feel, then connect them with the pedagogical theories to develop a teaching and learning strategy (Rahimi & Weisi, 2018; Tuncer & Ozeren, 2012).

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#### Pedagogical Competence of EFL Teacher candidates

The data on pedagogical competence were obtained from the report of the EFL teacher candidates after joining the Micro teaching course. The data concerning the EFL teacher candidates' pedagogical competence were presented in terms of the means value and value of the standard deviation to illustrate the pedagogical competence of the EFL teacher candidates. These descriptive data analysis results were presented in Table 4.

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pedagogical Performance	52	88	98	93.50	2.380
Valid N (listwise)	52			24	

Based on the categorization of scoring in the two universities, which can be seen in Table 5., the 93.50 obtained means of the EFL teacher candidates was categorized as Greatly Excellent.

Table 5. Level of Pedagogical Competence

No	The Intervals of the Scores	The categorization of the score in letters	
1.	91-100	A	Greatly Excellent
2.	81-90	A-	Excellent
3.	76-80	B+	Good
4.	71-75	B	Good
5.	66-70	B-	Good
6.	60-65	C	Fair
7.	50-59	D	Poor
8.	0-49	E	Very Poor



The result of the assessment reports of the EFL teacher candidates showed that they had excellent pedagogical competence. From the findings, it can be assumed that the EFL teacher candidates had demonstrated great teaching practice during their Microteaching course, likely try new ideas and teaching strategies. Teachers' pedagogical knowledge, which is the specialized knowledge of how to create effective learning environments for all students, has a substantial effect on student outcomes. Teachers' knowledge about subject matter and pedagogical define what they teach and how they orchestrate what to teach. Since language is dynamic, EFL teachers are expected to keep up to date on the use of language for communication. The scope of language teaching is not merely knowing the language but also knowing how to use the language in context. Therefore, teachers need to have the ability to access, judge, and integrate new knowledge relevant to their professional practice and to constantly improve their pedagogical knowledge. Liakopoulou (2011) reveals that most teachers seem to associate their effectiveness at work with the acquisition of knowledge of the subject they taught and pedagogical skills served as tools to present their knowledge.

It is essential to investigate teachers' qualifications, who play a major role in teaching and learning and educate them to correspond with the contemporary situation. To be effective teachers, beginner teachers must define the goal of their actions. They should be capable of justifying to students, parents, and school staff the importance of the subject they teach and the appropriateness of their teaching methods. To see how individual lessons are part of the larger curriculum, they need to grasp the connections between what was taught before, what is being taught now, and what will be taught in the future.

### The Relationship between the EFL teacher candidates' RTS and Pedagogical Competence

Employing Pearson's product moment to know whether there was a correlation between the EFL teacher candidates' RTS and pedagogical competency, Table 5 vividly describes the findings.

**Table 5.** Correlations between RTS and Pedagogical Competence

		RTS	Pedagogical Competence
RTS	Pearson Correlation	.766**	
	Sig. (2-tailed)	.000	
	N	52	52
Pedagogical Competence	Pearson Correlation	.766**	1
	Sig. (2-tailed)	.000	
	N	52	52

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The outcome of the hypothesis testing revealed a statistically significant correlation of RTS and the pedagogical competence of the EFL teacher candidates. This was demonstrated by the obtained significance value .000, which was less than the coefficient of determination (0.05). It is possible to conclude that the null hypothesis (Ho) is rejected. In other words, there is a statistically significant relationship between EFL teacher candidates' RTS and pedagogical competence.

Furthermore, the associative connection of both variables was strong, as shown by the obtained R-value at the point of .766. According to Schober et al. (2018) correlation coefficients have a range from -1 to +1, and A value of 0 means there is no linear or monotonic association. The

closer the value is to -1 or +1, the stronger the relationship, with a value of -1 or +1 indicating a perfect straight line (Pearson correlation). Therefore, the coefficient correlation identified in the present study was considered to be highly positive. It implies that there is a significant association between the pedagogical competency of EFL teacher candidates and RTS. It was discovered that EFL teacher candidates' RTS contributed to their instructional competency.

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The findings of the present research statistically revealed that the EFL teacher candidates' RTS had a strong positive correlation with their pedagogical competence. RTS were found as a predictor variable for pedagogical competence. When reflection is included in teacher training, it can be a valuable strategy for language teachers to enhance their practice. The finding confirmed that teachers need to be engaged, and spend time to observe, analyze, and plan actions to enhance their teaching methods. Reflective practice is a deliberate activity that examines actions, evaluates effectiveness, and plans for improvement. It is a way for the teacher candidates to reveal tacit knowledge and bridge the gap between how the knowledge helps to make sound decisions about what to practice and what should be done and, thus, make sense of complex practice. Most importantly, it reminds us that teaching is a lifelong learning process (Puspitasari et al., 2021; Choy et al., 2019). If language teachers are aware of effective language teaching while keeping in mind how learners learn, the effects will be visible in the classroom. Therefore, the current study noted that having ability to reflect at a particular level can predict the quality of pedagogical competence.

The present research supports research by Asakereh & Yousofi (2018) who noted that teacher candidates were more alert of their suppositions, attitudes, and viewpoints when they were provided with a framework for written reflective practice during their professional experience. Similarly, Halim et al. (2017) noted that being reflective needs to be initiated by knowledge of the occurrence of experiences or event, which results in consciousness of emotion and judgments about the experiences and events. Furthermore, Afshar & Farahani (2018) noted that Lessons, activities, practices, and tasks should be designed with care by curriculum and syllabus designers. These required the teacher candidates to carefully and purposively reflect on what and how their teaching practice is. Thus, the EFL teacher candidates were able to conduct reflective teaching. Then pedagogical competence may be executed by developing the extent of pedagogical information and reflective capability either partially or together. The results of the current study were also coherent with Biongan, (2015) mentioning that reflective practices will contribute to teachers' professional development and turn them to be active learners rather than passive ones. Choy et al. (2017) mentioned that association between teaching awareness and reflective thinking was substantial. RTS and pedagogical competence are essential intertwined variables for preparing future teachers. The RTS enable the teacher candidates to use their experiential learning and theoretical knowledge to construct learning objectives appropriate to the student needs, establish meaningful teaching strategies, perform learning assessments, and make a judgment for their students as well as for themselves. The EFL teacher candidates in the present study who were reflective and identified to have habitual actions of reflection showed that they had high pedagogical competence. Therefore, it is important to consider that teacher training or teacher education will equip EFL teacher candidates with the ability to reflect.

## CONCLUSIONS

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The current study's findings demonstrates that the EFL teacher candidates' RTS were identified as habitual action type and were at a moderate level. Besides, it found that the teacher candidates' RTS and their pedagogical competence had a strong positive correlation. The

statistical correlation between RTS and pedagogical competence showed that the better the EFL teacher candidates make reflections the better their pedagogical competence is. This suggested that it is critical for teacher education to give training that specifically promotes RTS. Teacher education should foster reflective teaching from the beginning of the study year, by integrating reflective practice in all courses and giving enough time and support for the EFL teacher candidate to enhance and apply their RTS, which will improve their teaching and become more reflective. However, the current study was not exploring the contributions of all types of RTS toward pedagogical competence. The current study only included the EFL pre-service in one private college, thus future researchers are recommended to investigate a wider setting. Besides, future researchers are suggested to expand the investigation by including other variables that prospectively underlie the mechanism of reflective thinking and pedagogical practices.

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All of the authors declare that they have no conflicts of interest to disclose.

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