

REFERENCES

- Adams, T., Koster, B., & Brok, P. D. (2020). Student teachers' classroom management during the school internship. *European Journal of Teacher Education*, 45(5), 727–745. <https://doi.org/10.1080/02619768.2020.1860011>
- Alexander, R. J. (2006). *Towards Dialogic Teaching: Rethinking Classroom Talk*. York: Dialogos.
- Allen, J. M., and S. E. Wright. 2014. "Integrating Theory and Practice in the Pre-service Teacher Education Practicum." *Teachers and Teaching: Theory and Practice* 20 (2): 136–151
- Almutawa, H., & Alfahid, M. (2024). Reflective journal writing: EFL pre-service teachers' perceptions during practicum. *Language Teaching Research Quarterly*, 45, 140-156. <https://doi.org/10.32038/ltrq.2024.45.08>
- Altalhab, S., Alsuhaibani, Y., & Gillies, D. (2020). The reflective diary experiences of EFL pre-service teachers. *Reflective Practice*, 22(2), 173–186. <https://doi.org/10.1080/14623943.2020.1865903>
- Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386. <https://doi.org/10.1002/pits.20303>
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25, 297–308.

- Aubrey, S., King, J., & Almukhalid, H. (2020). Language learner engagement during speaking tasks: A longitudinal study. *RELC Journal*. Advance online publication. <https://doi.org/10.1177/0033688220945418>
- Bagheri Nevisi, R., & Heydarzadeh, M. (2025). Behavioral, cognitive, and emotional engagement across differing levels of language proficiency in an EFL speaking class: A stimulated recall design. *Journal of Modern Research in English Language Studies*. Advance online publication. <https://doi.org/10.30479/jmrels.2025.21293.2450>
- Bakhtin, M. M. (1981). *The Dialogic Imagination: Four Essays* (M. Holquist, Ed.; C. Emerson & M. Holquist, Trans.). Austin: University of Texas Press.
- Beauchamp, C. (2015). Reflection in teacher education: Issues emerging from a review of current literature. *Reflective Practice*, 16, 123–141.
- Bear, G. G., Yang, C., Chen, D., He, X., Xie, J.-S., & Huang, X. (2018). Differences in school climate and student engagement in China and the United States. *School Psychology Quarterly*, 33(2), 323–335. <https://doi.org/10.1037/spq0000247>
- Buschor, C. B., & Kamm, E. (2015). Supporting student teachers' reflective attitude and research-oriented stance. *Educational Research for Policy and Practice*, 14(3), 231-245. <https://doi.org/10.1007/s10671-015-9186>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. SAGE.

- Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2020). Emergency remote teaching in higher education: Mapping the first global online semester. *International Journal of Educational Research Open*, 1, 100016.
<https://doi.org/10.1016/j.ijedro.2020.100016>
- Bullough, R. V., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13–21.
- Casey, K. (1995). The new narrative research in education. In M. W. Apple (Ed.), *Review of research in education* (Vol. 21, pp. 211–253). Washington, D.C.: American Educational Research Association
- Cavanagh, M., & Prescott, A. (2010). The growth of reflective practice among three beginning secondary mathematics teachers. *Asia-Pacific Journal of Teacher Education*, 38(2), 147–159.
- Chang, D. F., & Demyan, A. (2007). Teachers' stereotypes of Asian, Black, and White students. *School Psychology Quarterly*, 22, 91–114.
<http://dx.doi.org/10.1037/1045-3830.22.2.91>
- Chen, X., & French, D. C. (2008). Children's social competence in cultural context. *Annual Review of Psychology*, 59, 591–616. <http://dx.doi.org/10.1146/annurev.psych.59.103006.093606>
- Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. In A. Iran-Nejad & P. D. Pearson (Eds.), *Review of research in education* (Vol. 24, pp. 249–305). Washington, D.C.: American Educational Research Association.

- Cooper, K. S. (2014). Eliciting engagement in the high school classroom a mixed-methods examination of teaching practices. *American Educational Research Journal*, 51, 363–402
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Dao, P. (2019). Effects of task goal orientation on learner engagement in task performance. *International Review of Applied Linguistics in Language Teaching*. Advance online publication. <https://doi.org/10.1515/iral-2018-0188>
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300–314. <https://doi.org/10.1177/0022487105285962>
- Dewi, S. S., & Fajri, M. S. A. (2023). Investigating pre-service EFL teachers' initial motivations and identity formation: Evidence from an Indonesian university. *SAGE Open*, 13(4), 1–11. <https://doi.org/10.1177/21582440231209123>
- Eisner, E. W. (1997). The promise and perils of alternative forms of data representation. *Educational Researcher*, 26(6), 4–10.
- Eriksson, A. 2017. "Pre-service Teachers' Questions about the Profession during Mentoring Group Conversations." *European Journal of Teacher Education* 40 (1): 76–90. doi:10.1080/02619768.2016. 1251901
- Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. New York, NY: Routledge.
- Farrell, T. S. C. (2016). *Reflective Language Teaching: Practical Applications for TESOL Teachers*. Bloomsbury Publishing.

- Farrell, T. S. C. (2018). *Research on Reflective Practice in TESOL*. Routledge.
<https://doi.org/10.4324/9781315206332>
- Farrell, T. S., & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language teaching research*, 19(5), 594-610. <https://doi.org/10.1177/1362168814541722>
- Farrell, T. S., & Macapinlac, M. (2021). Professional development through reflective practice: A framework for TESOL teachers. *Canadian Journal of Applied Linguistics*, 24(1), 1-25. <https://doi.org/10.37213/cjal.202>
- Finn, J. D. (1993). *School engagement & students at risk*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs93/93470.pdf>
- Finn, J. D., & Rock, D. A. (1997). Academic success among students at risk for school failure. *Journal of Applied Psychology*, 82, 221–234.
- Finn, J. D., & Voelkl, K. E. (1993). School characteristics related to student engagement. *Journal of Negro Education*, 62, 249–268.
- Finn, J. D., Pannozzo, G. M., & Voelkl, K. E. (1995). Disruptive and inattentive-withdrawn behavior and achievement among fourth graders. *The Elementary School Journal*, 95, 421–434.
- Freidus, H. (2002). Through a murky mirror: Self-study of a program in reading and literacy. In C. Kosnik, A. Freese, & A. P. Samaras (Eds.), *Making a diVerence in teacher education through selfstudy*. Proceedings of the Fourth International Conference on Self-Study of Teacher Education Practices, Herstmonceux, East

- Sussex, England (Vol. 1, pp. 81–86). Toronto, Ontario: OISE, University of Toronto.
- Furrer, C. J., Skinner, E., Marchand, G., & Kindermann, T. A. (2006, March). Engagement vs. disaffection as central constructs in the dynamics of motivational development. Paper presented at the annual meeting of the Society for Research on Adolescence, San Francisco, CA
- Gass, S. M., & Mackey, A. (2014). Stimulated recall methodology in second language research. Mahwah, NJ: Erlbaum.
- Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford: Oxford Polytechnic.
- Golubtchik, L. (2024). Increasing teacher retention by improving self-efficacy and classroom management skills in pre-service teachers. *Journal of Education and Learning*, 13(4), 1-10. <https://doi.org/10.5539/jel.v13n4p1>
- Harper, S. R., & Quaye, S. J. (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.
- Helme, S., & Clarke, D. (2001). Identifying cognitive engagement in the mathematics classroom. *Mathematics Education Research Journal*, 13(2), 133–153.
- Henry, A., & Thorsen, C. (2020). Disaffection and agentic engagement: ‘Redesigning’ activities to enable authentic self-expression. *Language Teaching Research*, 24, 456–475.
- Hiver, P., Al-Hoorie, A. H., & Mercer, S. (2021). Student Engagement in the Language Classroom. *Multilingual Matters*.

- Hiver, P., Al-Hoorie, A. H., Vitta, J. P., & Wu, J. (2024). Engagement in language learning: A systematic review of 20 years of research methods and definitions. *Language Teaching Research*, 28(1), 201–230. <https://doi.org/10.1177/13621688211001289>
- Hospel, V., & Galand, B. (2016). Are both classroom autonomy support and structure equally important for students' engagement? A multilevel analysis. *Learning and Instruction*, 41, 1–10. <https://doi.org/10.1016/j.learninstruc.2015.09.001>
- Hutchings, P. (2000). Approaching the scholarship of teaching and learning. In P. Hutchings (Ed.), *Opening lines: Approaches to the scholarship of teaching and learning* (pp. 1–10). Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching
- Jensen, H., and Rørbæk, L. L. (2022). Smoothing the path to practice: playful learning raises study happiness and confidence in future roles among student teachers and student ECE teachers. *Stud. Educ. Eval.* 74:101156. doi: 10.1016/j.stueduc.2022.101156
- Jia, Y., Way, N., Ling, G., Yoshikawa, H., Chen, X., Hughes, D., . . . Lu, Z. (2009). The influence of student perceptions of school climate on socioemotional and academic adjustment: A comparison of Chinese and American adolescents. *Child Development*, 80, 1514–1530. <http://dx.doi.org/10.1111/j.1467-8624.2009.01348.x>
- Jones, R. D., Marrazo, M. J., & Love, C. J. (2008). *Student engagement—creating a culture of academic achievement*. Rexford, NY: International Center for Leadership in Education.

- Jowsey, T., Deng, C., & Weller, J. (2021). General-purpose thematic analysis: A useful qualitative method for anaesthesia research. *BJA Education*, 21(12), 472–478. <https://doi.org/10.1016/j.bjae.2021.07.006>
- K. Resch & I. Schritteser (2021): Using the Service-Learning approach to bridge the gap between theory and practice in teacher education, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2021.1882053
- Klassen, R. M., & Tze, V. M. C. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12, 59–76. <https://doi.org/10.1016/j.edurev.2014.06.001>
- Kachru, B. 1992. *World Englishes: Approaches, issues, and resources*. Oxford: Pergamon Press
- Komul, M. (2023). The impact of drama-based instruction on language skills development in EFL contexts. *Huele: Journal of Applied Linguistics, Literature and Culture*, 3(1), 9–18.
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects on student engagement. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Kosnik, C., Beck, C., Freese, A. R., & Samaras, A. P. (Eds.). (2006). *Making a difference in teacher education through self-study: Studies of personal, professional and program renewal* (Vol. 2). Dordrecht: Springer.

- LaBoskey, V. K. (2004). The methodology of self-study and its theoretical underpinnings. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (pp. 817–869). Springer.
- Lan, X., Ponitz, C. C., Miller, K. F., Li, S., Cortina, K., Perry, M., & Fang, G. (2009). Keeping their attention: Classroom practices associated with behavioral engagement in first grade mathematics classes in China and the United States. *Early Childhood Research Quarterly*, 24, 198–211. <http://dx.doi.org/10.1016/j.ecresq.2009.03.002>
- Lateh, N. H. M., Shamsudin, S., Raof, A. H. A., Mohamed, A. F., Mahmud, N., Nasir, N. S. M., & Hanapi, N. F. (2021). Learners' collocation use in writing: Do proficiency levels matter? *Indonesian Journal of Applied Linguistics*, 11(2), 418–426. <https://doi.org/10.17509/ijal.v11i2.31632>
- Lee, I. (2020). *Teacher Reflection: Theoretical Perspectives, Empirical Evidence, and Practical Implications*. Springer.
- Lehtinen, A., Kostiainen, E., & Naykki, P. (2025). *Crossing boundaries—pre-service teachers' situated and imagined views of socioemotional competence and dialogicality*. Department of Teacher Education, University of Jyväskylä, Jyväskylä, Finland.
- Li, X., Chen, L., & Liu, Y. (2025). An exploratory study of ASEAN students' engagement dynamics with local communities in China, Japan, and South Korea. *Higher Education*.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

- Liu, H., Zhu, Z., & Chen, B. (2025). *Unraveling the mediating role of buoyancy in the relationship between anxiety and EFL students' learning engagement*. *Perceptual and Motor Skills*, 132(1), 195–217. <https://doi.org/10.1177/00315125241291639>
- Loughran, J., & Northfield, J. (1998). A framework for the development of self-study practice. In Hamilton, L. M. (Ed.), *Reconceptualizing teaching practice: Self-study in teacher education*, (pp:7-16). London: Falmer Press
- Loughran, J. J. (2004). A history and context of self-study of teaching and teacher education practices. In *International handbook of self-study of teaching and teacher education practices* (pp. 7-39). Dordrecht: Springer.
- Loughran, J. (2018). Learning about self-study of teacher education practices. In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (Eds.), *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay* (pp. 1–7). Springer. <https://doi.org/10.1007/978-981-10-8105-7>
- Maaranen, K., & Stenberg, K. (2017). Portraying reflection: The contents of student teachers' reflection on personal practical theories and practicum experience. *Reflective Practice*, 18(5), 699–712.
- Main, S., & Hammond, L. (2008). Best practice or most practiced? Pre-service teachers' beliefs about effective behaviour management strategies and reported self-efficacy. *Australian Journal of Teacher Education*, 33(4), 28–39. <https://doi.org/10.14221/ajte.2008v33n4.3>

- Martin, N. K., & Sass, D. A. (2010). Construct validation of the behavior and instructional management scale. *Teaching and Teacher Education*, 26, 1124–1135. <http://doi.org/10.1016/j.tate.2009.12.001>
- McCabe, D. L., Treviño, L. K., & Butterfield, K. D. (2001). Cheating in academic institutions: A decade of research. *Ethics & Behavior*, 11(3), 219–232. https://doi.org/10.1207/S15327019EB1103_2
- McNiff, J. (1993). *Teaching as learning: An action research approach*. London: Routledge.
- Mena, J., M. Garcia, M. Clarke, and A. Barkatsas. 2016. “An Analysis of Three Different Approaches to Student Teacher Mentoring and Their Impact on Knowledge Generation in Practicum Settings.” *European Journal of Teacher Education* 39 (1): 53–76. doi:10.1080/02619768.2015.1011269.
- Mena, J., P. Hennisen, and J. Loughran. 2017. “Developing pre-service Teachers’ Professional Knowledge of Teaching: The Influence of Mentoring.” *Teaching and Teacher Education* 66: 47–59. doi:10.1016/j.tate.2017.03.024
- Mercer, S. (2019). Language learner engagement: Setting the scene. In Gao, X. (Ed.), *Second handbook of English language teaching* (pp. 1–19). New York: Springer.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

- Mystkowska-Wiertelak, A. (2020). Teachers' accounts of learners' engagement and disaffection in the language classroom. *The Language Learning Journal*. Advance online publication. <https://doi.org/10.1080/09571736.2020.1800067>
- Nemtchinova, E. (2018). Teaching practicum in preparing NESTs and NNESTs. The TESOL Encyclopedia of English Language Teaching, 1–7. <https://doi.org/10.1002/9781118784235.eelt0035>
- Nguyen et al., (2016): Understanding student behavioral engagement: Importance of student interaction with peers and teachers, *The Journal of Educational Research*, DOI: 10.1080/00220671.2016.1220359
- Nikolova, R., & Taylor, A. R. (2017). Surface and deep learning approaches in EFL contexts: Implications for classroom practice. *Journal of Language and Education*, 3(4), 40–48. <https://doi.org/10.17323/2411-7390-2017-3-4-40-48>
- Nkhata, L., Banda, A., Simpande, A., Jumbe, J., Zulu, A., & Musonda, A. (2023). Learners' perceptions of pre-service teachers' classroom management practices. *European Journal of Educational Management*, 6(3), 153-165. <https://doi.org/10.12973/eujem.6.3.153>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Osterman, K. F. (1998, April). Student community within the school context: A research synthesis. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. (ERIC Document Reproduction Service No. ED 425 519)

- Paul, J. L., & Marfo, K. (2001). Preparation of educational researchers in philosophical foundations of inquiry. *Review of Educational Research*, 71(4), 525–547.
- Pinnegar, S., & Hamilton, M. L. (2009). *Self-study of practice as a genre of qualitative research: Theory, methodology, and practice*. Springer.
- Philp, J., & Duchesne, S. (2016). Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics*, 36, 50–72.
<https://doi.org/10.1017/S0267190515000094>
- Putnam, R. P., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29(1), 4–15.
- Qudsyi, H., Sa'diyah, S. K., & Mahara, R. (2020). Family functioning, peer support, and student engagement among high school students in Central Java Island, Indonesia. In *The Social Sciences Empowered* (1st ed., p. 8). CRC Press.
- Renninger, K. A., & Bachrach, J. E. (2015). Studying triggers for interest and engagement using observational methods. *Educational Psychologist*, 50, 58–69.
Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/00461520.2014.999920>
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 149–172). Springer.
- Richards, J. C., & Lockhart, C. (2007). *Reflective Teaching in Second Language Classrooms*. Cambridge University Press.

- Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38(2), 437–460.
- Saito, E., & Ludecke, M. (2023). Translations: A Self-Study of Teacher Education Practices of a Non-Native Speaking University Faculty Teaching in Cross-Cultural Contexts. *Studying Teacher Education*, 20(1), 87–106. <https://doi.org/10.1080/17425964.2023.2210281>
- Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. SAGE.
- Samaras, A. P., & Freese, A. R. (2006). Self-study of teaching practices. Peter Lang.
- Samaras, A., Hjalmarson, M., Bland Nelson, J., & Christopher, E. (2019). Self-study as a method for engaging STEM faculty in transformative change to improve teaching. *International Journal of Teaching and Learning in Higher Education*, 31(2), 195–213
- Sang, Y., & Hiver, P. (2021). Engagement and companion constructs in language learning: Conceptualizing learners' involvement in the L2 classroom. In Hiver, P., Al-Hoorie, A. H., & Mercer, S. (Eds.), *Student engagement in the language classroom* (pp. 17–37). Clevedon: Multilingual Matters.
- Santagata, R. & Guarino, J. (2011). Using video to teach future teachers to learn from teaching. *ZDM Mathematics Education*, 43, 133–145. <https://doi.org/10.1007/s11858-010-0292-3>
- Sass, D. A., Lopez, J., Oliveira, C., & Martin, N. K. (2016). An evaluation of the behavior and instructional management scale's psychometric properties using

- Portuguese teachers. *Teaching and Teacher Education*, 55, 279–290.
<http://doi.org/10.1016/j.tate.2016.01.020>
- Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.
- Shernoff, D. J. (2013). *Optimal learning environments to promote student engagement*. New York, NY: Springer. Retrieved from <http://link.springer.com/content/pdf/10.1007/978-1-4614-7089-2.pdf>
- Shulman, L. S. (1998). Course anatomy: The dissection and analysis of knowledge through teaching. In P. Hutchings (Ed.), *The course portfolio: How faculty can examine their teaching to advance*
- Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology*, 100(4), 765. <https://doi.org/10.1037/a0012840>
- Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69(3), 493–525.
<https://doi.org/10.1177/0013164408323233>
- Smith, H. A. (1998). Self-Study and the development of collective knowledge. In M. L. Hamilton (Ed.), *Reconceptualizing teaching practice: Self-Study in teacher education* (pp. 19–29). London: Falmer Press.
- Sowa, P. A., & Schmidt, S. (2019). Preparing teachers to teach for social justice. In M. A. Kitchen, D. C. Parker, & D. Pushor (Eds.), *Self-study in addressing the*

- tensions in teacher education: A call to action* (pp. 9–27). Springer.
https://doi.org/10.1007/978-3-030-26804-2_2
- Stipek, D. J. (2002). *Motivation to learn: Integrating theory and practice*. Boston, MA: Allyn & Bacon.
- Taylor, M., & Diamond, T. (2020). *Self-study of teaching: A framework for developing pre-service teachers' reflective practices*. Montclair State University.
<https://www.montclair.edu/profilepages/media/437/user/2020taylordiamondselfstudy.pdf>
- Vanassche, E., & Kelchtermans, G. (2015). The state of the art in self-study of teacher education practices: A systematic literature review. *Journal of Curriculum Studies*, 47(4), 508-528.
- Vega-Abarzúa, J., Pastene-Fuentes, J., Pastene-Fuentes, C., Ortega-Jiménez, C., & CastilloRodríguez, T. (2022). Collaborative learning and classroom engagement: A pedagogical experience in an EFL Chilean context. *English Language Teaching Educational Journal*, 5(1), 60-74.
- Virtanen, T. E., Räikkönen, E., Lerkkanen, M.-K., Määttä, S., & Vasalampi, K. (2021). Development of participation in and identification with school: Associations with truancy. *The Journal of Early Adolescence*, 41(3), 394–423.
<https://doi.org/10.1177/0272431620919155>
- Walker, C. O., & Greene, B. A. (2009). The relations between student motivational beliefs and cognitive engagement in high school. *The Journal of Educational Research*, 102, 463–472.

- Wang, M. T., & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, 47, 633–662.
- Watters, J. J., Diezmann, C. M., & Dao, L. (2018). Using classroom videos to stimulate professional conversations among pre-service teachers: Windows into a mathematics classroom. *Asia-Pacific Journal of Teacher Education*, 46, 239–255, <https://doi.org/10.1080/1359866X.2017.1401585>
- Wegerif, R. (2007). *Dialogic Education and Technology: Expanding the Space of Learning*. New York: Springer.
- Whitehead, J. (2000). How do I improve my practice? Creating and legitimating an epistemology of practice. *Reflective practice*, 1, 91-104.
- Xu, J., Yang, J., & He, D. (2023). Control-value appraisals, academic emotions, and student engagement: A case of Chinese EFL undergraduates. *Language Teaching Research*, 1–28. <https://doi.org/10.1177/13621688231215276>
- Yuan, R., & Lee, I. (2016). 'I need to be strong and competent': a narrative inquiry of a student-teacher's emotions and identities in teaching practicum. *Teachers and Teaching*, 22(7), 819–841. <https://doi.org/10.1080/13540602.2016.1185819>
- Yazzie-Mintz, E., & McCormick, K. (2012). Finding the humanity in the data: Understanding, measuring, and strengthening student engagement. In S. L. Christenson, A. L. Reschly, & C. Wiley (Eds.), *Handbook of research on student engagement* (pp. 743–761). New York, NY: Springer
- Zeichner, K. (1999). The new scholarship in teacher education. *Educational Researcher*, 28(9), 4–15.

Zeichner, K., & Liston, D. P. (2013). *Reflective Teaching: An Introduction*. Routledge.



APPENDICES

APPENDIX A: Data Excerpts from Self-Reflective Journals

The following excerpts were taken from my self-reflective journals during the 5-week teaching period. These data served as the basis for initial coding and thematic analysis.

Date	Excerpt (Bahasa Indonesia)	Excerpt (English Translation)
7 Oct 2024	Ketika saya masuk kelas, mereka masih belum siap dan sibuk sama urusannya masing-masing (tidak memperindah kedatangan saya).	When I entered the classroom, they were still unprepared and busy with their own matters (not acknowledging my arrival in any meaningful way).
7 Oct 2024	Begitu saya memerintahkan ketua kelas untuk menyiapkan kelas, banyak dari mereka juga ngga mengucapkan salam.	When I instructed the class leader to prepare the class, many students did not even greet me.
7 Oct 2024	Saya menyuruh mereka untuk menonton video tentang Recount Text. Masih belum semua yang aware.	I instructed the students to watch a video on Recount Text, but not all of them were fully aware or attentive to the task.
7 Oct 2024	Terus berulang, siapapun yang tidak memperhatikan akan saya suruh maju ke depan.	Repeatedly, I told anyone who wasn't paying attention to come to the front of the class.
7 Oct 2024	Saya mengajak mereka melengkapi kata-kata dari paragraf recount text yang rumpang. Dan memberikan mereka tugas dengan model soal yang sama. Tapi siswa menjadi	I asked them to complete missing words in a recount text paragraph and gave them an exercise with a similar format. But the students became noisy, and only some of them worked on the task.