

BRIDGING THEORY AND PRACTICE: PRE-SERVICE TEACHERS' REFLECTIVE EXPERIENCES DURING SCHOOL VISIT PROJECTS IN TEFL CLASS

Musdalifah¹, Citra Dwi Safitri², Muhammad Fahri Jaya Sudding³

^{1,2,3} Applied English Study Program

^{1,2,3} Universitas Negeri Makassar, Indonesia

Email: ¹musdalifahmansur@unm.ac.id, ²citra_dwi@unm.ac.id,
³fahrisudding@unm.ac.id

ABSTRACT

This study explores pre-service teacher's reflective experiences during school visit projects implemented in Teaching English as a Foreign Language (TEFL) classes. The study aims to investigate how school visit activities help pre-service teacher connect pedagogical theories experiential learning. Employing a qualitative descriptive design, this study involved 15 undergraduate students enrolled in a TEFL course at an Indonesian university. The participants were selected using purposive sampling because they were directly involved in the school visit project. The project was conducted in five schools representing different educational levels, including elementary school (SD), junior high school (SMP), and involved five English teacher as interview participants. The data were collected through reflective journals, classroom observation reports, questionnaire, and semi-structured interviews. The findings revealed that the school visit project provided meaningful experiential classroom practice. The Participants reported improved understanding of teaching methods, classroom management, instructional strategies, and student engagement in authentic classroom settings. The project also enhanced students' pedagogical awareness, reflective thinking, and analytical skills. However, several challenges were identified, including limited observation time, difficulties taking observation notes, nervousness during teacher interviews, and challenges understanding classroom dynamics. The data were analyzed using thematic analysis by coding and categorizing participants' responses into several themes related to reflective learning and pedagogical development. This study concludes that school visit projects can serve as effective experiential and reflective learning activities in TEFL teacher education.

Keywords: *TEFL, pre-service teacher, school visit project, reflective learning, experiential learning*

INTRODUCTION

Teacher education programs play a crucial role in preparing pre-service teachers to connect pedagogical theories with authentic classroom practices. In Teaching English as a Foreign Language (TEFL) contexts, many university

students learn various teaching methods, strategies, and classroom management concepts theoretically; however, they often have limited opportunities to observe how these concepts are implemented in real classroom settings (Ibrahim et al., 2026; Hakim et al., 2024; Núñez-Mercado et al., 2026). As a result, a gap often exists between theoretical knowledge acquired in university classroom and realities of teaching practices in schools.

To address this issue, experiential learning has become an important component in teacher education programs. Experiential learning emphasizes learning through direct experience, active participation, and reflective practice (Raach & Bellemouche, 2024; Fitrianto & Ali Saif, 2024; Ananda et al., 2026; Setiono et al., 2025). Through classroom observation and interaction with experienced teachers, students are able to examine how teaching strategies, classroom management, and students are able to examine how teaching strategies, classroom management, and student engagement are implemented in actual learning environment (Ngatmini & Suyitno, 2025). These authentic experiences allow pre-service teacher to connect theoretical understanding with practical teaching realities and develop deeper pedagogical awareness.

In addition to experiential learning, reflective learning has also been emphasized as an important component of teacher professional development because it helps pre-service teachers critically analyze their experiences and improve pedagogical awareness. Recent studies highlight that reflective and experiential activities contribute positively to pre-service teachers' professional growth, reflective thinking, and teaching awareness (Gao et al., 2025). Therefore, integrating experiential and reflective learning activities into TEFL teacher education program is essential to help pre-service develop professional competence and contextual understanding of authentic classroom practices.

Although studies on experiential and reflective learning in teacher education have increased in recent years, there is still a noticeable gap in the existing literature. Most previous research has mainly concentrated on teaching practicum, microteaching activities, or the use of reflective journals, whereas school visit projects involving classroom observation and teacher interviews have received

relatively limited attention, especially in Indonesian TEFL contexts. In addition, earlier studies tend to focus more on teaching performance and instructional skills rather than exploring how authentic observational experiences influence pre-service teachers' reflective learning and pedagogical awareness. This issue is important because school visit projects offer valuable opportunities for pre-service teachers to observe real classroom environments without the pressure of directly conducting teaching activities. By observing experienced teachers and interacting with authentic classroom situations, pre-service teachers can gain deeper insights into instructional strategies, classroom management practices, student engagement, and the complexities of teaching processes.

Considering this gap, further research is needed to examine how school visit projects contribute to pre-service teachers' reflective experiences and pedagogical development in TEFL education. Therefore, the present study seeks to explore pre-service teachers' reflective experience during school visit projects conducted in TEFL classes. The study specifically investigates how school visit activities help students connect pedagogical theories with authentic classroom practices and develop pedagogical awareness through experiential learning. Additionally, this study examines the challenges faced by pre-service teachers during classroom observation and teacher interview activities. Through this investigation, the study is expected to provide valuable insights into the role of experiential and reflective learning in preparing future English teachers and contribute to the developments of TEFL teacher education practices.

LITERATURE REVIEW

TEFL and Teacher Education

Teaching English as a Foreign Language (TEFL) requires teachers to possess not only strong linguistic competence but also adequate pedagogical knowledge and classroom management skills to create meaningful learning experiences in diverse educational contexts. In TEFL classrooms, teachers are expected to design effective learning activities, select appropriate teaching methods, manage classroom interaction, and address students' varying language proficiency levels.

Therefore, English teachers must be capable of adapting instructional strategies to support students' engagement, motivation, and language development. According to Abera and Wakuma (2025) and Bonar et al. (2025), effective language teaching involves the integration of heretical knowledge, instructional decision-making, and reflective practice to respond to classroom challenges effectively. In addition, classroom management is considered one of the essential competencies for language teachers because successful learning often depends on how teachers organize classroom activities, maintain students' participation, and create supportive learning environments. Núñez-Mercado et al. (2026) and Abera and Wakuma (2025) explains that TEFL teachers should be able to balance language instruction, classroom interaction, and learner-centered activities to encourage active participation and communicative competence. This highlights the complexity of teaching English as a foreign language, particularly in contexts where students may have limited exposure to English outside the classroom, requiring teachers to be flexible, reflective and responsive to diverse classroom situations.

Considering these challenges, teacher education programs play an important role in preparing pre-service teachers with both theoretical understanding and practical teaching competence. Teacher education institutions provide courses related to teaching approaches, classroom management, lesson planning, teaching media, and assessment practices to strengthen students' pedagogical knowledge. However, theoretical instruction alone is often insufficient to prepare pre-service teachers for authentic classroom situations. As stated by Farrell (2021), pre-service teachers need experiential and reflective learning opportunities that allow them to connect pedagogical theories with actual classroom practices. Therefore, integrating practical experiences such as classroom observation, microteaching, and school visit projects into TEFL courses is essential to help pre-service teachers develop professional competence, pedagogical awareness, and reflective teaching skills.

Experiential Learning Theory

According to Kolb's experiential learning framework, learning unfolds

through an iterative cycle involving four interconnected stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). According to this theory, meaningful learning develops when learners actively engage in authentic experiences and reflect on them to construct new understanding and professional knowledge. In teacher education, experiential learning is important because it helps pre-service teachers connect pedagogical theories with real classroom practices. In the context of Teaching English as a Foreign Language (TEFL), school visit activities can be considered a form of experiential learning since they provide opportunities for pre-service teachers to observe authentic classroom can examine instructional strategies, classroom management, student engagement, and teaching challenges in real educational settings. These authentic experiences enable pre-service teachers to understand the complexity of teaching beyond theoretical discussions in university classroom. Previous studies have shown that experiential and reflective learning activities contribute positively to pedagogical awareness, reflective thinking, and professional development among pre-service teacher (Gao et al, 2025; Karim et al., 2024). Furthermore, reflective activities encourage students to critically analyze classroom practices, evaluate teaching effectiveness, and reconsider their beliefs about teaching and learning. Wang et al (2025) also explain that reflective experiential learning improves students' ability to interpret classroom situations critically and develop professional decision-making skills. Therefore, integrating school visit projects into TEFL course can help pre-service teachers strengthen pedagogical competence, reflective awareness, and professional readiness for future teaching practices.

Reflective Practice

Schön explains that reflective practice helps teachers critically evaluate their teaching experiences and continuously improve their professional competence (Tan, 2020). Reflective practice encourages teachers to analyze classroom situations, identify instructional challenges, and reconsider their pedagogical decisions critically (Machost & Stains, 2023). In teacher education, reflective learning is considered an essential component because it enables pre-service

teachers to connect theoretical knowledge with authentic classroom experiences. Through reflection, pre-service teachers can examine their beliefs about teaching, evaluate classroom interaction, and develop deeper pedagogical understanding. Karim et al. (2024) stated that reflective practice helps pre-service TESOL teachers build professional awareness and improve their understanding of classroom realities through critical reflection on teaching experiences. Similarly, Rahman (2014) found that reflective activities during teaching practicum encouraged pre-service English teachers to evaluate their teaching journey and strengthen their professional identity. Furthermore, Gao et al. (2025) and Kırmızı and Gülbak (2025) explained that collaborative reflection activities enhanced pre-service teachers' noticing skills and understanding of classroom dynamics during observation activities. Reflective learning also supports the development of critical thinking, problem-solving skills, and professional decision-making, which are important competencies for future teachers. Therefore, reflective practice plays a significant role in helping pre-service teachers develop pedagogical competence and professional readiness in TEFL contexts.

Classroom Observation in Teacher Education

Classroom observation is an essential component of teacher education because it allows pre-service teachers to examine teaching methods, classroom interaction, student engagement, and classroom management practices in authentic educational settings. Through classroom observation, pre-service teachers can directly observe how teachers implement instructional strategies, manage diverse classroom situations, and facilitate student participation during the learning process. This authentic exposure helps students connect pedagogical theories learned in university classrooms with real teaching practices in schools. According to Wang et al. (2025), classroom observation activities provide valuable opportunities for pre-service teachers to develop pedagogical awareness and professional understanding through direct engagement with classroom realities. Similarly, Pratiwi et al. (2023) and Huda et al. (2025) found that observation-based learning experiences enhanced pre-service teachers' understanding of classroom management, teaching techniques, and teacher-student interaction in EFL

classrooms.

Furthermore, classroom observation also promotes reflective learning because pre-service teachers are encouraged to analyze and evaluate the effectiveness of teaching practices critically. During observation activities, students can identify instructional strengths, classroom challenges, and strategies used by teachers to maintain student engagement. Karim et al. (2024) explained that reflective observation activities contribute significantly to the development of professional awareness and reflective thinking among TESOL pre-service teachers. In addition, classroom observation enables pre-service teachers to develop practical insights into how teachers adapt teaching methods to students' needs and classroom conditions. This process helps students build contextual understanding of teaching and learning processes that cannot be fully obtained through theoretical instruction alone. Therefore, classroom observation plays a crucial role in preparing pre-service teachers to become reflective, competent, and professionally aware educators in TEFL contexts.

RESEARCH METHOD

This study employed a qualitative descriptive design to explore pre-service teachers' reflective experiences during school visit projects in TEFL classes. A qualitative descriptive approach was considered appropriate because the study aimed to obtain in-depth understanding of participants' experiences, perceptions, and reflections regarding authentic classroom observation activities (Creswell & Creswell, 2018; Lambert & Lambert, 2013). The participants consisted of 15 undergraduate students enrolled in a TEFL course at an Indonesian university, five English teachers, and five schools representing different educational levels, including elementary school (SD), junior high school (SMP), and senior high school (SMA). The participants were selected using purposive sampling because they were directly involved in the school visit project activities. During the project, the students conducted classroom observations and teacher interviews to examine authentic teaching practice and classroom interaction in real educational settings.

The data were collected through reflective journals, classroom observation

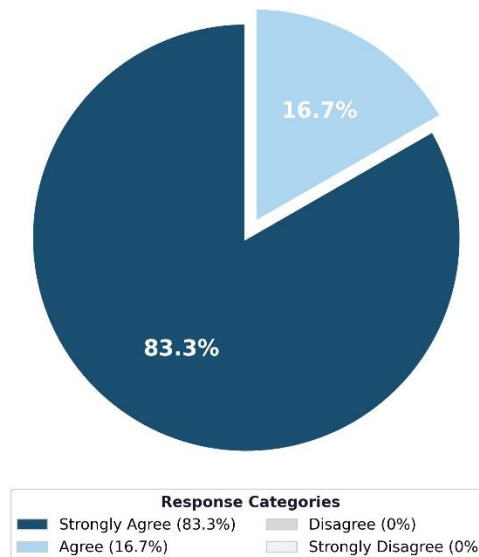
reports, questionnaire, and semi-structured interviews. Reflective journals were used to explore students' reflective learning experiences and pedagogical awareness (Farrel, 2022), while Likert-scale questionnaire gathered students' perceptions regarding the implementation and benefits of the school visit project (Taherdoost, 2022). Classroom observation reports documented teaching methods, classroom management, and students' participation observed during the visits. In addition, semi-structured interviews were conducted with students and teachers to obtain deeper insights into participants' experiences and challenges during the activities (Braun & Clarke, 2019). The instruments used include an observation checklist, interview guidelines, reflective writing prompts, and a Likert-scale questionnaire.

The data were analyzed using thematic analysis following Braun and Clarke (2019) framework. The researchers coded and categorized the data into themes related to reflective learning, pedagogical awareness, theory-practice connection, and classroom challenges. This analysis enabled the researchers to interpret participants' experiences systematically and examine how school visit projects contributes to pre-service teachers' pedagogical development and reflective learning in TEFL contexts.

FINDINGS AND DISCUSSION

Bridging Theory and Classroom Practice

The findings indicate that the school visit project helped pre-service teachers connect TEFL theories with authentic classroom realities. Based on the questionnaire results, the majority of participants showed highly positive perceptions regarding the effectiveness of the project in bridging theoretical concepts and real teaching practices. As presented in Graph 1, 83.3% of the respondents selected "*Strongly Agree*," while 16.7% selected "*Agree*" to the statement "*The project connected theory with classroom practice effectively.*" No respondents chose negative responses. These results demonstrate that the school visit project successfully provided meaningful experiential learning opportunities for pre-service teachers.

Graph 1: Students' Perceptions of the Effectiveness of the Project

The findings suggest that direct classroom observation enabled students to understand how pedagogical theories learned in TEFL courses were implemented in authentic educational settings. During the observation activities, participants examined teaching methods, classroom management practices, teacher-student interaction, and instructional strategies used by teachers in real classrooms. Through these experiences, students developed deeper pedagogical understanding and awareness of the complexities of teaching practices.

Several participants explained that observing authentic classroom interaction helped them realize that teaching involves more than simply delivering instructional materials. One participant stated:

“I realized that teaching is more complex than what we learn in class because teachers must manage students, time, and activities simultaneously.”
(Participant 2)

Another participant explained:

“During the observation, I saw how the teacher adapted the teaching strategy when students looked confused. It helped me understand that teaching must be flexible.” (Participant 4)

Similarly, another respondent mentioned:

“The school visit helped me understand how classroom management and teaching methods are applied in real situations, not only in theory.” (Participant 1)

These interview extracts indicate that the observation activities encouraged students to critically reflect on the realities of classroom teaching. The participants recognized that effective teaching requires not only theoretical understanding but also communication skills, classroom management abilities, adaptability, and professional decision-making. The findings also show that school visit projects enabled students to compare theoretical concepts learned in university classrooms with authentic teaching practices observed in schools.

The findings support Kolb’s experiential learning theory, which emphasizes learning through concrete experience, reflective observation, conceptualization, and active experimentation. According to Gao et al. (2025), experiential learning activities contribute significantly to the development of reflective mindsets and pedagogical awareness among pre-service teachers. Similarly, Karim et al. (2024) found that reflective experiential activities helped TESOL pre-service teachers develop professional awareness and deeper understanding of classroom realities. Furthermore, Wang et al. (2025) explain that observation-based reflective learning activities improve pre-service teachers’ ability to analyze classroom interaction and connect pedagogical theories with practical teaching experiences.

Therefore, the findings suggest that the school visit project functioned as an effective experiential learning activity that helped bridge the gap between theory and practice in TEFL teacher education. Through authentic classroom observation and reflective learning, pre-service teachers were able to develop pedagogical awareness, professional understanding, and contextual insights into real classroom teaching practices

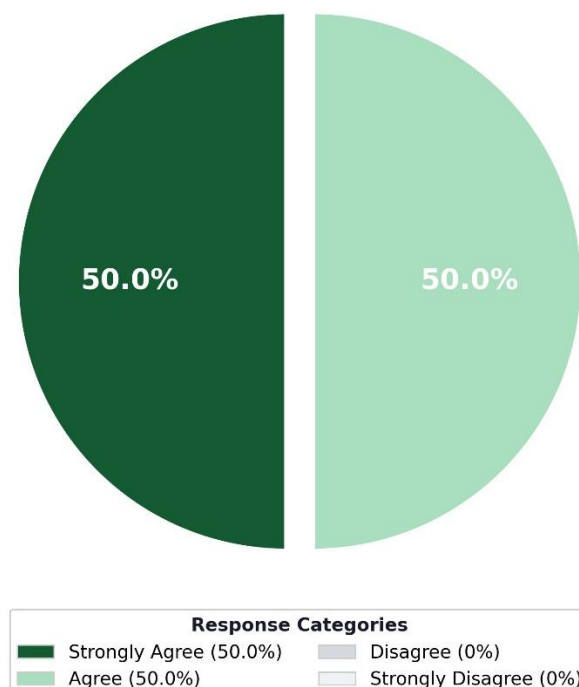
Development of Pedagogical Awareness

The findings revealed that the school visit project contributed significantly to the development of students’ pedagogical awareness. Through direct classroom observation and interaction with experienced teachers, pre-service teachers became more aware of important pedagogical aspects such as classroom interaction,

scaffolding techniques, student participation, classroom management, and teacher creativity in delivering instructional materials. The observation activities allowed students to understand that effective teaching involves not only delivering content but also creating meaningful interaction, maintaining student engagement, and adapting teaching strategies to classroom situations.

Based on the questionnaire results, students demonstrated positive perceptions regarding the contribution of the school visit project to their pedagogical understanding. As presented in Graph 2, all participants agreed that the observation activities improved their understanding of classroom management and instructional practices. Specifically, 50% of the respondents selected “*Agree*,” while the remaining 50% selected “*Strongly Agree*.” These findings indicate that the observation activities successfully enhanced students’ pedagogical awareness in authentic TEFL classroom settings.

Graph 2: Students Perceptions of Pedagogical Awareness Development



Several students mentioned that observing experienced teachers helped them understand how instructional decisions are made in real classroom situations. One

participant explained:

“I learned that teachers must make quick decisions during the lesson depending on students’ responses and classroom conditions.” (Participant 3)

Another participant stated:

“The observation helped me understand how teachers use different strategies to make students participate actively in class.” (Participant 5)

Similarly, another respondent mentioned:

“I realized that teacher creativity is very important because students can easily lose focus if the activities are monotonous.” (Participant 1)

These interview extracts demonstrate that the school visit project encouraged students to critically analyze teaching practices and classroom interaction. The participants became more aware that teachers need to combine pedagogical knowledge, classroom management skills, communication abilities, and creativity to create effective learning environments. In addition, students observed how teachers used scaffolding strategies, questioning techniques, and collaborative activities to maintain student participation and engagement during lessons.

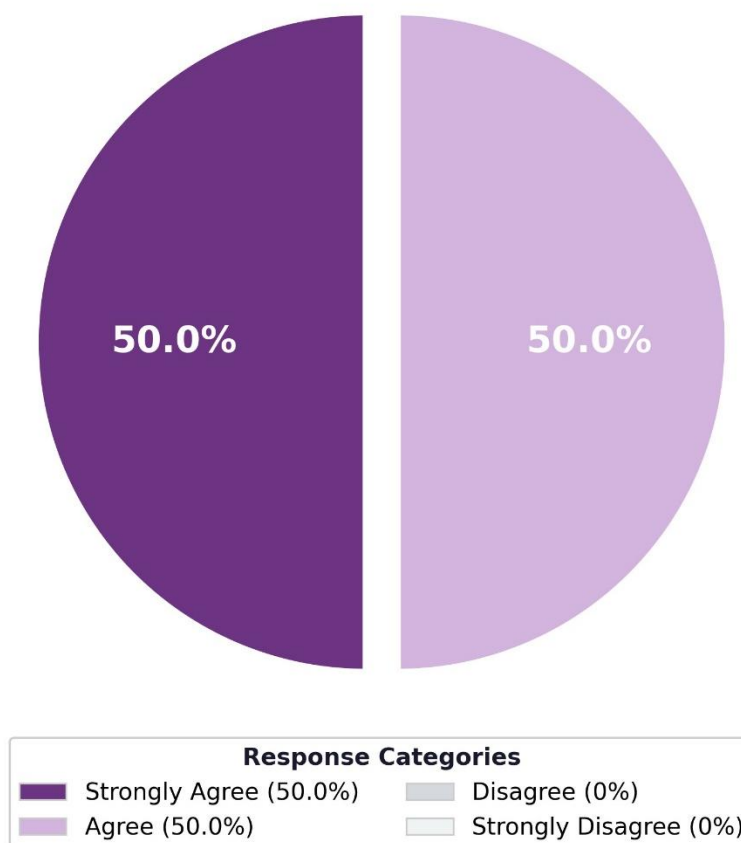
The findings support previous studies emphasizing the importance of experiential and reflective learning in teacher education. Gao et al. (2025) explain that experiential learning activities foster reflective mindsets and pedagogical awareness among pre-service teachers by exposing them to authentic teaching situations. Similarly, Rozimela et al. (2025) found that reflective observation activities helped pre-service teachers develop deeper understanding of classroom interaction and instructional decision-making. Furthermore, Wang et al. (2025) argue that collaborative reflective activities improve pre-service teachers’ professional awareness and analytical understanding of classroom dynamics.

Therefore, the findings suggest that the school visit project played an important role in strengthening students’ pedagogical awareness and professional understanding. Through authentic classroom observation and reflective analysis, pre-service teachers were able to develop contextual understanding of effective teaching practices and gain practical insights into classroom realities in TEFL contexts.

Reflective Learning Experience

The findings revealed that the school visit project encouraged participants to develop reflective learning experiences during classroom observation activities. Through direct observation and interaction with authentic classroom situations, students demonstrated reflective thinking by evaluating classroom strengths, weaknesses, teaching strategies, student engagement, and instructional challenges. Reflection enabled the participants to critically analyze what they observed and compare classroom realities with the pedagogical theories learned in TEFL courses. As a result, students became more aware of the complexity of teaching practices and the importance of adaptability in classroom instruction.

Graph 3: Students’ Reflective Learning Experience



During the reflective activities, participants critically evaluated classroom interaction, teacher performance, student participation, and classroom management

practices. Several students explained that the observation activities encouraged them to reconsider their own beliefs and assumptions about teaching and learning. One participant stated:

“Before the observation, I thought teaching was only about explaining materials, but I realized that teachers also need to motivate students and manage the classroom effectively.” (Participant 6)

Another participant mentioned

“The observation made me reflect on what kind of teacher I want to become in the future because teaching requires patience, creativity, and good communication skills.” (Participant 2)

Similarly, another respondent explained:

“I learned that classroom situations are sometimes unpredictable, so teachers need to be flexible and ready to change their strategies.” (Participant 4)

These interview extracts demonstrate that reflective learning activities helped students critically evaluate authentic classroom situations and develop deeper pedagogical understanding. Reflection also encouraged participants to identify classroom strengths and weaknesses while examining the effectiveness of instructional practices implemented by teachers. Through reflective observation, students became more aware of the importance of communication skills, classroom management, scaffolding, and student-centered teaching strategies in creating meaningful learning environments.

These findings align with Schön’s reflective practice theory, which highlights the role of reflection in professional learning and teacher development. Schön argues that reflective practice enables teachers to critically analyze their experiences and improve their professional competence through continuous reflection. The findings are also consistent with Karim et al. (2024), who found that reflective experiential activities strengthened professional awareness and reflective thinking among TESOL pre-service teachers. Likewise, Gao et al. (2025) explain that reflective and collaborative experiential learning activities foster reflective mindsets and pedagogical understanding among EFL pre-service teachers. Furthermore, Wang et al. (2025) state that reflective observation activities improve

students' ability to interpret classroom situations critically and develop professional decision-making skills

Therefore, the findings suggest that the school visit project successfully promoted reflective learning experiences among pre-service teachers. Through classroom observation, reflection, and analysis, students were able to develop pedagogical awareness, critical thinking skills, and professional understanding related to authentic TEFL classroom practices.

Challenges during School Visit Activities

Despite the positive learning experiences gained from the school visit project, the participants also encountered several challenges during the observation and interview activities. The findings revealed that students experienced difficulties related to limited observation time, note-taking during classroom observation, nervousness during teacher interviews, and challenges in understanding complex classroom dynamics. These obstacles influenced how students interpreted classroom situations and conducted reflective analysis during the project.

Based on the interview results, several participants explained that the limited duration of classroom observation restricted their ability to observe teaching activities comprehensively. Some students felt that a single observation session was insufficient to fully understand classroom interaction and instructional practices. One participant stated:

"The observation time was too short, so sometimes I could not observe all classroom activities in detail." (Participant 5)

Similarly, another participant mentioned:

"I needed more time to understand how the teacher managed the class because classroom situations changed very quickly." (Participant 3)

These responses indicate that time limitation became one of the major challenges during the school visit activities. Limited observation opportunities may affect students' ability to analyze classroom interaction, student behavior, and instructional decision-making comprehensively.

Another challenge experienced by participants was difficulty taking detailed observation notes during classroom activities. Several students reported that

classroom interaction occurred very dynamically, making it difficult to document important events while simultaneously paying attention to the lesson. One participant explained:

“Sometimes I was confused about whether I should focus on observing the teacher or writing the observation notes.” (Participant 2)

This finding suggests that classroom observation requires strong observational and analytical skills, especially when students are exposed to authentic classroom situations for the first time. The challenge of note-taking may also affect the depth of reflective analysis produced by students after the observation process.

In addition, many participants reported feeling nervous during teacher interview sessions. Some students explained that they lacked confidence when asking questions to experienced teachers. One participant stated:

“I felt nervous during the interview because I was afraid my questions were not good enough.” (Participant 1)

Another respondent mentioned:

“It was challenging to communicate professionally with the teacher during the interview session.” (Participant 4)

These findings indicate that communication anxiety and lack of interviewing experience influenced students’ confidence during the fieldwork activities. Nevertheless, the interview sessions still provided valuable opportunities for students to develop communication skills and professional interaction with teachers

Furthermore, participants also reported difficulties understanding classroom dynamics, particularly in interpreting student behavior, teacher decision-making, and unexpected classroom situations. Some students realized that classroom realities were more complex than theoretical discussions learned in university classrooms. One participant explained:

“I found it difficult to understand why the teacher changed the activity suddenly during the lesson.” (Participant 6)

These findings demonstrate that authentic classroom environments involve complex and dynamic interactions that may not always align with theoretical

expectations. As a result, students needed reflective analysis and guidance to interpret classroom situations effectively.

The findings align with previous studies emphasizing challenges in experiential and reflective learning activities. According to Wang et al. (2025), pre-service teachers often encounter difficulties interpreting classroom interaction and managing reflective observation during experiential learning activities. Similarly, Karim et al. (2024) found that reflective observation projects sometimes create anxiety and uncertainty among pre-service teachers, particularly when they engage in authentic professional interaction with experienced educators. Gao et al. (2025) also explain that reflective experiential learning requires sufficient guidance and structured support to help students critically interpret classroom realities and professional teaching practices.

Therefore, these findings suggest that school visit projects require proper preparation, structured guidance, and reflective support to maximize students' learning experiences. Providing observation training, interview preparation, reflective guidelines, and longer observation opportunities may help pre-service teachers conduct more effective classroom analysis and develop stronger pedagogical understanding during experiential learning activities.

CONCLUSION

This study explored pre-service teachers' reflective experiences during school visit projects implemented in TEFL classes. The findings revealed that the project provided meaningful experiential learning opportunities that helped students bridge the gap between pedagogical theories and authentic classroom practices. Through classroom observation and teacher interviews, the participants were able to examine how teaching methods, classroom management, instructional strategies, and student engagement were implemented in real educational settings. These experiences enabled pre-service teachers to connect theoretical concepts learned in university classrooms with actual teaching realities in schools.

The study also demonstrated that the school visit project contributed significantly to the development of pedagogical awareness among participants.

Students became more aware of the importance of classroom interaction, scaffolding, teacher creativity, classroom management, and flexibility in instructional decision-making. By observing experienced teachers directly, the participants gained practical insights into how teachers adapt teaching strategies according to students' needs and classroom conditions. In addition, the reflective activities encouraged students to critically analyze classroom strengths, weaknesses, and instructional challenges, which helped strengthen their professional understanding and reflective thinking skills.

Furthermore, the findings indicated that the project fostered reflective learning experiences among pre-service teachers. Reflection allowed students to reconsider their beliefs about teaching and learning while developing deeper awareness of the complexity of classroom practices. The study supports experiential learning theory and Schön's reflective practice theory, which emphasize the importance of authentic experience and critical reflection in professional development.

Despite the positive outcomes, several challenges were identified during the school visit activities, including limited observation time, difficulties taking detailed observation notes, nervousness during teacher interviews, and challenges understanding complex classroom dynamics. These findings suggest that experiential learning projects require adequate preparation, structured guidance, and reflective support to maximize students' learning experiences.

Overall, the study concludes that school visit projects can serve as effective experiential and reflective learning activities in TEFL teacher education. Integrating authentic classroom observation into TEFL courses may help pre-service teachers develop pedagogical competence, reflective awareness, critical thinking skills, and professional readiness for future teaching practices.

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