

# Capturing moments to analyze students' transformative thinking through photovoice in an English language teaching classroom

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## ABSTRACT

The understanding of photovoice technique to capture transformative thinking (thereafter, TT) in ELT classes is challenging and providing valuable insights in the field of language education. However, the study specifically concerned on these fields have not been sufficiently explored. To fill the gap, this study aims to explore how students' thinking evolved during joining the English Language Teaching ELT class, how their insights changed, what moments lead students to undergo the transformation, and what ELT students believed about TT contribution to ELT. Photovoice, a participatory research method was employed to these determined research purposes. Approximately 75 students, aged 19-20 years old were invited to participate in this study. They were instructed to submit two pictures. Each picture was given 5 questions: what you saw here, what really happened, how did this relate to your life, why did this occur, and what could you do regarding EL II. A questionnaire was designed to be filled out by the students using Google Forms, which was used as the second data to complete the pictures' interpretation. Data analysis then used the model from Erlingsson and Brysiewicz (2017) consisting of four steps: condensation, coding using MAXQDA, categorization, and finalizing the themes. This study provided insightful information about the dynamics of transformative thinking in ELT classrooms through photovoice. The results show that photovoice serves as both a visual aid for documentation and a window into the ways in which ELT influences students' broader thought processes. Using the technique, the emotional changes, creative thinking, and evolving viewpoints of the students through the photographs they have selected can be understood.



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## 1. Introduction

Learning how to teach is not currently prioritized (Alstein et al., 2021). The quality of teachers is generally underestimated, as some studies have shown that only a small number of digital natives are willing to be teachers (Kirschner & De Bruyckere, 2017). Some factors that are assumed to explain why teaching becomes a less attractive career are its low salary, workload, and low prestige in society (Gorard et al., 2021). Not only in Indonesia, but teachers in various nations also earn less money than workers in occupations requiring an equivalent degree of education and experience (Darling-Hammond et al., 2017). A study done by Gorard et al. (2021) showed that workload was a strong predictor of the decision to leave teaching. From that point of view, the public may not consider

teaching as a career choice, as this profession gives a low status, salary, and lack of opportunities for career advancement.

However, many students from the English Literature Department enrolled in English Language Teaching (ELT) class. When they were randomly interviewed to record their intention to choose it, they admitted that they chose ELT because of wanting to have an additional profession as an English teacher. They are not trained to be English teachers, but through the ELT course, they believe that they will gain that profession. In contrast to the interview result, the open survey results showed surprising facts. Most students chose ELT because they avoided the more challenging course such as English for journalism and public speaking. They thought that ELT was easier and only related to teaching grammar and vocabulary. This intention led to other problems, such as procrastination, unenthusiasm in attending the class, and lack of critical thinking. They did not seriously join the class, as they thought that they had gained the English learning materials.

Transformative thinking (TT) can play an important role in addressing the mentioned issues. In ELT, TT can foster students' habit mind, creative thinking, and critical reflection. When facing a problem, students having TT can find the solution with their cognitive maturity. It also helps students enhance their language skills, teaching creativity, and nurtures of pedagogical understanding. TT also boots students' cognitive thinking, beliefs, and perceptions in which those components will significantly influence students' teaching skills (Mezirow, 2018). Furthermore, TT can also enhance students' cognitive and affective domain and to promote meaningful learning experiences (Hoggan & Cranton, 2015). Many approaches have been investigated to improve TT abilities in English language instruction. These techniques include critical thinking techniques, collaborative learning, and photovoice.

Studies have demonstrated the efficacy of transformative strategies in enhancing learners' language skills (Leonard et al., 2023). Pre-service and in-service instructors have benefited from the use of photovoice in understanding students to enhance their teaching abilities (Musoke et al., 2022; Cho & Kim, 2022). Moreover, photovoice complies with the requirement for theoretical frameworks in studies to accurately document the learning process. Teachers can track the development of students' TT by methodically analyzing and interpreting visual data by fusing photovoice technique with theoretical underpinnings. According to McMorro & Musoke (2023), the strategy not only improves research methods but also offers a useful supply of data for comprehending the intricacies of cognitive growth in English language learners.

In relation to, photovoice is an effective technique for recording important moments that reveal the underlying issues, such as students' chronic absences, procrastination, apathy in classes, lack of enthusiasm and critical thinking abilities. In ELT context, using photovoice helps teachers express their obstacles while implementing online teaching (Pratolo et al., 2024). Add to this, photovoice also supports students convey their points of view when creating an unusual and genuine story beyond conventional data (Goessling, 2018; Reed et al., 2024). Thus, an appropriate intervention can be addressed to the problems raised by using photovoice, which provides a more detailed view of the processes at action. Photovoice emerges as a useful technique for acquiring significant insights into learners' cognitive growth, even though a variety of strategies have been used to increase transformational thinking abilities in English language instruction. Teachers can gain a deeper understanding of how students develop their cognitive abilities such as spatial thinking and critical thinking in the context of learning English by using photovoice with theoretical frameworks. Through the use of visual narratives, photovoice plays a critical role in methodical knowledge by recording the growth of learners' thinking skills. It enables students to use visuals to communicate their viewpoints, experiences, and thoughts, which promotes a deeper comprehension of their cognitive growth. Teachers of English can learn about their students' creative thinking, problem-solving strategies, and mental processes by incorporating photovoice into their lessons. These insights are critical for the development of students' cognitive thinking abilities. Research on ELT and transformative thinking have been extensively conducted. Some of the researchers are Bayyurt & Sifakis (2015), Jeyaraj & Harland (2014) and Safari (2017).

However, those specifically addressing transformative thinking and photovoice in the ELT context are still infrequently. To address this gap, this study aimed to investigate by formulating the research questions as follows: (1) how students' thinking evolves during the ELT experience, (2) how their

insights changed, (3) what moments lead students to undergo the transformation, and (4) what the ELT students believed about the transformative thinking contribution to ELT.

### 1.1. ELT for English Literature Department

Students want to acquire the ability to teach English and want to learn theory with more practice. Since ELT is not the major course offered, exploring their decisions is necessary to know the reasons and expectations of joining it. To introduce the English teaching to students of the English Literature Study Program, the ELT syllabus used was designed based on the mission and vision of the institution and new demands in the global workplace. It discusses the four skills (speaking, listening, reading, and writing) and approaches to balance them, as well as ensuring comprehensive language proficiency. Additionally, ELT has also been associated with student differentiation. Due to the varying needs, learning styles, and proficiency levels, they are carefully undertaken and tailored to teaching methods. Differentiated activities, personalized instruction, and adaptive learning strategies have been discussed in ELT. Since ELT contains not only linguistics and education aspects but also general aspects, knowledge of students' needs should be acquired to avoid misunderstandings and misperceptions in joining ELT courses.

Learning ELT in English Literature Department provides some benefits to support the educational experience as highlighted by Chu et al., (2021). To foster linguistic competency, critical thinking, and a profound understanding of literature, a dynamic and enriching learning environment is needed. Anuyahong & Pengnate (2023) suggested a novel method of teaching English vocabulary that makes use of mnemonics and memory tricks. This creative approach can be helpful for increasing vocabulary learning in literary classes. Using English literary texts to foster students' intercultural communicative ability is also necessary to do as Bagui & Adder (2020) highlight the importance of using literature to help students improve their communication and cultural awareness. Poetry can help EFL learners expand their vocabulary, as suggested by Imron & Hantari (2021).

### 1.2. Transformative Thinking

The theory of "transformative thinking," referred to as "transformative learning," focuses on how people's thought processes develop and change because of meaningful learning events (Eschenbacher & Fleming, 2020; Mezirow, 2018). Jack Mezirow was the pioneer who put this theory, and then some scholars have developed it. Based on this idea, transformative thinking entails a significant structural change in a person's beliefs, assumptions, values, and perspectives. The process of transformative learning consists of several steps, which are explained as follows.

1. Disorienting dilemma: This challenges a student's beliefs, which creates a state of confusion and makes the students reevaluate their previous beliefs.
2. Self-Reflection: Students critically analyse their ideas, beliefs, and views through self-reflection. Students examine their various perspectives and question the fundamental beliefs that shape their ways of thinking.
3. Exploration of new perspectives: Students search for knowledge, ideas, and perspectives. They interacted with others and participated in other activities to increase their understanding of the problem.
4. Evaluating new knowledge: Students critically evaluate their new knowledge and perspectives. Through a comparison with their previous views, they assessed the accuracy, applicability, and relevance of the new information.
5. Transformative thinking: Through critical thought, students might have a "aha" moment. They have developed fresh, deeper conceptual frameworks that enhance their perspectives.
6. Action and Implementation: Learning is not only about changing students' viewpoints on things but also about acting on new ideas. Students use their new ways of thinking to make decisions and navigate their daily lives.
7. Critical Reflection: recognizes the significance of emotions, social context, and power dynamics in its process. This highlights meaningful engagement with diverse perspectives in fostering transformative thinking.

The importance of emotions, the social environment, and power dynamics in the process of transformative learning is acknowledged by transformative thinking theorists (Romano, 2017).

Attention to how debate, critical thought, and substantive interactions with various viewpoints can encourage transformative thinking (Fazey et al., 2018). It is also vital to clarify that the evolutionary development of thinking over a long period is not the primary focus of transformational thinking theory, which instead emphasizes individual cognitive transformation (Valladares, 2021).

### 1.3. Research Mapping of Transformative Thinking, ELT, and Photovoice

Regarding the research mapping of transformative thinking in ELT, more than 500 articles were identified using the Vosviewer software. Based on the analysis, there were 42 items in four clusters. The links were 417 with a total link strength of 1986. The data were taken from Scopus and Google Scholars with the help of publishing and perishing software. Figure 1 and 2 show the results of the analysis using Vosviewer.

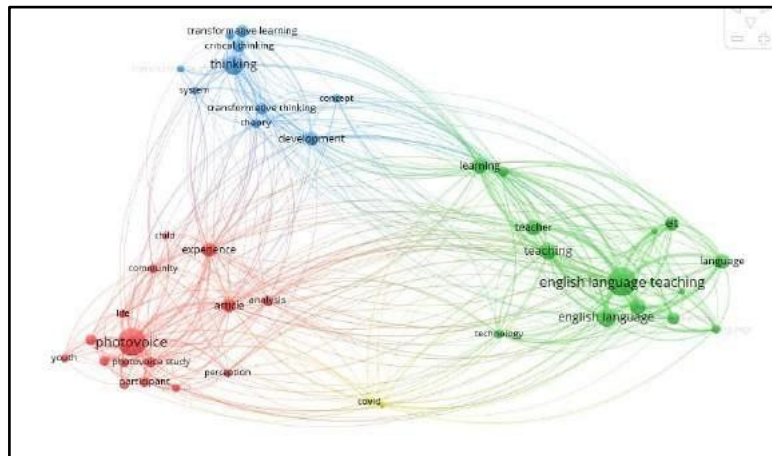


Fig. 1. Vosviewer Result 1

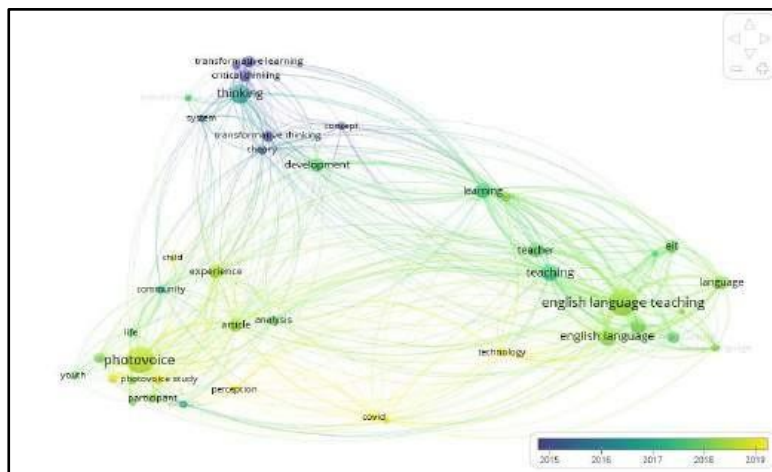


Fig. 2. Vosviewer Result 2

In the academic realm of our study, transformative thinking was promoted in various ways using qualitative methodologies and approaches (Colomer et al., 2020; Farias et al., 2019; Rodríguez Aboytes & Barth, 2020; Wang et al., 2019). These were framed as interpretative and critical paradigms. In the context of reflective education, photography has been used to produce images and build social knowledge. In this regard, research that used photovoice or participatory photography was of interest to many scholars, but none have investigated transformative thinking. Therefore, using a particular photographic technique, photovoice as a participatory strategy for transformative thinking in ELT would help us identify, represent, and enhance new insights.

Research using the photovoice method will make an important contribution in analyzing transformative thinking in ELT. Using photography as a tool to reflect on students' experiences in ELT should be appreciated. This approach allows students to visually express their thoughts regarding



the process of learning and teaching English. By involving students in this creative process, photovoice highlights the transformational dimensions in the way students perceive, feel, and interpret their learning experiences. This transformative thinking includes changes in their attitudes, understanding and outlook towards English language learning. By utilizing photovoice techniques, this research presents a unique perspective that goes beyond traditional understandings of teaching-learning and designing more effective and relevant teaching strategies in the ELT classroom.

## 2. Methodology

Utilizing the photovoice technique (Wang & Burris, 1997), several elements such as photo-documentation, photo-elicitation, and exhibition in galleries were used which are in line with an exploratory of qualitative approach. The goals were to identify, demonstrate, and enhance students' transformational thinking using a specific photography style. By using it, students were seen as active participation in this study. Furthermore, through both large- and small-group discussions of photographs, the photovoice technique aimed to (1) record and reflect the strengths and concerns of students toward the ELT course, (2) foster critical thinking and knowledge about significant issues, and (3) influence ELT policy. Four processes comprise the implementation of photovoice: (1) planning, (2) holding a pre-focus group meeting, (3) capturing pictures, (4) reflecting, and (5) summarizing the lessons gained (Boamah et al., 2022). Figure 3 shows the sequences used in this study.

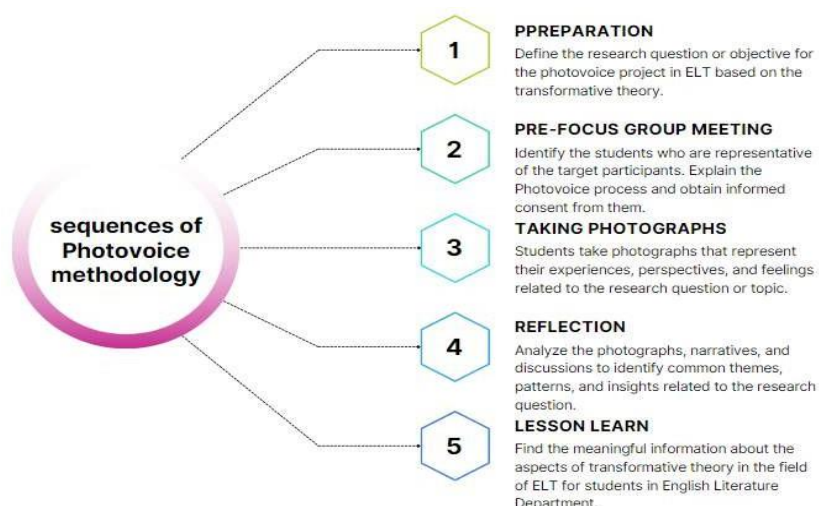


Fig. 3. Research sequences of photovoice technique (adopted from Boamah et al., 2022)

### 2.1. Participants and Setting of the Research

The study was carried out with approximately 75 students, aged between 19 and 20, at the University of Ahmad Dahlan's ELT II English literature department. This study was conducted from September 2023 to February 2024. The English literature department offered three credit semesters. All the students enrolled in the "Community English Literature Department" course were asked to participate in this teaching strategy. The course was offered in the English literature department during the odd semester of the sixth undergraduate year.

Since individuals were included in this study, ethical issues were addressed. Clear and easy-to-understand explanations of the research purpose, the methods, and potential risks were given to the students. They were given the autonomy to make their own decisions and were provided with a readily understood informed consent form that emphasized the voluntary nature of participation. To ensure a transparent process, they were encouraged to raise questions prior to giving their consent. Students then received confirmation that their choice to participate or not would have any unfavorable effects.

## 2.2. Data Collection Techniques

During the first two-hour session, the project objectives, the photovoice process, and the principles of the TT were discussed in the classroom with the students. The students were given the task of obtaining pictures that illustrated their emotional condition before and after attending the ELT classes. Additionally, the pictures that described their critical to the process of change. Using their phones, tablets, or cameras, students had 20 days to prepare and take their pictures (photo- documentation). Three of these pictures were chosen, submitted to the lecturer using Google form link, and the pictures were completed by the student's description about their emotional condition during attending in the ELT classes. Five questions were posed to each photo: What did you notice here? What was taking place? What did this have to do with your lives? Why was this strength or difficulty there? For ELT, what could you do about it? Given that clues, this study was expected to investigate transformational thinking process.

## 2.3. Data Analysis Techniques

The four steps of data analysis consisting of condensation, coding using MAXQDA, categorization, and finalizing the themes were applied as suggested by Erlingsson and Brysiewicz (2017). We systematically transcribed, structured, and reduced students' narratives that accompanied the photographs. Visual content analysis was used to examine the student-captured images. To identify recurring themes and hidden meanings, it was necessary to categorize and code the visual motifs, patterns, and symbols in the images. Triangulating the results enabled by the mix of textual and visual data allowed for a more thorough and nuanced understanding of students' perspectives. In addition, the research team conducted member-checking procedures and solicited participant inputs to guarantee the validity and correctness of the conclusions drawn from the data. Because Photovoice is collaborative, participatory analysis was possible, guaranteeing that the students' opinions were not only heard but also actively included in the interpretation of the results. In summary, the photovoice data analysis in this study revealed students' transformational thinking in the ELT classroom and demonstrated how well visual techniques capture the nuanced details of their learning experiences.

## 3. Findings and Discussion

### 3.1 Findings

The students' confessions taken from their pictures and descriptions were used to analyze students' thinking processes, insights development, the moments leading them to transformation, and the students believe about the contribution of transformation thinking in ELT. The pictures and descriptions were guided by five questions. (1) What do you see here? (2) what was really happening? (3) how did this relate to your live? (4) why did this problem or strength exist? and (5) what could you do about it for EL II? Each issue is described as follows.

#### 1) *Students' Thinking Processes Evolve during the ELT Teaching-Learning Process*

Students' thinking processes that evolved during the ELT teaching-learning process were used to analyze transformative thinking. English Literature students evolved their thinking from the pictures that express facial expressions, body language, and classroom engagement when they interacted with their friends. The way students performed their tasks also demonstrated their level of interest and comfort with the ELT. They chose pictures they had collected before joining the ELT class.

Students' transformative thinking can be captured in their thinking process. For example, at first, they did not like to be a teacher, but after attending the classes and being involved in the learning experiences, their thinking gradually changed. A change in thinking can be understood from how they viewed the ELT class. For instance, the way they responded to the teachers' instructions and completed the entire task given by the teachers in the classroom could be one of the proven ways to determine students' transportive thinking.

The following pictures and the descriptions of the pictures show the students' thinking processes. They were taken before and after attending ELT classes.

Fig. 4. Picture from student12



Fig. 5. Picture from student12



“I selected that picture, because my future was unclear, and I was unsure whether I would actually become a teacher or not at all.” [student12]

“During ELT class, I was excited because I have new knowledge about how to teach. The group discussion before performing in front of the class gives me an insight that each student has different knowledge from one another. Teamwork is needed in the classroom, there are a lot of benefits that we get from making a group in a class. In discussion, collaboration with other students is important and it will expand our perspective. We can exchange ideas, make a strategy in the learning process, and solve problems together.” [student12]



Fig. 6. Picture from student65



Fig. 7. Picture from student65

“There are no feelings, emotions, and my view is empty. Honestly, I feel confused, but I keep trying to understand”. [student65]

“The overall ELT class is very fun and memorable. While studying ELT, the class was very conducive and exciting especially when practicing teaching.” [student65]

Transformative thinking is facilitated by engaging in a variety of thought processes, including systems thinking, creative problem solving, and critical analysis. Students' transformative thinking also included questioning previous assumptions, rethinking outdated assumptions, and adopting new approaches to challenges. These were frequently found in students' descriptions of their selected pictures. The degree of cognitive flexibility and capacity to understand beyond preconceived notions have proven the thinking process.

In exploring the transformative thinking through students' thinking processes, some evidence both from students' photos and description were gathered. Students engaged in a process of selecting, taking, and describing photographs were symbolized their transformative thoughts and experiences. The visual nature of photovoice not only provided a tangible and personal representation of these moments but also allowed for a deeper exploration of the emotions, context, and complexities associated with their cognitive shifts. The student's nature of photovoice empowered them to express their transformative thinking in a medium beyond traditional verbal or written communication. Through this method, students were able to visually articulate the subtle nuances and context of their transformative thoughts, providing a more holistic understanding of their intellectual development. From this finding, it can be interpreted that transformational thinking essentially serves as a fundamental change in how students view and interact with their friends, lecturers, and ELT itself. Thinking processes also offer cognitive aspects and strategies for evaluating and comprehending information. Transformative thinking can arise from specific ways of thinking that encourage students to go beyond obstacles and explore new cutting-edge ideas and solutions.

### 2) *Students' Insights Development*

In the context of transformative learning, the development of students' insights is complex, and the process is influenced by various factors such as cognitive, social, and emotional aspects. Based on the students' acknowledgment, the aspects that had influenced their insight toward ELT were the teachers' explanation and the instructional design framework they had experienced in the classroom. In addition, students' insight development was also influenced by the learning material, interaction both inside and outside the classroom, and students' own learning processes. The following quotations show the students' insight development. The following pictures and the descriptions of them show the students' insight development.



**Fig. 8.** Picture from student51



**Fig. 9.** Picture from student51

“While studying in the ELT class, I felt happy because I could discuss and exchange opinions with friends to gain new insights about various teaching techniques and approaches.” [student51]



**Fig. 10.** Picture from student70



**Fig. 11.** Picture from student70

“So, the picture above is a character in a cartoon called inside out. Her name is joy, a character who is always happy. It's the same as how I felt when I took this ELT course. I always feel happy when I take this class. Because the teacher has a way of teaching that can make students feel happy and not bored.” [student70]

“Being a true teacher is not just teaching and then giving material, the task is even more than that.” [student70]

“Hopefully in the future, we can become modern teachers and be good role models for students.” [student70]

These quotations provide information and an understanding of the process that has brought students to perspective and insight change toward the importance of ELT. The aspects influencing students' perspectives and insights development in the context of transformative learning cover instructional design, strategies, quality enhancement, classroom dynamics, and task-related experiences.

### 3) *Moments that Lead Students to Undergo the Transformation.*

Students' transformations were influenced by several factors. The moment that has brought about the transformation was the quality of their interactions with the teacher and engagement in dialogues. Positive teacher-student relationships have been reported by students as one of the moments that



brought about the transformation. When students connect their old memories with their teacher, the moments were likely to undergo transformative experiences. The following quotation show the students' insight development.

“Studying in ELT class was very enjoyable. The material obtained greatly broadened my horizons about the world of teaching, which I had never even imagined before. This course will be very helpful in the future, especially for those who want to become teachers. Being a true teacher is not just teaching and then giving material, the task is even more than that. While studying ELT, the class was very conducive and exciting especially when practicing teaching. The overall ELT class is very fun and memorable. Hopefully in the future, we can become modern teachers and be good role models for students”. [student01]

Moments that stimulated students into transformation were from engagement with their friends, such as when the student did the classroom projects, discussion, and presentation. In addition, teacher-student relationships and harmonious experiences have been identified as triggers of transformative learning. Exposure to challenging and meaningful learning experiences can contribute to student transformation. The following quotation show the moment that led the students undergo the transition.

**Fig. 12.** Picture from student04



**Fig. 13.** Picture from student04



“I chose iceberg and some glasses filled with water as a description of my experience while studying in the ELT class because my expectations before studying in ELT class unfortunately differed greatly from my imagination that something from the simple sounding thing of teaching English was wrong because teaching English is very difficult. Teaching English needs many preparations and from this class, I have found many new things and have shaped my perception about teaching.” [student04]

#### 4) *The Students Believe about the Contribution of TT in ELT*

Based on data analysis, students perceived that there were some contributions from transformative thinking to ELT. Students used some symbols to actualize their belief. The following quotations are students' acknowledgment about their belief about the contribution of transformative thinking to ELT.



**Fig. 14.** Student's selected photo from student10

“why I chose panda, because in my opinion panda symbolizes sincerity, innocence, cuteness, and fun. so, I chose panda because during learning I feel like a panda who does not think too much about expectations to be perfect but is free to explore a learning in its own way and time and the most important thing is to learn while being happy including when doing UAS.” [student010]



Fig. 15. Student's selected photo from student19

"The bookshelves are huge and illustrate a lot of the knowledge and knowledge I have gained from ELT classes. After joining this class, I feel optimistic about my future as an academic who will work as an English teacher." [student19]

"After attending the ELT class, I feel that there is a process of change in the way I see the role of English teachers for the future of the nation. I feel that having good English language skills with sufficient knowledge of English literature will enable me to be an inspiring English teacher. This change in my way of thinking has a positive value towards ELT." [student19]

There are at least seven contributions of it to ELT, based on students' beliefs. They can solve problems, foster a passion for learning and a curiosity-driven mindset, being independent learners, thinking outside the box, fostering innovation and creativity, promoting social and global awareness, adapting to new technology, handling complicated problems, and accepting change, learning, and unlearning new things. These claims were taken from the students' confessions. The following chart shows the seven contributions of students.

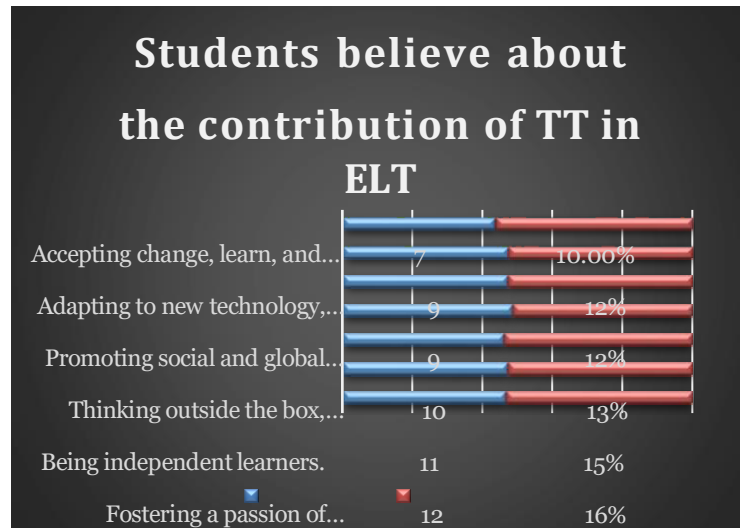


Fig. 16. The Contribution of TT in ELT

After attending the ELT class, students felt that there was a process of change in the way they understand the role of English teachers in the future of the nation. Students feel that having good English skills with sufficient knowledge of English literature will enable them to become inspiring English teachers. This change in their way of thinking has a positive value for the development of ELT in the future.

### 3.2 Discussion

Students were asked to describe a series of questions based on the photos they have selected. From the activity, students can go further in explaining their experience. When students conducted a visual analysis, evaluating and describing the visible aspects within their acquired photos, the answer to some questions, such as "what do you see from your photo?" have been answered. Following that, in

response to the question, "what was really happening in your photo?" students discussed the background details, including the feelings and occasions that led up to the moment that was photographed. Reflections on personal connections were sparked by the question, "How did this relate to your life with your photo?" which helped students connect the visual storytelling to their own experience. In examining the question, "why did this problem or strength exist?" students provided explanations for the underlying reasons and consequences of the situations that were shown. Finally, asking students "what could you do about it for English language teaching?" inspired transformational thinking and helped them come up with feasible concepts for implementing their experiences in the field of teaching English.

From the findings, this study revealed that students' thinking had developed during the ELT teaching-learning process. Students were engaged with ELT activities. They also responded to a teacher's guidance, and fulfilled some tasks in the class. That active participation had served as an effective method for stimulating students' transformative thinking skills. This finding supports research done by Idris et al., (2023) that cognitive factors and strategies for processing and understanding information significantly impact transformative thinking, enabling students to overcome challenges and delve into innovative concepts and solutions.

The classroom atmosphere, which included the explanations given by the teachers and the instructional design framework that the students were exposed to, had an impact on the development of the students' insights. These findings prove how important to investigate students' transformation in the ELT class and support few researches examining how the photovoice approach in ELT search for students' transformational thinking. Among the limited scholars doing the research which were almost in line with the findings are Castro (2016) doing the photovoice workshop to create meaningful context for EFL learning. Simanjuntak (2020) and Ferdiansyah et al., (2020) identifying the cause of disengagement among apathetic English learners and the use of photovoice in teaching have proven that photovoice can maximize students' learning without too much pressure on students. ELT, transformative learning, and photovoice become more relevant to answer the new demands of the modern world by documenting and analyzing classroom moments in their selected pictures.

This study has supported the study done by Klahr & Wallace (2022) that the moment brings crucial effect to the students' cognitive development. The moment brings a crucial contribution to the process of learning and students' transformation. As a brief period characterized by a particular occurrence, feeling, and thinking, moment of silence, moment of joy, and any other moment, those had brought to students into transformation. The moment in this study is considered as the substantial aspects. Consequently, in ELT learning process, it should be well designed. This claim is in line with the study done by Sert (2021) conducting an interaction of student-teacher that created learning opportunities providing valuable insights and study by Walsh & Sert (2019) founding that a variety of interactional practices covering the issues of wait time, reduced teacher echo, and various feedback practices.

The moment from this research finding is then described as significant or memorable events that leads students to have a different way of thinking. This study revealed that those moments which have been designed by the teacher had shaped students' thinking process during the ELT learning experience. This finding is in line with the study done by Tardy & Snyder (2004) that moments can motivate participants and shape classroom practices, as well as provide new insight into teaching beliefs. Catching the moment using a photovoice also helped the students shape their perspectives and insights. Additionally, Pratolo et al., (2024) also revealed that photovoice helped EFL teachers expressed their emotional journey and their creativity in activating students' low level of participation in online class. Findings in this research also support the study by Lam et al., (2020) that autistic voices can foster well-being among the autistic community. In the ELT classroom, moments should be created or designed by the teacher whether they are silent, shift, formal, or very serious. Even moments in ELT should be created as relaxed as possible by supporting many students' interactions. Some moments that lead students to undergo the transformation are interactions between the teacher and students. This finding is in line with the study done by Walsh & Sert, (2019), who found that an appropriate level of interactional competence can create opportunities and spaces where learning can occur.

This study also revealed that TT contributes to ELT. TT contribution to ELT supports some studies, such as Jenkins & Alfred (2018) who stated that TT can improve teaching and learning because learning is not only for memorization and superficial knowledge but also leads students to go beyond

that. This encourages students to think critically, consider other points of view, and create original solutions to challenging issues. In real-world situations, this capacity for creative and critical thinking is essential. Through ELT classes, it is possible to promote the curiosity-driven strategy for lifelong learning that is addressed in TT.

This motivated students in ELT class explore a wide range of subjects, pursue for information, and never stop working to become better versions of themselves. Moreover, TT skills help students develop into lifelong learners who can adapt to shifting conditions and pick up new abilities as they go through life. This claim is consistent with research on an existence of independent thinking conducted by Sperrazza & Raddawi (2016). The study revealed that students of ELT had posed independence thinking that help them to stand up for themselves, clearly state their opinions, and support them. This finding is in line with Akyıldız & Çelik (2020) that through transformational thinking, students are enabled to think creatively and innovatively, and to come up with several ideas. Additionally, Felsman et al., (2020) also found the same point that students in that condition can consider a variety of options because they encourage diverse thinking.

To explore transformative thinking in an ELT classroom through photovoice, it is essential to consider the potential impact of innovative teaching methods on students' learning experience. It has been demonstrated that the application of photovoice, a participatory action research technique that blends photography with grassroots social action, fosters transformational learning and critical thinking in a variety of educational situations (Haffejee, 2021). According to Cavazos (2017), this method gets students to take pictures and think about them, which can foster critical thinking and deep involvement.

#### 4. Conclusion

The study suggests that transformational learning in ELT can be explored by using photovoice. It offers valuable insights into how to ignite students' perspective shift, which greatly benefits their learning experience. Students' thinking processes can be traced by analyzing the transformational process. By highlighting the significance of pedagogical approaches, emotional aspects, and the role of peer support in fostering transformative learning experiences, this study collectively demonstrates the variety of ways in which researching transformative learning enriches students' learning journeys. Catching the moments might also result from participating in discussions and completing the lecturer's assigned work. The use of photovoice as a method to capture moments in the ELT process can provide an in-depth picture of students' transformative thinking. This method not only allows teachers to understand the development of students' ELT skills and knowledge, but also provides a richer understanding of how students experience self-transformation during ELT learning. Through the pictures chosen by the students, we can feel the emotional nuances, creative ideas, and changes in their mindsets. Thus, Photovoice is not only a visual documentation tool, but also a window that opens a deeper view into students' understanding of ELT and how it affects their overall thinking. By continuing to explore the potential of Photovoice in ELT classrooms, we can stimulate deeper reflection, enrich the learning experience, and support students' positive transformation in understanding and using English.

Despite the fact that the study using the photovoice approach is significant, it has several drawbacks. A significant limitation is the possibility of subjectivity in the interpretation of visual data. A further view of the events captured might result from the analysis considering the perspectives of the students as well as the researchers' personal biases. Additionally, the findings are impacted by the number of selected photos collected by the students. Future research might overcome these shortcomings. Moreover, considering that photovoice is a dynamic tool, continued research into new technical tools and platforms may expand its use and accessibility. A more thorough analysis can be obtained by incorporating mixed-method techniques, such as integrating photovoice with quantitative measurements.

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#### Declarations



- Author contribution** : Wiwiek Afifah was responsible for the entire research project. She also led the writing of the manuscript and the collaboration with the second, third, and fourth author. Ani Susuanti and Eka Anisa Sari have participated in the data collection and data analysis. Abzhanova Samal has participated in data analysis and interpretation. She also revised the manuscript. All the authors approved the final manuscript.
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