The Portrayal of EFL Preservice Teachers' Engagement in A Video Stimulated Reflection in Teaching Practicum

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ABSTRACT

Using a video to reflect teaching practice in EFL settings has been widely investigated. However, EFL preservice teachers' engagement in video stimulated reflection (VSR) process in teaching practicum context has been under researched. To fill this gap, this study aims to examine how EFL preservice teachers engaged in VSR during their teaching practicum. The phenomenological approach combined with the case study was used to make sense of EFL preservice teachers' experience in reflecting their teaching practices stimulated by video during their teaching practicum. Data of the study were garnered from EFL preservice teachers' multiple reflective writings. To ensure the accuracy and to avoid misinterpretation of the data, member checking was done. Engagement framework proposed by Bowden and Naumann was used as an analytical tool of the present study. The findings of the study revealed that EFL preservice teachers were cognitively, emotionally, socially and behaviorally engaged in video-stimulated reflection during their teaching practicum. These empirical findings provide insighs that EFL preservice teachers' behavioral, emotional, social and cognitive engagement can be promoted through VSR that is crucial to improve their teaching quality. Recommendation and future studies are also discussed.

I. Introduction

Reflective practice has been used in teacher education worldwide, yet incorporating reflective practice into the TESOL domain is recently introduced [1]; [2]). Reflective practice normally involves educators' responsibility to evaluate their professional actions about what they do, the reasons they do it, and in what ways they do it both in and out of the classroom, so that this practice can hold personal significance for them [3]. [4] contends that the capacity of teachers to reflect on their teaching has been regarded as crucial for their professional growth. [3] suggests that when teachers reflect on their personal histories and consider how their past experiences may have influenced the formation and evolution of their fundamental teaching philosophy, they can subsequently engage in critical reflection on their practice by cultivating greater mindfulness and self-awareness.

While reflective practice is important, it is a complex and challenging task. [5] contends that the complexity of reflection is frequently neglected. He contends that engaging in writing, talking, or thinking about one's practice alone does not make one as a reflective practitioner. [6] identifies that unproductive reflection tends to be descriptive, lacks focus, employs judgmental framing, and lacks analysis or evaluation. In contrast, productive reflection involves challenging assumptions, being open to different perspectives, being analytical, integrating knowledge, and being capable of "seeing, attending to, and analyzing connections and relationships in a classroom. [3] argued that in many approaches, the teacher has been isolated from the teaching process itself, and reflective

practice has become standardized or habitual action. Responding to this constraint, [3] developed a comprehensive approach to reflective practice that acknowledges the spiritual, moral, and emotional dimensions of reflection, as well as the typical retrospective inquiries into practice. Thus, [3] contends that the comprehensive model of reflective practice should encompass an exploration not just of the technical elements of one's practice, but also of the internal dimensions such as the teacher's philosophy, principles, and theories, and the external factors including the social, cultural, and political contexts in which they teach. He further explores that educators are prompted not only to describe but also to scrutinize and question embedded assumptions across all levels during the reflective process. This approach enables them to employ the framework as a perspective through which they can scrutinize their professional (and even personal) environments, gaining insight into what has influenced their professional journey.

To help teachers reflect their teaching, a video can be a powerfull tool. [7] contends that employing video recordings of classroom sessions is an efficient method for facilitating and enhancing teachers' reflective practices. [8] additionally suggests that video can offer stronger support for claims and expression of professional practice. Moreover, [9] emphasize that video warranted and grounded assertions, articulations, and arguments. Moreover, [10] highlights that videos enable educators to observe the nuanced aspects of classroom dynamics, such as elements of teacher communication. This method is especially beneficial for enhancing awareness of interactive elements like requests for clarification, display questions, and teacher echoing.

Much research on the use of video as a reflection tool has been well documented. For example, [11] employed video recordings to assist preservice teachers in refining their instructional skills. [12] found that video use enhanced the competence of teacher candidates in making instructional decisions. Another study by [13] found that previous studies have indicated that reflecting on videos can offer valuable insights into teachers' methods. Furthermore, [14] found that video mediated reflection benefits preservice teacher for managing classrooms and fostering students involvement. Although these empirical studies showcased that video is a potential tool for reflection, little is known about how EFL preservice teachers engaged in a reflection activity stimulated by the video recording. To fill this gap, this study aims to investigate EFL preservice teachers' engagement in a video stimulated reflection during their teaching practicum. The present study provides insighs that EFL preservice teachers' behavioral, emotional, social and cognitive engagement can be promoted through VSR.

A. *The Dimension of Engagement*

Behavioral engagement encompasses participation, involving both academic and social or extracurricular activities, and is seen as essential for attaining favorable academic results and averting dropout rates [15]. Positive behavioral engagement is assessed by visible indicators of academic performance, such as students' favorable behavior, attendance, attempt to focus on tasks, active contribution, participation in class interactions, engagement in academic and extracurricular pursuits, time devoted to assignments, and ability to persist and bounce back from difficult tasks [16]. Moreover, [17] argue that students who are behaviorally engaged demonstrate proactive involvement and active participation in university activities and extracurricular citizenship endeavors.

The emotional aspect of engagement pertains to the overall and lasting levels of feelings encountered by students, reflecting the extent of enthusiasm they feel for their tertiary education [18]. According to [18], students who are emotionally engaged can recognize the significance and rationale behind their academic assignments and social interactions. Meanwhile, [19] emphasized that sustained psychological commitment to the tertiary experience can result from feelings of optimism, pride, joy, and enthusiasm that extends beyond university.

The social aspect of engagement examines the connections of identification and sense of belonging developed among students and their peers, academic faculty, administrative personnel, and other significant individuals within their tertiary education journey [20]. Students who demonstrate limited social engagement are at a higher risk of feeling lonely and experiencing isolation [21]. Moreover, teachers may experience a sense of reduced isolation when they share their experiences with peers who might have encountered similar situations [22]; and allow them to recognize and engage in conversations about challenging teaching scenarios [23].

Meanwhile, cognitive engagement draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills [15]. Engaged students exhibit a deeper grasp of the significance of academic work, as evidenced by their perceptions, beliefs, cognitive processes, and approaches to tasks [24]). Thus, Students who are mentally engaged are inclined to display advanced cognitive skills because they can grasp the content, significance, and practical application of academic tasks [25] .

B. The Reflective Cycle

The model of the reflective cycle, inspired by [26] which comprises three stages (initial framing, reframing, and resolution), was adapted in this study. This model of reflective cycle was the modified version of Mackinnon's 'clue structure' [27]. The initial hint within Mackinnon's clue framework aims to pinpoint the stages of the reflective cycle. In other words, this stage is to identify instances of framing and reframing within the discussions of student teachers. The second clue discerns changes in perspectives through which student teachers perceive situations in their teaching. For instance, transitioning from a focus on the teacher to a focus on the student. The third clue aims to identify whether acts of reframing result in more robust conclusions about the situation or prompt new reflections for future actions (implications). Ultimately, the fourth clue searches for indications of transitions from interpreting their teaching solely through their experiences as school students to understanding their students' perspective [27]. Lee and Loughran merged fourth clue with the second clue. The three clues were subsequently employed as a means to identify reflection and connect it to the reflective cycle.
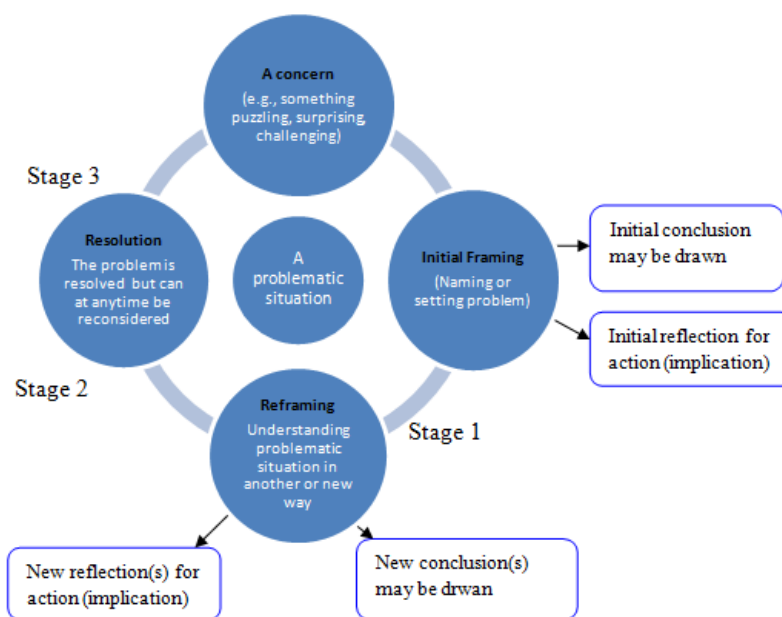

Figure 1. Model of reflective cycle (Lee and Loughran, 2000)

II. Method

The purpose of this research was to investigate how EFL preservice teachers' engage in video stimulated reflection in teaching practicum context. The present study employed phenomenological case study as it allows the researcher to make sense of detailed human experiences and "the essence and the underlying structure of a phenomenon" [28]. Thus, the phenomenological case study has allowed researchers to explore EFL preservice teachers' intellectual, social, and behavioural engagement while they were reflecting their teaching practices through video recordings.

A. Research Context and Participants

In this study, teaching practicum is a required subject that students take in the seventh semester at English Education Department at one of private university based in Banyuwangi, East Java,

Indonesia. This course has four credits and it lasted for 6 months. The subject provided students with opportunities to experiment their teaching and allows peers to reflect both individually and collectively. They did teaching practicum in several secondary schools. They were regularly guided and supervised by a teacher mentor from school and faculty. The participants of the study were 5 EFL pre-service teachers. They are four females and one male ranging from 21 to 23 years old. The detail of participants' demography can be seen in the table below.

Table 1. The demography of research participants

Participants (pseudonym)	Gender	Age	Teaching experience	Languages spoken
Irfa	Female	22	Microteaching	Bahasa Indonesia and Javanese
Ngaya	Female	21	Microteaching	Bahasa Indonesia and Javanese
Asted	Female	22	Microteaching	Bahasa Indonesia, Javanese, and Madurese
Firsum	Male	23	Microteaching	Bahasa Indonesia and Javanese
Oki	Female	21	Microteaching	Bahasa Indonesia and Javanese

The objective of the present study was explained to the students prior to their involvement in VSR. Each student provided consent by signing a form outlining the project's objectives, procedures, information, and opportunity for questions related to the project. All data were anonymized, and any information capable of disclosing participants' identities was removed. Students were notified that their involvement was voluntary. Ethical approval was obtained for conducting this study and for the dissemination of its findings.

B. Data collection

Data of the study were garnered from EFL preservice teachers' multiple reflective writings following [26] model of reflection which comprises three stages (initial framing, reframing, and resolution). Their reflective writings were classified into the beginning, middle and the post of teaching. From these classifications, 24 reflective writings were produced. These reflective writings were then grouped into behavioral, emotional, social, and cognitive engagement. All these data were coded and the emerging themes were produced.

C. Data Analysis

All collected data from EFL preservice teachers' reflective writings were inductively analyzed to generate coding categories. Engagement dimension framework proposed by [29] which encompasses four dimensions (behavioral, affective/emotional, social, cognitive) engagement was adopted for narrative data analysis. Following [30] data analysis procedure, researchers firstly read all collected data repeatedly and accurately to ensure that the data comprise behavioral, affective/emotional, social, and cognitive dimension. Secondly, the data which comprise engagement aspects were coded into reflective writing data (RWD). Then, the coded data were classified into four dimensions, namely behavioral (B), affective (A), social (S) and cognitive (C). Next, data from coding processes and data classification were coded into BRWD (behavioral reflective writing data), ARWD (affective reflective writing data), SRWD (social reflective writing data), and CRWD (cognitive reflective writing data). All classified data were selected and analyzed using engagement framework. The researchers italicized words, phrases, and sentences which represent engagement parameters. Lastly, researchers interpreted the italicized data to find out meanings of engagement in the words, phrases, and sentences.

III. Results and Discussion

Reseach findings

The present study aims to investigate how EFL preservice teachers' engage in a video stimulated reflection during teaching practicum. Drawing from EFL preservice teachers' multiple reflective

writings, the findings of the study revealed that EFL preservice teachers were cognitively, emotionally, socially, and behaviorally engaged in video-stimulated reflection during their teaching practicum. These engagements have significant impact on their understanding about teaching as well as their teaching quality.

A. *Behavioural Engagement: "I used the small group discussion method in this third meeting so that students were more active and focused in discussion session"*

Positive behavioral engagement is assessed by visible indicators of academic performance, such as students' favorable behavior, attendance, attempt to focus on tasks, active contribution, participation in class interactions, engagement in academic and extracurricular pursuits, time devoted to assignments, and ability to persist and bounce back from difficult tasks [16].The findings of the study showed that EFL preservice teachers' behaviorally engaged in video-stimulated reflection as indicated by their perseverance and resiliency when faced with challenging tasks, their effort to stay on tasks, and their participation in reflecting activities. This can be seen from their reflective writing below.

> The first time I taught, the class atmosphere was noisy and the students didn't pay attention to my explanation so my voice wasn't heard clearly. When my teacher mentor entered the class to observe my teaching activity, the class became quiet and the students paid attention to what I was explaining. At that time, I was *very comfortable to teach* and I felt that the lesson material could be explained well. *I realize that making classroom conducive is a passport to effective teaching.* (Firsum, BRWD)

The above data showed that Firsum learned to reflect the critical incident of his teaching that is the classroom that is not conducive. He is aware that making classroom conducive plays a key role for successfull teaching. His awareness is critical to improve the quality of his teaching in the future. When the video recording was viewed to be reflected by his peers, Asted (one of his peers) suggested Firsum to take into account the classroom condition. She thought that the classroom that is not conducive due to noise and low voice could greatly impact on his teaching like his explanation is not well conveyed. This can be seen from her reflective writing below.

> In my opinion, Firsum *needs to pay attention to classes that are not conducive or crowded* because these conditions *will greatly affect his teaching*. When the class was busy, what Firsum explained was not conveyed well. Apart from that, Firsum's *low voice* also meant that his explanation *could not be heard clearly*. (Asted, BRWD)

The data indicated that Asted actively participated in collaborative reflective processes. She could identify the problem of Firsum's teaching through the video recording. She suggested Firsum to consider the problems – unconducive classroom – because it can greatly impact his teaching.

Responding to these problems and challenging situation, Firsum kept trying to improve his teaching more effectively. He focused on how to make the classroom more conducive to learn. In this case, he changed the learning activities by asking the students to learn in group. This can be seen from his reflective writing below.

> In the second meeting of my teaching, I *used group-based learning*. I did this as *a strategy in managing the class* to *be more conducive* because each group had *the responsibility to complete the assignments* within that group. They *discuss* in groups and *complete the task well* (Firsum, BRWD).

From the data above, it shows that Firsum is trying to find ways or strategies to manage the class so that the class becomes more conducive during the teaching and learning process. He chose group-based learning in that each group had the responsibility to complete the assignments. This students-centered learning can make learning more effectively as the class remains more conducive to manage.

Firsum was persistent to improve his teaching quality. Reflecting his teaching in the second meeting, he used small group based discussion in the third meeting to make students more active in

discussing activity as well as to make them more responsible in completing the task. This can be seen from his reflective writing below.

> I *used the small group discussion* method in the third meeting so that students were *more active and focused in discussion session.* Previously, the number of students in each group was still relatively large (between 5 to 6 students in each group). As a result, the discussion activities were still not optimal. *With the number of students between 3-4*, they are required to be able to complete the given tasks so that they will *have greater responsibility* (Firsum, BRWD)

The data above shows that Firsum continues to make improvements to his teaching by optimizing class management so that class conditions remain conducive during learning. He argues that a conducive class has a positive effect on the success of teaching and vice versa. Therefore, he changed the teaching method from large group (5 or 6 students) to small group (3 or 4).

Informed by all data above, EFL preservice teachers actively engaged in behavioral dimension. They were persistent, stayed focus on the tasks, and actively participated in reflective practices processes mediated by video recordings. This video-stimulated reflection assisted them to recall critical moments and allowed them to find ways to cope with the challenging tasks.

B. Affective Engagement: "I felt nervous when I was in front of students"

The emotional aspect of engagement pertains to the overall and lasting levels of emotions felt by students, reflecting the extent of their enthusiasm for the tertiary education experience [18]. Reflecting teaching practices through video involved affective domain in that EFL preservice teachers were faced by challenging situations and how they deal with these situations. This can be indicated from their reflective writings below.

> I was *very anxious* to start teaching activity. I am *worried* if my explanation will not be understood by students even though I have studied and prepared my teaching materials. I'm also *worried* that they won't pay attention to my explanation because they might think I'm just a student doing an internship program. This *anxiety and concern makes me nervous and diificult* to arrange words when explaining the lesson that make students *confused* about what I am explaining (Irfa, ARWD)

In the same vein, Ngaya (pseudonym) conveyed that she experienced difficult moment which made her worried and nervous.

> My feeling when I first practiced teaching was that I felt *nervous* when I was in front of students. This is my first experience *feeling nervous or afraid of* delivering the teaching materials. Sometimes, I suddenly *forget what to explain* although I prepared it before. I continue to *learn how to avoid feeling nervous* when delivering learning material in front of students (Ngaya, ARWD).

C. Social Engagement: "I learned strategies to overcome anxiety based on my peers' experiences"

The social aspect of engagement examines the connections of identification and sense of belonging developed among students and their peers, academic faculty, administrative personnel, and other significant individuals within their tertiary education journey[20]. With this in mind, social engagement requires interaction in which belongingness, the same purpose, and inclusiveness are shaped. EFL preservice teachers experienced these aspects of social engagement as can be seen in the following reflective writing.

> The way to overcome my teaching anxiety is that I *often interacted with my peers.* I *learned strategies to overcome anxiety based on my peers' experiences* such as asking about previous experiences of learning English to students and how they studied English before. (Oki, SRWD)

Firsum also points out that he kept sharing his challenging situations with their peers as it is shown in his reflective writing below.

> To overcome nervousness, I try to understand and prepare the materials seriously, *try to interact with students during learning* and try to explain slowly so that my voice doesn't sound nervous. I also *shared my experiences with my peers and asked their feedback*. Doing such strategies are helpful to alleviate my teaching anxiety. (Firsum, SRWD)

D. Cognitive Engagement: "I believed that managing or control emotion is crucial in teaching"

Cognitive engagement draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills [15]. Grounded from EFL preservice teachers' reflective writings, it was found that they cognitively engaged to understand teaching more broadly. They though that teaching will be well conducted successfully if they could manage emotion effectively. This can be seen from the following reflective writing.

> In conjunction with nervousness or anxiety in my teaching, I *learned how to manage emotion as it is the key for successfull teaching and learning*. From my experience as a student, when a teacher cannot control his emotions or, for example, suddenly gets angry, it definitely makes students uncomfortable or may be they won't listen to what the teachers say. (Oki, CRWD).

The data showed that Oki understood the value of emotion after she reflected her teaching. Her understanding on the important role of emotion in teaching was strengthened by her experience when she was a school student. This reflective practice process allowed Oki to cognitively engage or think critically to understand the value of emotion in teaching.

In the same vein, Firsum learned to cope with his teaching anxiety. This challenging task allowed him to be more confident. Reflecting on this situation, he believed that emotion is essential in teaching. This can be seen from his reflective writing below.

> One thing I learned from my teaching was *coping with teaching anxiety* from which I *learned many srategies to be more confident*. I *believed that managing or control emotion is crucial in teaching*. This is very important because *if we can manage emotions then we will better understand our own condition or students' character so that learning can be carried out well* (Firsum, CRWD).

Discussion

From bevahioral engagement perspective, the findings of the study showed that EFL preservice teachers behaviorally engaged in VSR. They were persistent, stayed focus on the tasks, and actively participated in reflective processes mediated by video recordings. This video-stimulated reflection assisted them to recall critical moments and allowed them to find ways to cope with the challenging tasks. These empirical evidences corroborate the previous research findings that Students who are actively engaged are prone to persisting through academic difficulties, leading to increased self-confidence [31]; [18] . [16] and [32] argue that positive behavioral engagement is assessed by observable indicators of academic performance, such as students' positive behavior, attendance, focus on task, contributions, participation in class discussions, engagement in academic and extracurricular activities, time dedicated to tasks, and their ability to persist and bounce back when confronted with challenging assignments. Resilience plays a role in building immunity among language teachers [33], which can assist teachers in maintaining their dedication to the profession and effectively handling various challenges [34]. According to [35], one implication for

teaching is that proficient language instructors demonstrate notable resilience when faced with the pressures of teaching.

The findings of the study also revealed that EFL preservice teachers engaged emotionally. Most EFL preservice teachers experienced negative emotion particularly in the beginning of their teaching practices such as unconducive classroom and anxiety,but they kept trying to overcome those challenging situation . These evidences agree with previous studies [31];[18] that students who are actively involved are more inclined to persist through academic challenges, leading to increased their confidence.

Findings from social engagement dimension show that EFL preservice teachers' social engagement was positive in that they shared and asked feedback from their peers about their teaching anxiety. They learned strategies from their peers to overcome teaching anxiety. [17] indicates that students who do not engage socially are at a higher risk of feeling lonely or isolated. As students socially engaged, transformative learning occured. This consistent with [36] who contends that social engagement fosters transformative learning by necessitating and fostering qualities such as maturity, independence, and self-acceptance, as well as acceptance of others. She further explains that social engagement offers students a broader outlook on life that is more encompassing, open to influence, and interconnected with the perspectives of others [36] .

From cognitive engagement perspective, the findings of the study showed that EFL preservice teachers' cognitive engagement were positive. They cognitively engaged in understanding that teaching requires a good emotional management. They thought that emotional management is the key in successfull teaching. This finding is consistent with the previous research findings [17];[24] that students who are cognitively engaged exhibit a heightened comprehension of the significance and value of academic endeavors, as evidenced by their perceptions, beliefs, cognitive processes, and strategies utilized during academic tasks. In addition, students who are actively engaged in cognitive processes are prone to exhibit higher thinking skills, as they possess the awareness of the content, meaning, and practical application of academic tasks [37].

IV. Conclusion

The present study showcased how EFL preservice teachers behaviorally, emotionally, socially and cognitively engaged in video stimulated reflection during the teaching practicum. Behaviorally speaking, they were persistent, stayed focus on the tasks, and actively participated in reflective processes. Although they experienced negative emotional feeling, they kept learning to cope with such constraints. They also socially engaged with their peers in that they shared and asked feedback from their peers to cope with their teaching anxiety. Their cognitive engagement were also positive. They cognitively engaged in understanding that teaching requires a good emotional management. EFL preservice teachers' behavioral, affective, social and cognitive engagement allowed them to improve their teaching quality. These empirical findings provide insighs that EFL preservice teachers' behavioral, emotional, social and cognitive engagement can be promoted through VSR. It is recommended that teacher educators need to improve EFL preservice teachers' teaching quality through VSR. To improve understanding and quality of teaching, EFL preservice teachers are suggested to behaviorally, emotionally, socially and cognitively engaged in VSR.

While the findings of the present study provide insight into exploring EFL preservice teachers' engagement in VSR during teaching practicum, some limitations regarding participants and data collection were addressed. Firstly, since the present study only examined small number of participants, the findings of the study cannot be overgeneralized. Secondly, the data of the study were only garnered from EFL preservice teachers' multiple reflective writings. Therefore,   future

studies are suggested to investigate EFL preservice teachers' engagement in large number of research participants and use multiple data collection to get more robust findings.

Acknowledgment

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