

# Video-based Reflective Practice on Online Teaching: Korean EFL Pre-service Teachers

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## Abstract

The central focus of this study is to explore the impact of video-based reflection on Korean EFL pre-service teachers' online class practices and their personal growth. This study employed a data-driven qualitative method, involving survey questionnaires, in-depth interview, journal writing based on video reflection, classroom video from 11 pre-service teachers. The main findings in this study indicated that video-based reflection helped preservice teachers in three main ways: (i) to heighten awareness of student responses which enabled teachers to tailor their teaching strategies to better address individual learning needs and interest; (ii) to promote the overall quality of teacher-student interactions in the virtual learning environment; (iii) to rediscover their professional identity as a teacher and increase their confidence in online English teaching. Some important implications from the study include incorporating video-based reflection into teacher education programs to help pre-service teachers develop critical reflection skills and enhance instructional strategies in online teaching environments.

**Keywords:** reflective practices, video-based reflection, pre-service teacher education, online English language teaching

## 1. Introduction

Promoting professionalism of language teachers has been a significant topic due to its influence on teachers' classroom practice, teacher belief or perception change, and students' outcomes. To achieve this, reflective practice has been a fundamental catalyst within the field of teacher education. However, the shift of teaching platform from face-to-face to face-to-screen class amid the COVID-19 pandemic has been challenging. Many educators find it difficult to adapt due to a lack of prior training, uncertainty about technical platforms, and the inability to meet the needs of both teachers and students effectively. Farrell (2021) addressed that the online teaching world was unfamiliar, unexpected, and inexperienced for them even though online teaching and learning is not newly introduced. Furthermore, since "most language courses have been initially designed for face-to-face instruction" (Farrell, 2021, p. 120), online teaching have demanded more technical skills for language teachers, especially for preservice teachers.

As the teaching platform shifted from face-to-face to online, the tools for teacher reflection also changed. Much literature argued that video use in preservice teacher education to reflect their pedagogical practice can be more powerful than others such as journal writing, observation, or microteaching (Blomberg, Renkl, Sherin, Borko, & Seidel, 2013). Calandra, Sun & Puvirajah (2014, p. 104) clarified (or examined) the aim of analyzing video of one's own teaching in three perspectives: it can help teachers to (i) write more meaningful reflective journals (e.g., Calandra & Brantley-Dias, 2010; Rosaen, Lundeborg, Cooper, Fritzen, & Terpstra, 2008); (ii) notice technical/pedagogical aspects of their teaching that they would like to change (e.g., Bryan and Recesso, 2006; Tripp & Rich, 2012); and (iii) recall "prior videos of their teaching for their future teaching" (e.g., Tripp & Rich, 2012, p. 679). According to Wang and Hartley (2003), they indicated that incorporating video analysis into teacher education induces shifts in teachers' beliefs when they observe themselves or facilitates their involvement in a reflective analytical process when they observe both themselves and their peers. Indeed, the process of simply watching themselves on video may be confronting and stressful for some teachers (Snoeyink, 2010) which can lead to a degree of superficiality in their reflections. They may hesitate to engage in self-criticism or disclose numerous areas needing improvement (Bryan & Recesso, 2006).

Considering the literature as a whole, there is much about video-based reflection, predominantly focusing on the face-to-face classroom setting, since language teacher training and development programs have traditionally been designed with the assumption that teachers will deliver their lessons in face-to-face lessons only. Despite the fact that many teacher training programs and classes in Korea are conducted online, there is not much literature on online teaching reflection via video is scarce. Given the changing teaching context (platform), however, it is important to look at the impact of video-based reflection of online teaching. Thus, this study will specifically explore how video-based reflection impacts on Korean EFL online pre-service teacher's classroom practices and personal growth.

## 2. Literature Review

### 2.1 Reflective Practices

Reflective approach has had increasing attention in teacher education and development since mid-1970s (Sim, 2011). Many authors (e.g., Crandall, 2000; Farrell, 2012; Richards & Farrell, 2005; Schön, 1983, 1991; Wallace, 1991) have defined reflective approach in various ways. Farrell (2012) viewed “reflective practice enables teachers to stop, look, and discover where they are at that moment and then decide where they want to go (professionally) in the future” (p. 7). ‘Reflection’ is thus viewed as the process of critical examination of experiences through such procedures as self-monitoring, observation, and case studies (Richards & Farrell, 2005, p. 27).

Schön (1983) made a distinction between reflection-in-action and reflection-on-action, which has been a basic model for reflective approach. Using Schön's (1991) term, reflection-on-action is that reflective practitioners develop their own understanding of teaching and refining their own practice after the teaching, whereas reflection-in-action can be defined as teachers' conscious thinking and modification while on the job (Hatton & Smith, 1995). In other words, reflection-in-action refers to the spontaneous reflection teachers engage in while facing a problem in the classroom during teaching. Regarding reflect on action, Schön (1991) stated that “teachers reflect on action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome” (p. 26). That is, through reflection-on-action, teachers (or reflective practitioners) think back their past teaching experiences or evaluate them, assessing them to identify opportunities or alternatives that could lead to better outcomes in the future. This broadly corresponds to the so-called ‘interpretivist’ view identified by Freeman (1991), which emphasises *why* (emphasis added) teachers do *what* (emphasis added) they do in different contexts, encouraging the addition of reflection in teacher education. The question of ‘what’ and ‘why’ enables teachers to control exercise and open up the possibility of transforming their everyday classroom life through reflection (Bartlett, 1990).

Thus, teachers need to ‘reflect’ throughout their careers and become ‘reflective practitioners’ using Schön's terms developing their own understanding of teaching and learning and refining their own practice. This reflective approach emphasizes the role that the teacher plays in generating knowledge through teaching experience and reflection – conscious recollection and evaluation of that experience (Crandall, 2000).

### 2.2 Online Teaching Challenges

Since 1990, online distance education has emerged as a global trend, with continuous advancements in education. Due to the COVID-19 pandemic, online class using (a) synchronous video-audio-based class has been increased. Schools at all levels throughout the world had to an immediate shift towards online classes. However, despite many benefits of online teaching/learning such as flexibility, convenience, and cost-effectiveness, there are still many limitations to the online educational environment from teaching and learning perspectives (Meskhi et al., 2019). Different from traditional or face-to-face classrooms, online classrooms reveal digital inequalities among students. The quality of Wi-Fi connections varies significantly based on location and the types of devices used. Consequently, the quality of instruction is influenced by the speed of the Wi-Fi and the digital devices that students can afford (Dung, 2020). According to Dung (ibid), lack of interaction with peers and instructors were identified as obstacles of online learning. Online interaction cannot fully replace face-to-face interaction.

From the teacher's perspective in Dung's study (ibid), the most significant drawback of online teaching is the difficulty in managing classes. Students often arrive late and leave during lessons. Additionally, most students are reluctant to turn on their cameras in virtual classrooms, further complicating communication between teachers and students. This study finds out that only “18 % of the participants are willing to turn on camera of their devices in virtual classrooms and 96% of the participants do not see the necessary of using device camera”. (ibid, p. 48). Conrad (2004) explored four issues about online teaching: (i) technology issue; (ii) pedagogical issue; (iii) management issue; and (iv) social issues. As for the technology issue, more time-consuming than previous face-to-face teaching was mentioned. Some participants pointed out the lack of eye-to-eye interaction

with students in online teaching. Instructors also mentioned the deficiency in teachers' presence compared to actual face-to-face classes. Furthermore, regarding social issues, it was emphasized that the sense of community involvement among students is considered paramount.

### *2.3 Types of Reflection*

#### *2.3.1 Journal Writing*

Among many reflective methods, videotaping teaching practice and journal writing have been recommended as effective tools that facilitate reflection in the process of active self-evaluation. Many authors (McDonough, 1994; Bailey, 1990; Farrell, 2007; Richard & Farrell, 2005; Hiemstra, 2001) addressed the benefits of writing a teaching journal. According to Richard and Farrell (2005), teachers are able to explore their beliefs about language teaching and document their classroom practice by writing regularly in a teaching journal. Baily (1990) also stated that "writing a teaching journal can help language teachers experiment, criticize, doubt, express frustration, and raise questions about their practice" (p. 218). Likewise, journal writing has been used as a means of reflecting teachers' classroom practice and "legitimizing" (Farrell, 2013, p. 466) their own practice.

#### *2.3.2 Video-based Reflection*

Due to the immediate shift towards online classes, teacher education or teaching practicum has rapidly changed to online modes as well based on online learning platform such as 'Zoom' or 'Google class'. (Allen et al, 2020)

Some studies investigate whether pre-service teachers' online practicum can be effective, or they developed their teaching skills. Erison et al. (2020) conducted the research on Turkey how e-practicum under the university supervisor who acted as the e-mentor would be useful for pre-service teachers. The aim was to increase pre-service teachers' teaching competence and prepare them for online teaching. Following e-practicum sessions, peers provided thorough feedback to pre-service teachers, while the university supervisor offered e-mentoring immediately after each session. Subsequently, each teacher reflected on their e-practicum experience and the e-mentoring received. The results indicated that pre-service teachers found the video reflection beneficial because it helped them overcome online teaching fears and improve teaching repertoire.

Reflective practice through video analysis has gained a considerable attention in the area of teacher education. Many studies (e.g., Wang & Hartkey, 2003; Marsh & Mitchell, 2014; Grossman, 2005) showed that using videos in teacher reflection promotes to changes in teachers' classroom practice and helps them to engage in a reflective analytical process (Tripp & Rich, 2012). The essential advantage of using video is that it recreates both the voice and the behavior, movement of a teacher and students, and the direction of the gaze (Tochon, 2001, cited in Kim & Catapano, 2008). Research reviewed by Brunvand (2010) demonstrated that employing video in teacher training enables teachers to analyze the same situation several times from various perspectives, which other reflective tools such as teaching journal does not allow (cited in Hamel & Viau-Guay, 2019). The studies show that video-based reflection can be regarded as effective tools in promoting teachers' real classroom practice. It can thoroughly document detailed and complex data, offer crucial context for observation, and act as a versatile tool for reflecting on teaching practices, allowing repeated viewing, pausing, annotating, editing, and reorganizing (van Es & Sherin, 2002; Wang & Hartley, 2003). Also, video-based reflection results in the growth of pre-service teachers by enabling them to explore teaching practice critically.

### **3. Research Methods**

This study aims at examining how video recordings may assist pre-service teachers to reflect upon their teaching practices and personal growth as a teacher. It employed a qualitative mixed method research design for four-month period. The data were collected from a before- and after-course survey questionnaire, semi-structured individual interviews, and weekly teaching journals. The pre-service teachers video-recorded their teaching and wrote reflective journals after watching the video recordings of their teaching. This task is a type of activities in order to facilitate teachers' reflection upon their teaching through video (Tripp & Rich, 2012). Video-based written reflections enable teachers to recognize things they did not notice in class and tend to be more focused and accurate on their teaching (ibid, 2012). In this study, teachers viewed and reflected on their video individually, wrote their reflective journals, and choose their own reflection focus. Video is an ideal medium for self-directed learning providing learners greater control over their own process (Kohonen, 1992). This study will deepen our understanding of the benefits of using video to promote pre-service teachers' learning.

#### *3.1 Context*

The course, 'teaching practicum', was offered for pre-service English teachers, which was organized by a university in Kyunggi-do, Korea. The course consisted of 12 hours (4 weeks) for teaching methodology and 33 hours (11 weeks) of teaching practices over a fifteen-week period. During the period of first four weeks, teaching

methodology was taught involving lesson planning, activities for teaching phonics, reading and writing for elementary students, online teaching methodology, and so forth. For the rest of the period, the teachers taught English one-to-one to elementary students through online. One-to-one synchronous online teaching via Zoom, a commercial Internet provider, was provided for delivering these lessons.

### 3.2 Participants

#### 3.2.1 Pre-service Teachers

Ten female and one male pre-service teachers participated in this program. Before they participated in this program, they had taken the courses such as English education theory, teaching method, teaching children's literature, teaching musical in English, and so forth. Table 1 introduces the teachers' background information, and their names are pseudonyms.

Table 1. Background information of pre-service teachers

Participants	Grade	Major	Gender	English Proficiency	Teaching Experiences
PT1	3 <sup>rd</sup>	English Language	Female	Intermediate	Three years (kindergarteners)
PT2	3 <sup>rd</sup>	English Language	Female	Intermediate	Two months (elementary students)
PT3	4 <sup>th</sup>	English Language	Female	Advanced	Two years (high school students)
PT4	4 <sup>th</sup>	English Language	Female	Intermediate	Nine months (elementary & middle school students)
PT5	3 <sup>rd</sup>	English Language	Male	Advanced	One year (elementary students)
PT6	3 <sup>rd</sup>	English Language	Female	Intermediate	-
PT7	3 <sup>rd</sup>	English Language	Female	Intermediate	-
PT8	4 <sup>th</sup>	English Language	Female	Advanced	Three months (elementary students)
PT9	3 <sup>rd</sup>	English Language	Female	Intermediate	One month (elementary students)
PT10	4 <sup>th</sup>	English Language	Female	Intermediate	16 months (elementary, middle school students)
PT11	4 <sup>th</sup>	English Language	Female	Intermediate	One year (elementary students)

Note. The participants' English proficiency was self-reported by themselves in the pre-course questionnaire.

#### 3.2.2 Elementary Students

Eleven elementary students who have studied at a child welfare center in Korea participated in this study. They used lap-top computers to study English with the pre-service teachers. When on-line English teaching proceeded, teachers at the center helped the children to set up computers and participate in the lessons by logging in Zoom account. Their language proficiency level belonged to beginner level, learning phonics and/or being able to read and write basic English words.

### 3.3 Research Process

This study employed qualitative mixed method design in order to examine the impact teacher reflection has had on teaching practices and perception as a teacher. The research was designed in five stages. The research started from surveys for background information about the pre-service teachers before the course. At this stage, the pre-service teachers' reasons for taking this course, previous teaching experiences, school year and self-evaluation of English proficiency levels were explored. During the practicum, the second stage, pre-service teachers recorded their teaching and uploaded their synchronous online classes on the learning management system (LMS). In addition, the teachers produced reflective teaching journals based on their videos after finishing each class and uploaded the writings on the system as well. They were required to write reflective journals consisting of descriptions and evaluations of their teaching. The videos were used as a means of stimulating reflection and writing reflective journals.

As the third stage, during the practicum, the teachers had time to consult and share their teaching experiences with capable adults and peers. Coaching sessions were provided twice for each teacher. The two researchers conducted coaching about what and how they have taught and listened to their troubles and problems. During the coaching sessions, the researchers asked a rationale for their actions and gave guidance to help teachers to identify points at which they could have acted differently. Coaching sessions provided an environment where the

pre-service teachers shared what they have reflected on their classes, asked questions about their teaching, and identified developmental needs. In addition, during the practicum, the teachers had time to share their reflections with their peers. They shared their teaching experiences including materials, student responses, problems and troubles, and so forth. “Levels of reflection cannot be reached solely by watching videos; several studies suggested that a more structured learning process is likely to better support reflection” (Homel & Viau-Guay, 2019). At the end of the practicum, the fourth stage, overall course evaluation was conducted through survey which explores experiences of synchronous online teaching, motivation and confidence, and ways of improving the practicum. As a final stage, after they completed the practicum, individual interviews were followed and recorded in order to investigate their perceptions about reflective online practices.

### 3.4 Data Analysis

Data-driven inductive approach was used in this analysis through coding process. Patterns, themes, and categories emerged out of the data rather than being pre-conceived themes (Patton, 1987). This analysis process has been iterative and cyclical. The data of video-based reflective journals were analyzed by being coded as themes. Data from survey questionnaires were analyzed quantitatively. Interview data were transcribed and analyzed qualitatively. Recurring themes that emerged among interviews were coded, and these data were also reexamined to see if they were consistent with the data from the journals and surveys.

## 4. Results and Discussion

### 4.1 Overview of Practicum Experience

Overall, the practicum gave positive influences on their teaching practices. As for the overall satisfaction of the course, all participants reported that the course was very much helpful (9 students) or somewhat helpful (2 students) in improving their teaching practices. No students selected neutral or not really on a scale of very much (5), somewhat (4), neutral (3), not really (2), and not at all (1). The next items probed the improvement of confidence and motivation in teaching through the course. The pre-service teachers rated their confidence at an average of 4.18 out of 5. Although this score is slightly lower compared to other items, it still reflects a strong sense of self-assurance among the pre-service teachers indicating that the practicum effectively contributed to building their confidence in their teaching practices. Additionally, the motivational impact of the program was highly rated, with an average score of 4.55 out of 5. This also suggests that the practicum was successful in inspiring and motivating the teachers. The video-based reflection component received the highest average rating of 4.82 out of 5. This rating suggests that the pre-service teachers found significant value in using video-based journals as a reflective tool. This high score underscores the effectiveness of this method in enhancing their learning and development during the practicum. Furthermore, the aspect of peer feedback was rated very positively, with an average score of 4.6 out of 5. Feedback from peers was highly appreciated and considered beneficial by the participants contributing to a collaborative and supportive environment during the practicum. Overall, the survey data reveal that the practicum was highly effective and well-received by the pre-service teachers. With very high scores in overall satisfaction, motivation, and especially video-based reflections, it is clear that the practicum provided a stimulating and enriching experience. The following figure illustrates the results.

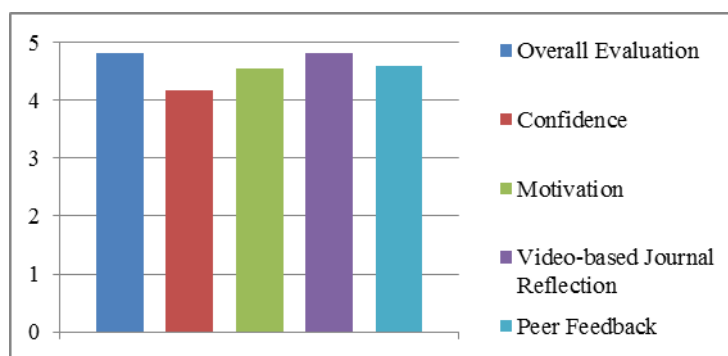


Figure 1. Survey result of practicum experience

### 4.2 Impact on Teaching Practices

#### 4.2.1 Enhancing Student Engagement

Video-based reflections tended to be more focused and accurate than reflections without video (Welsch & Devlin,

2004). In this study, video-based reflections helped pre-service teachers increase their awareness of learner responses. Video reflections facilitated a detailed observation of student reactions and enabled teachers to adjust their teaching practices accordingly (Rosaen et al., 2008). A teacher pointed out:

“It’s not just about finishing the class. Watching the video and writing the journal gave me time to reflect on that class period. By writing down my thoughts about the class and seeing how the student responded to different teaching methods, I could identify areas that needed improvement. Viewing my teaching from the student’s perspective, I could immediately notice where I was lacking.” (PT3, journal)

Especially, videos allowed pre-service teachers to observe and examine student responses concerning student interest. A teacher, for instance, reviewed her student’s responses and identified points where the student seemed bored. Becoming aware of students’ attitudes helped her to adopt activities that were more interesting to the student, thereby enhancing motivation.

“After watching the video, I prepared more engaging activities. I noticed the student’s bored attitude and identified where the student’s concentration waned, so I added more fun activities in those parts.” (PT4, interview)

Another teacher also explained that through watching her classes on video, she could notice her student’s preferences, which influenced her choice of materials. This created opportunities to identify and select materials that better meet students’ interests. While watching videos, teachers could examine student responses more carefully and consider their preferences, allowing for better differentiation of activities—deciding which ones to eliminate, incorporate, or maintain.

“By reviewing the class and writing the journal, I paid more attention to student responses rather than just the progress of the lesson. I became aware of my own behaviors such as stuttering, and noticed what activities the student enjoyed. Observing the student while watching videos also led me to think about how to introduce new methods. If the student seemed uninterested, I considered changing activities, and if they seemed engaged, I would repeat those activities in next classes.” (PT1, interview)

Pre-service teachers also adopted activities connected with students’ prior experiences, medias, and tangible objects in order to arouse student interest. Reflecting on her practice, a teacher reported that her students were more interested in learning when lessons were connected to their experiences and involved tangible objects.

“While writing the journal or watching the videos, I often thought about trying different approaches in the next class. I noticed that my student found it interesting to connect learning with his own experiences and objects. In subsequent classes, I would give examples and use objects to teach English words.” (PT3, interview)

“I utilized a lot of media, showing videos and using PPT materials. Initially, the student was bored, but as I put in more effort, the student began to find the classes more interesting.” (PT6, interview)

Video recording provides an essential context for reflection by allowing teachers to focus more on instructions (Rosaen et al., 2008). The video recording gave pre-service teachers the chances for more detailed visualizations of their teaching, prompting more critical reflection. The pre-service teachers highlighted how video reflections allowed them to closely observe and analyze student reactions throughout their lessons. By revisiting recorded sessions, they were able to identify moments where students struggled to understand or engage with the material. This heightened awareness of student responses enabled teachers to tailor their teaching strategies to better address individual learning needs and interest, such as adopting more engaging and fun activities, selecting materials that better met student interest, and considering students’ prior experiences. Reflective practices helped teachers explore ways to engage students in online learning environments.

#### 4.2.2 Fostering Teacher-Student Interaction

Reflections using video allowed teachers to examine classroom interactions at a slower pace and understand things they did not notice when they reflected from memory (Rich & Hannafin, 2008; Rosaen, Lundeberg, Cooper, Fritzen & Terpstra, 2008). One of the important issues arising in video-based reflections in this study concerns teacher-student interaction in online setting. Exposure to online classes has heightened awareness and receptivity towards using technology among pre-service teachers. Concerning the interaction with students online, teachers might feel more alienation between teachers and students because the virtual learning environment raise insecurity on the instructor’s part (Ko & Rossen, 2010). Since online teaching involves not only the digitalization of teaching materials, but also the digitalized presence of instructors and students (Pu, 2020), pre-service teachers often experienced dilemmas and difficulties in interacting with students in the environment. After watching recorded videos, a teacher realized that she had overlooked her student’s responses during class. The recordings made her aware that the student had neither responded to nor understood the lesson.

Another teacher also highlighted that through video reflections, she could identify the parts of the lesson where her student felt difficulties. This allowed her to reinforce those parts in future lessons. Video reflection could be a tool to analyze the strengths and weaknesses of her teaching and to improve her techniques based on this analysis.

“In my way of communicating with the student during class, I might miss the student's responses, but by watching the recorded video, I could see that the student did not respond or understand what I assumed they did, which I did not realize during the class. It was beneficial to notice these things.” (PT8, interview)

“During the class, I used to focus only on answering the incoming questions. However, after writing the journal and reviewing the video, I could rethink why this student asked about certain parts and reinforce those areas in preparation for the next lesson.” (PT1, interview)

Whereas pre-service teachers have experienced dilemmas and difficulties in adapting themselves to interact with students in the new teaching environment, they adopted diverse strategies to promote student-teacher interaction. For example, adopting diverse visual aids, interacting face-to-face through full screen, giving students more opportunities to speak were effective strategies for teacher-student interaction. Through the reflective process, a teacher observed her student's lack of focus and boredom, and introduced interactive techniques, such as writing on the touch screen, which encouraged more active student participation.

“Since direct interaction was not possible, I thought about how to communicate with elementary students appropriately for their age on Zoom, and I realized that visual elements are very important to increase their concentration.” (PT5, interview)

“After teaching the class and writing the journal, I reviewed the video of my lesson to check and see where it was lacking. During that process, I saw the student was not focusing and was looking bored. I thought I needed to address that part, so I introduced writing directly on the screen to enhance student participation, which allowed the student to engage more actively.” (PT6, interview)

Through the reflective processes, pre-service teachers realized that adopting student-centered approach is imperative in teaching English. In teacher centered classrooms, the teacher is the knowledge transmitter and the primary source of information (Brophy, 1999). In student centered approach, students play active role in the learning process and make sense of what they are learning based on prior knowledge and interest (ibid., 1999). In other words, students are involved in the activities more actively and engaged in knowledge construction using their experiences and action (Serin, 2018). A teacher pointed out that providing two-way communication is more effective than a one-way lecture. He highlighted the importance of student-centered teaching in enhancing the effectiveness of learning. Another teacher also emphasized that focusing on what and how her student learns is more important than rigidly following her prepared lesson plan. Both teachers realized the vital importance of student-centered instruction.

“Rather than a one-way lecture, I conducted a two-way class. When I saw that at the end, all the students' English word pronunciations improved and they remembered everything, I realized how important a two-way class is.” (PT5, interview)

“After reflecting on my videos, I realized that even if the entire syllabus is not covered, it is important to proceed at the student's learning pace and stop when needed. This marked a significant change in my approach... I realized that class time should be entirely student-centered.” (PT4, interview)

Video-based reflections were not only focused on the learner and learning, but also remained focused on teacher themselves. Video recordings enabled them to confront and critically examined themselves. They could increase their awareness of various interactive aspects such as facial expressions, voice tones, habits, and attitudes. Through video-based reflections, a teacher discovered that she did not smile and her facial expressions appeared unnatural when teaching online. Another teacher also observed that she frequently used fillers such as "uh," indicating hesitation. Video reflection provided her an opportunity to scrutinize her speech patterns and behavior, which motivated her to make improvements.

“I thought I was smiling and appearing natural while teaching, but the videos revealed otherwise. I saw moments where I looked tired and exhausted, especially when the students were not focused. This motivated me to make significant improvements in those areas.” (PT4, Journal)

“I was not aware of my habits until I watched the videos. Viewing them gave me a chance to see my speech habits and behaviors more clearly. I noticed that I often use fillers like 'uh' when speaking or addressing student. This might lead my student to think that I am unsure or hesitant. Realizing this motivated me to prepare better.” (PT7, Journal)

Video-based reflections could be a valuable tool for improving teacher-student interactions in online teaching. These reflections allowed teachers to critically review their teaching practices and identify areas that needed better interaction strategies. The insights gained from this reflective process enabled the pre-service teachers to implement more effective and engaging activities, ultimately enhancing the overall quality of teacher-student interactions in a virtual learning environment. These reflective practices encouraged teachers to shift towards a more student-centered approach that prioritizes student learning outcomes and individual needs. By reflecting on student responses, their teaching practices and themselves, teachers could tailor their instruction to better support student learning.

#### 4.3 Teacher's Personal Growth

In the study, reflection using video-based journal writing is used as a key agent for participant teachers in initiating perception change in two ways: (i) teacher's personal growth as a teacher, which enables them to improve professional identity; and (ii) teachers' perception change, increasing confidence in online teaching.

##### 4.3.1 Teacher's Personal Identity: Discovering Self as a Teacher

Reflecting on their own perceptions, beliefs, experiences, and practices is a crucial activity for all teachers. Mayer (1999) addressed that reflection on action helps not only the development of the functional role of a teacher, but also "provides strategies to nurture the development of a teacher identity that has been shaped, and will continue to be shaped over a long period of time. Teacher identity is based on the core beliefs one has about teaching and being a teacher; beliefs that are continuously formed and reformed through experience". (Walkington, 2005, p. 54). The following comment shows this well:

"After watching my teaching, I have learned that I was very ambitious! I wanted to teach what I prepared as much as possible. I know the theory: the class should be entirely student-centered but my class focused on completing what I prepared. I should have concentrated on how much students enjoy the class and how comfortable they become with English. Ultimately, I realized that the teacher's role is to be patient and wait for the student. I was able to rethink what teacher's role is." (PT 7, interview)

As shown in the interview data, at first this student teacher made a great effort to teach a lot, believing that the role of teacher is to deliver a lot of knowledge. However, gradually, his thoughts and teaching methods were reformed. Over time, his understanding of the role and value of a teacher changed. As Fish (1995, p. 85) stated that "reflecting on practice may not lead to immediate visible improvement, but rather to longer-term quality in practice", the teacher above did not simply change his teaching methods, but change his belief about a teacher. In line with Fish, through video reflection, PT 9 also learned about the role of a teacher and came to understand a teaching profession.

"I focused on teaching rather than encouraging the students, and when I watched the video, I realized I was speaking too fast and trying to convey too much information. I wanted to become a teacher, but watching the video for the first time was really overwhelming. I wondered if I could do well and if this would be a suitable career for me. I was very confused. However, as I started to encourage and communicate with the student more rather than just teaching a lot of content, I naturally built a rapport with my student, which made me very happy. Before seeing my teaching performance, I had no idea how I was actually teaching" (PT 9, journal).

Through video reflection, student teachers considered how their existing perceptions aligned with the real class to shape their teacher identities. This experience also enhanced their understanding of their evolving roles as teachers.

##### 4.3.2 Teacher's Personal Growth: Gaining Confidence

Professional confidence is clearly crucial for teachers since the lack of confidence can be a major hindrance to significant changes in their professional life (Sim, 2011). During the view of video, many teachers described their lack of confidence in the class, highlighting difficulties with respect to their nervousness and inexperience of online teaching. One of the teachers commented:

"To be honest, it was very hard to watch my teaching. I was not very confident in online teaching because I never experienced this. The class seemed very messy, not well organized. While watching my teaching performance, I realized I was not adequately prepared for the online class." (PT 7, interview)

Although her lack of confidence led her class to be disorganized at the first day, after several lessons, she was able to see herself significantly improved when compared to the previous lesson. She said, "student's engagement in the class and his participation is more evident toward the end of the video. I was able to get more confidence, watching myself better teaching performance." She went on to say:



“I think I am improving every class. Although I am not that qualified teacher now, I will be a better teacher. In the beginning, I was very disappointed with my teaching but now I am more confident than before due to a continuous observation of my teaching performance”.

Another teacher said:

“Because I saw myself improving day by day, I believe that even though I'm still lacking, I can do better in the future. Initially, it was very discouraging, but now I think I can do it.” (PT 2, interview)

According to Quigley et al (1992), preservice teachers may also compare their current performance with those of the past and hence gain an insight into their development as teachers (cited in Coffey, 2014). Likewise, a repeated viewing of the teacher's classroom practice is particularly helpful in identifying her weaknesses and trying to improve them, which ultimately led to gain further confidence. By watching their videos and writing a journal, preservice teachers can engage in multi-layered observations, discussions, analyses, and challenges, which helps them refine their teaching performance (Cohen, 1998).

Through this experience, teachers can gain “much deeper appreciation of their own teaching performance” (Wang & Hartley, 2003, cited in Coffey, 2014, p. 89), and change of psychological orientation. Indeed, more than half of the eleven participants reported that they feel more capable of conducting their own teaching practice.

“There was a moment that made me feel proud: a student said he wanted to continue the class and asked to keep going because he came to like English. This made me feel like I might become a confident teacher. Originally, this student would always say she was bored, but in the last two weeks, something changed.” (PT 1, interview)

Another teacher said:

“Actually, since I'm about to start job hunting, I felt uncertain about teaching because I have never taught young students and only tutored adults. However, through watching my teaching and writing a journal, I have gained some insight and confidence that I can be a better teacher. It seems like I've developed a lot of this mindset.” (PT 3, interview)

#### 4.3.3 Confidence through Interaction with Students

As Muirhead (2004, p. 45) stated, “a major challenge for today's online instructors involves creating a consistent level of interaction that fosters genuine learning and cultivates a community atmosphere,” student teachers mentioned difficulties with the complexity of classroom interactions with students during the online class, such as eye contact and mutual communication.

A teacher said:

“In the first class, there was no eye contact with my student. He looked so bored. I thought myself with no talent in teaching. I am not sure what to do [...]. I lost my interest in teaching young learners.” (PT8, journal)

After the first class, she lost her confidence and interest, assuming the reason was that she used non-reciprocal materials and there was a lack of interaction with students during online teaching. However, after watching her further class video, her confidence began to return as she realized, “My mind began to change and I thought if a teacher changes his/her attitudes, students will naturally change.” She went on to say, “I was able to break my pre-occupied mindset (lack of confidence) about young learners and came to obtain confidence little by little and enjoy teaching children. Reflecting myself and seeing my weakness is important though it was stressful.

This obtained confidence will be reflected in her teaching and will eventually affect students' learning and output as well. Furthermore, this increased interest obtained from her own reflection enabled her to strengthen her professional life. The following comment made by the teacher shows this:

“At first, I was not interested in English teaching, but now I would like to continue teaching in private language school for children. I think I was grown up by sharing many resources and talking with my peers. Now, I found what I would like to do in my future career”.

In this case, she recognized her newfound confidence as having a direct impact on her future career, which played a crucial role in expanding her repertoire and naturally adapting her lessons. Ultimately, reflecting on herself through video helped her discover her potential.

Another teacher commented:

“Even when a student showed no reaction and seemed uninterested, I believed I was conducting the class well and maintained my confidence. However, upon reviewing the video, I realized that I too appeared uncertain and was affected by the student's lack of interest. My peer teacher provided feedback, suggesting that I would have

more interaction with the student regardless of the student's reactions. After watching my performance and journaling about it, I focused on making eye contact and fostering interactive conversations, which led to increased student engagement in the classroom. By gradually refining my teaching methods to be more interactive, I noticed significant progress in my students. This process helped me gradually gain confidence in my teaching abilities." (PT 9, interview)

As can be seen in the interview data, video-based reflection enables teachers to become observers of their own classrooms (Seong & Broderick, 2003) and provides an opportunity to refine their teaching performance. Bryan and Recesso (2006) described this as the ability to "step back from the practice" (p. 34) in order to review and evaluate the event. When teachers are deeply immersed in their environment, it becomes challenging for them to view their situation from a different angle (Hamilton, Pinnegar, Russell, Loughran, & LaBoskey, 1998). In this study, however, by watching their videos and discussing with others, preservice teachers were able to obtain a new perspective on their teaching performance.

Video-based reflection provided valuable insights for the student-teachers in developing their teaching skills. They were able to identify issues in their teaching that they couldn't recall from memory or hadn't noticed during their lessons. Loughran (2006) noted that unless an issue is recognized as a problem, teachers are unlikely to change (Tripp & Rich, 2012).

## 5. Conclusion

This study underscores the importance and efficacy of video recordings in supporting Korean EFL pre-service teachers' self-reflection and professional development in on-line teaching. Video-based reflection was found to be a powerful tool for pre-service teachers to critically analyze and improve their on-line teaching practices. The survey result revealed that with very high scores in overall satisfaction, motivation, and especially video-based reflections, it is clear that the reflective practices provided a stimulating and enriching experiences to the pre-service teachers. By revisiting recorded sessions, they were able to identify moments where students struggled to engage with the lessons. This heightened awareness of student responses enabled teachers to tailor their teaching strategies to better address individual learning needs and interests. Video-based reflections could also be a valuable tool for improving teacher-student interactions in online teaching. The insights gained from this reflective process enabled the pre-service teachers to implement more effective and engaging activities, ultimately enhancing the overall quality of teacher-student interactions in a virtual learning environment.

Moreover, video-based reflection has helped the teachers rediscover themselves as a teacher and evaluate their qualification for the teaching profession. Some teachers initially doubted their qualifications, but as they continued teaching and reflecting on their lessons, they noticed significant improvement, especially in terms of their teaching practice and motivation. According to Ushioda (2008, p. 1, cited in Sim, 2011), "motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action". She goes on to say that "intrinsic motivation includes doing something as an end in itself for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development" (ibid: 21). Similarly, this increased motivation suggests that teachers are striving to enhance their professional lives and strengthen their self-identity. Despite the positive outcomes, the study also acknowledged some limitations, such as technical difficulties and the challenges of maintaining student engagement in an online setting. The mixed environment of a child welfare center posed additional challenges, including background noise and logistical issues with technology. These factors highlight the need for better support systems and resources to create an optimal online learning environment.

Video-based reflection can provide valuable insights for pre-service teachers in developing their teaching skills. Teacher education programs should actively incorporate video-based reflection to help pre-service teachers develop critical self-reflection skills, leading to continuous improvement in their teaching practices and increased self-confidence and motivation. They can observe their own facial expressions, voice tones, and habits, offering valuable insights into their teaching practices. This self-confrontation will motivate teachers to make necessary adjustments to enhance their effectiveness and ensure a more engaging and interactive learning environment. Given the setting of online education, these programs should especially focus on specific challenges and opportunities presented by virtual learning contexts. Developing teaching strategies to keep students engaged through digital tools, multimedia resources, and interactive elements is vital.

However, this study has potential limitations that should be considered. The sample size of participants was small in this study. Additionally, the study is specifically situated within the context of Korean EFL pre-service teachers. Future studies on reflective practices in online teaching for pre-service teacher training need to incorporate a larger and more diverse sample in various educational settings. Investigating reflective practices in

online teaching in various contexts can benefit from a more comprehensive approach. Additionally, future research can explore how video-based reflection impacts different aspects of teacher development such as collaborative learning and long-term teaching effectiveness. By addressing these areas, it can provide deeper insights and practical recommendations for optimizing reflective practices in teacher training programs.

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