The Use of Vlogs and Collaborative Reflection in Teacher Education

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Abstract

The primary purpose of this paper is to explore the nature of student teachers' reflections initiated and supported by certain reflection prompts such as SAT (Self-Assessment Tool) and vlogs shared on a Google classroom. Within the context of practicum, ten teacher candidates were randomly recruited for the study. Quantitative data were analyzed through SPSS with the purpose of generating a summary of descriptive statistics. Qualitative data were employed in depth-analysis for the interpretation of emerged patterns and themes. In order to understand how collaborative reflections emerged and developed between the student teachers, discussion transcripts were analyzed and coded with discourse analysis. The results indicated that regular and collaborative reflections had important contributions to the participants' teaching practice. Through finding the opportunities of having real classroom teaching experiences, sharing these practices, and getting new perspectives, student teachers have become more cognizant of their beliefs, teaching behaviors, and their teaching settings. On the way of being strong decision-makers of their future teaching, it can be highlighted that through the reflective practices enhanced with peer collaboration, teacher candidates have become more willing in reflecting and sharing their experiences and professional knowledge and more determined in practicing theory to deal with the problems in their classrooms.

Keywords: Collaborative reflection, teacher education, vlog, practicum, second language education

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Introduction

The importance of reflection in teacher education has been generally accepted and confirmed in research (Arslan, 2019; Beauchamp, 2015; Farrell, 2019; Hatton and Smith, 1995; Klein, 2008; Loughran, 2002; Richter et al., 2022; Shoffner, 2008). According to Sternberg and Horvath (1995:13), reflection in teacher education refers to "continuous learning through experience". For Newell (1996), it also entails the "interaction" of these experiences in relation to teachers' beliefs lying in them. It is a thinking process and self-examination based on "classroom events, experiences or critical incidents" (Cirocki & Widodo, 2019). Engaging in this process of introspection not only helps teachers to develop conscious state related to own thoughts and feelings but also with its "transformative potential" it allows teachers to modify these thoughts and emotions (Gorski & Dalton, 2020, p. 357). The aim of providing teacher candidates with the opportunities of constructing their understanding of being a reflective teacher and learning from their experiences has emphasized the importance of reflective practices in teacher training programs (Anselmann, 2023; Farrell, 2007; Farrell, 2018; Widodo &Ferdiansyah, 2018). According to Falter and Barnes (2020) and Sturkie (2017), in this reflection process how these students feel should not be masked as reflective teaching has positive contribution to teacher intellect and emotion. Within this respect, in these teacher education programs, curriculum decisions need to take into consideration the educational strategies that promote teacher candidates' "emotional sharing and regulation" (Näykki et al., 2022). However, despite its reported value and being integral part of many teacher training programs, still there exists confusion regarding the definition of reflection, its scope, and application in the preparation of teacher candidates. In theoretical and practical terms, reflection and reflective teaching need to be rethought and refocused. Whether it is a purely cognitive process and only goes on inside people's mind or it has any driving force on shaping the outside world as well is the main point for understanding its value in training prospective teachers. According Klein (2008), even though reflection encompasses a number of critical thinking abilities like "analytical, linear, logical, rational thinking, deductive reasoning, and meta-cognition about teaching", reflection that does not promote contemplative or imaginative thinking is not enough to let teachers judge well and see the details embedded in teaching. For this reason, it is essential for teacher candidates to think about teaching through either reflecting on real experiences or imaginative situations.

In the literature of teacher education, reflection and reflective teaching are highly emphasized two notions (Jarvis et al. 2014; Clarà et al., 2019). According to Dewey (1933:432), reflection can be defined as "a deliberate, purposeful act" that motivates students to employ "their artful skills" in their learning process. On the way of being an effective teacher in response to the educational challenges, through this "active and deliberate reflection and analysis", teacher candidates learn to develop professional strategies (Shandomo, 2010; Reagan et al., 2000). This deliberate reflection is a product of a multidimensional process which requires the facilitation of "internal dialogue" with thinking, writing, and interaction with other people (Falter & Barnes, 2020; Killeavy & Moloney, 2010: 1071; Williams & Svensson, 2020). As indicated by McKnight (2002:1), developing understanding of classroom can be achievable through full awareness and understanding of what happens in the classroom, which inevitably entails "the consistent practice of reflective thinking". Being productive in reflection process depends on a number of conditions like showing willingness and engagement and being educated about how to reflect (LaBoskey, 1993). Rogers provides details related to the important four criteria for reflection (2002:845). The first criterion depicts reflection as a "meaning-making process" in which individuals learn to develop understanding about their experiences and based on this insight and awareness, they can make meaningful connections between different experiences that eventually will promote their learning. Systematic questioning way of thinking is the second principle for the reflection indicated by Rogers (2002:845). As a third criterion, being in interaction with other people is a social dimension of reflection and also important for feeding the thought process. The last standard is related to dispositions essential for reflection. According to Rogers (2002: 845), having and maintaining a positive attitude is required for the development of self through reflection.

Through reflection teachers get the chance of checking own conceptualization of teaching, evaluating their teaching behaviors, and therefore, they could be more professional while making decisions with ambiguous situations (Iqbal, 2017). Reflection-in-action and reflection-on-action are two types that are

often emphasized in literature. According to Schön (1983), reflection-in-action is done by teachers during the problem while teaching. Reflection-on-action, on the other hand, is carried out after the incident (Schön, 1983). Reframing and new action are two important components of reflection-in-action: reframing is "seeing a situation in a new way" and a new action refers to "a new approach to practice" shaped by reframing (Russel, 1988). For both of types of reflection, there is a "puzzling or troubling or interesting phenomenon" that teachers try to figure out. While dealing with the problem, teachers are expected to focus on their underlying beliefs and construct their own understandings (Schön, 1983:50). Reflection-in-action necessitates the individual to decide during the event and act immediately. Reflection-on-action is retrospective thinking of the experience. Individuals can make use of time and think about the alternative reactions and actions might be given or taken if the same problem occurred again. For the reflection-on-action, people could depend on others' collaboration and opinions in order to execute more effective actions next time.

For Boud et al. (1985:18), reflection is a learner's reaction and "response" to experience. However, the notion of reflection should go beyond being a "promise", and it needs to be considered as a "reality" of teacher education (Clarà et al., 2019). While learning from experiences through reflection, learners also need to be supported to engage in collaboration. Collaborative environments recognize, support, value teachers, and encourage them to try new trends in their fields (Hargreaves & Fink, 2006). The use of different platforms especially the integration of digital technologies into reflection has potential impact on enhancing the teacher candidates' critical thinking in connecting theory and practice (Botturi, 2019; Rodrigues, 2020; Widodo & Ferdiansyah, 2018). Many scholars (Clarà et al., 2019; Harford & MacRuaric, 2008; Mitchell & Sackney, 2009) have claimed that collaborative reflection could provide assistance to the teacher candidates in order to learn to reflect. As indicated by Newell (1996), collaboration encourages interaction and helps learners share their views with their peers. Working collaboratively facilitates elaboration, expanding of ideas, and provides opportunities to support their point of views (Newell, 1996). Recognizing and nurturing teachers' inner life play a central role in teachers' professional development. Therefore, evolving teachers into "integrated teachers" could be achieved by supporting their inner life through facilitating reflective thinking in teacher education (Klein, 2008). However, asking teachers to reflect and talk about their experiences is not enough to create the expected impact (Menekse et al., 2020). For higher levels of reflection, socialization and collaborative argumentation need to be promoted through peer collaboration. Collaborative reflection help teacher candidates critically rethink and elaborate on the experience at greater depth and encourage them to take more active role in knowledge generation and construction (Attard, 2012).

With this respect, in this study, collaborative reflection was integrated with the technique of vlogging and it was studied in the mode of reflection-on-action and reflection as off-line or imagined practices. In the first type, student teachers were expected to reconsider their experiences and reflect on the previous events and emotional states that they went through during these teaching experiences. For this retrospective thinking, they exploited the technique of vlogging in which they were supposed to record a short video for their self-reflection. Teacher candidates were encouraged to follow these three stages of reflection-on-action: live-reconsider-articulate. The function of a video blog or a vlog in reflective practice can be defined as "a recorded video" in which student teachers reflect on their practice, understandings, and sometimes misunderstandings of, and in, their actions in the field" (Parkers & Kajder, 2010: 219). According to Brott (2020), through vlogging, learners deliberately and critically take part in self-reflection. In this study, it was utilized both for a medium of reflection and a tool for convenience data collection. In other words, video blogs for the reflection-on-action were encouraged to eliminate demotivation caused by writing and not to overwhelm the student teachers with the mechanics of writing. In the second mode of reflection, participants reflected on an imagined situation or problem and commented on their peers' vlogs. Vlogs were viewed as a way of promoting constructivist environment in which teachers could share their thoughts, recognize and appreciate different perspectives. Moreover, exploiting the students' vlogs also helped the researcher to gain higher level of insights in teacher candidates' learning and professional development (Fidan& Debbag, 2018; Ong et al., 2020) . Within these aspects, this study proposes these research questions:

1. Is there any difference between the pre and post SAT reflections of the teacher candidates of English based on their teaching practicum enhanced with reflective teaching?

2. What kind of teaching experiences and peer reflections did the student teachers share during their vlogs and collaborative reflection sessions done through the use of digital platform of Google Classroom?

Method

Research Design
Quantitative and qualitative research procedures were used in data collection and analysis. The study adopts exploratory approach for gathering and analyzing the data as it primarily explores the research points and tries to uncover the effects of practicum on teacher candidates' based on their self-declaration and reflection. Data related to the research phenomenon was verified with a number of data collection tools and in a multilevel triangulation model, the interpretation and credibility of data were enhanced through quantitative and qualitative methods (Creswell et al., 2003; Tashakkori and Teddlie, 1998).

Participants
Ten teacher candidates (3 male and 7 female) of English language teaching were determined as study sample. Before their teaching experiences in a real school environment, each teacher candidate has already taken a number of courses in which they have been exposed to theoretical and practical knowledge in language and teacher education. Random sampling was used as a sampling technique. The students who took the teaching practice course were systematically divided into groups of 4 and 5 people. While determining the groups, students' identity numbers were taken as a basis. In order to manage confidentiality and anonymity, the identity of each student was protected with codes like "ST1, ST2, ST3…". Each student group was assigned to a public school and included in a 12-week practicum. Within the scope of practicum, teacher candidates are expected to be at the practice school for 6 hours, 2 hours of which is teaching, and to attend theory classes for 2 hours.

Data Collection and Analysis
Data were collected over 12-week practicum period with regular face-to-face and online meetings. For quantitative data collection, Self-Assessment Tool (SAT) developed by Borg and Edmett (2018) was used. The tool has nine sub-factors as Planning lessons and courses, Managing the lesson, Understanding learners, Knowing the subject, Managing resources, Assessing learning, Integrating information and communications technology (ICT), Using inclusive practices , and Promoting 21st-century skills. SAT was based on the responses of 1,716 teachers around the world and made available to English language teachers. Originally the tool was designed around 48 items, however, as 43 items were applicable for the research context, tool was reduced to 43 items. A Likert scale which was based on a continuum from strongly disagree to strongly agree, was applied to collect the teacher candidates' responses related to their views about their teaching practices. Cronbach's alpha scale's dependability is rated excellent as coefficient values of 0.96 which is greater than 0.90. The collected data was analyzed on a five-point rating while strongly disagree was rated with 1 and strongly agree was scored with 5 point. In order to have the participants' consents and inform them with the research, they were recruited through informed consents. For the purpose of gaining the research an ethical and legal basis,ethics approval was obtained from ethics committee. Additionally, qualitative data were gathered with the use of shared vlogs and comments given by the other teacher candidates. This learning environment was supported with online platform, Google Classroom, on which the teacher candidates shared their video recordings and reflections without being constrained with time and space (Cho et al., 2016).
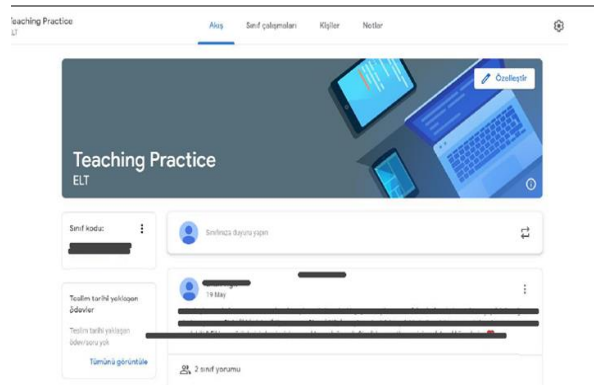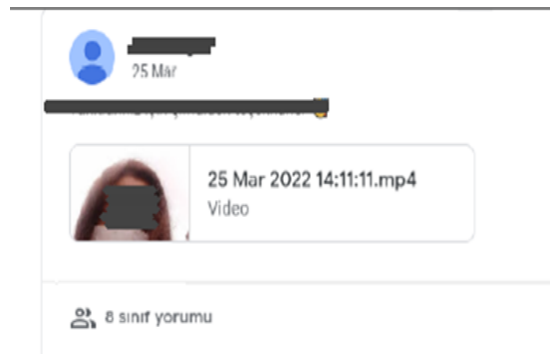
Figure 1. Screenshot of google classroom

Figure 2. Screenshot of sample vlog

Quantitative data were analyzed through SPSS with the purpose of generating a summary of descriptive statistics. Due to the small sample size, in order to indicate possible significant differences between the participants' pre and post treatments, the Wilcoxon signed rank test was applied. Qualitative data were employed in depth-analysis for the interpretation of emerged patterns and themes. In order to understand how collaborative reflections emerged and developed between the student teachers, discussion transcripts were analyzed and coded with a discourse analysis. As a result of this analysis and qualitative data-reduction process, reflection data enhanced with collaboration were coded around five main codes as below:

Table 1.
Discourse Codes Emerged from Vlog-based Collaborative Reflection

Code of Discourse	Description
DE:	Detailing/Describing an experience
SOA:	Seeking opinion/assistance
MS:	Making a suggestion (for the solution of a classroom problem)
EoS:	Elaborating on a given suggestion
AGS:	Agreeing with a given suggestion

Based on the discourse analysis results on Table 1, it was noted that there were two conversation patterns that triggered collaborative reflection among the teacher candidates in vlog-prompted reflection sections. In their vlogs, student teachers either preferred to share details related to their teaching experience and what they thought and felt about that experience or they preferred to share a classroom problem emerged during the practicum and sought their peers' opinions and alternative solutions. In response to teacher candidates' initiation with vlogs, their peers displayed three behaviors like making a suggestion, giving details about suggestion, or agreeing with others' suggestions.

Teaching Practicum

Teaching practicum which was designed to allow the teacher candidates to put the theory of Second Language Education into practice was framed around 12-week training. The first 2-week of the practicum was spared for school choice, student placement, and the introduction of the practicum. Throughout the practicum, except for the last week which was considered for general evaluation of the teaching practice, teacher candidates were asked to design a 80-minute long lesson plan for their teachings based on each week's teaching point indicated in the syllabus. Additionally, every two weeks, student teachers were assigned with different tasks. For the first task, teacher candidates were asked to analyze the term plan designed by the Ministry of Education which acted as a guide for the language teachers to base their teachings on. For the second task, teacher candidates were asked to write a report about the classroom atmosphere, educational materials, and other resources. For the next task, pre-service teachers were informed about the course book evaluation both externally and internally and asked to conduct that evaluation with the course book that their mentor teachers were using in their teachings. In the fourth task, students were guided to design language activities that promoted pair and group works. For the fifth one given on the 8th week of the practicum, teacher candidates were held responsible for designing an exam, its evaluation and grading process. In the last task, students were asked to evaluate their teaching experiences as a prospective teacher.

Findings

Teacher Candidates' Pre and Post SAT Findings

In this study, ten teacher candidates were asked to reflect on their experiences related to 12-week practicum. The first part of the findings' section provides statistical and qualitative results obtained through SAT (Self-Assessment Tool). In the second part, participants' collaborative reflection results which were gathered through Google classroom were presented.

Table 2.

Wilcoxon Signed Ranks Test Analysis of the Pre and Post Ratings Based on Self-Assessment Tool

	N	Mean	Std.Deviation		
Pre-Test	10	2.758	0.649		
Post-Test	10	4.246	0.301		

Pre-Test& Post-Test	N	Mean Rank	Sum of Ranks	z	p
Negative Ranks	10[a]	5.50	55.00		
Positive Ranks	0[b]	.00	.00	-2.805[b]	.005
Ties	0[c]				

Based on the Wilcoxon Signed Ranks Test Analysis, there is a significant difference between the teacher candidates pre and post ratings related to SAT. While the mean for the post-test is noted as M= 4.2, for the pre-test it is recorded as M=2.7. Therefore, the median post-test ranks were statistically significantly higher than the median pre-test ranks with z=-2.805; p<.05.

Table 3.

Item Pre and Post Analysis of SAT (Highly rated items by the student teachers)

Item No	Self-assessment Scale Item	Mean (Pre – test)	Item No	Self-assessment Scale Item	Mean (Post –test)
#1	I treat all my learners equally and with respect	3.9	#36	I can use digital tools effectively to help my students learn English.	4.9
#2	I develop positive attitudes towards diversity in my classroom	3.6	#38	I can evaluate the quality of digital content.	4.8
#24	I promote collaboration and communication	3.5	#1	I treat all my learners equally and with respect.	4.7
#7	I can select activities which help meet the aims of the lesson.	3.3	#4	I can create a positive learning environment.	4.7
#33	I can work with colleagues to design materials collaboratively	3.2	#28	I can use technology confidently for the purposes of teaching English	4.7
#4	I can create a positive learning environment.	3.1	#42	I can use technology to design and create teaching and learning materials.	4.7

As indicated in Table 3 which is based on the student teachers' pre and post ratings of self-assessment tool, while treating the learners equally and with respect and developing positive attitudes towards diversity in their classrooms are highly rated in their pre-evaluation, building a positive learning environment which fosters respect and positive relationships with the students and value their learning are recorded as the most rated items in the participants' post-evaluations.

Table 4.
Item Analysis of SAT (The points in which student teachers developed most)

Item No	Self-assessment Scale Item	Mean Difference
#38	I can evaluate the quality of digital content.	1.9
#8	I can give instructions effectively	1.8
#10	I can select materials and resources based on learner needs.	1.8
#23	I can use a range of engaging techniques to teach my learners to speak English.	1.8
#34	I can describe how learner understanding will be assessed	1.8
#36	I can use digital tools effectively to help my students learn English.	1.8
#42	I can use technology to design and create teaching and learning materials.	1.8

Based on the mean differences obtained through the pre and post applications of SAT on Table 4, teacher candidates indicated that regarding English language education, as a teacher they showed development in a number of areas. They have become more effective in giving instructions with the techniques that boost students' engagement. Additionally, designing and evaluating technology-assisted learning materials are the other SAT statements and aspects that depict the student teachers' pedagogical development throughout the practicum.

Findings Related to Teacher Candidates' Reflections Gathered via Vlogs and Google Classroom
Table 5.
Pedagogical Points Teacher Candidates Stated that They Needed to Improve More

The Pedagogical Points	Frequency of Utterances
Classroom management	4
Teaching skills	3
Giving clear instructions	3
Developing and using materials	3

Even though the pre-service teachers stated that they made progress in some areas during the practicum, they admitted that they still needed to improve themselves at some points, such as managing a large class size, using voice effectively, teaching and creating learning opportunities to improve language skills, giving clear instructions, and using instructional materials to support learning.

Table 6.
Topics Emerged During the Collaborative Reflection Sections and Vlogs

Use of library and designing appropriate activities for the effective use of materials and sources
Controlled exercises and selecting different students to answer questions
Group works and managing noise
Use of demonstration and materials to enhance vocabulary teaching process
Activities to increase attention span
Nominating students for the activities
Designing clear and effective assessment tools
Deductive& Inductive grammar teaching
Building rapport with the students
Classrooms specially designed for language education
Classroom management –dealing with discipline problems

The topics presented on the Table 6 were the main themes emerged and highlighted through student teachers' vlogs. Teacher candidates either chose to talk about their teaching experiences or directly asked their friends' opinions related to controversial pedagogical issues. In these collaborative reflections, student teachers discussed about significant incidents and decision making processes

related to these experiences. They shared their opinions and teaching experiences and with their peers they collaboratively constructed new knowledge and teaching act for future teaching experiences.

Table 7.
Discourse Analysis Results of Vlogs

	Examples	Frequency	Percentage
DE: Detailing/Describing an experience	"I applied pair/group work and a short exam during my internship today. I can say that it was very productive and fun for students. I observed that the students who chose the name of their group were more active and effective in building sentences in English……"	18	%11
SOA: Seeking opinion/assistance	"When I have an activity on the smart board, in terms of giving the students the right to speak to what should I pay attention? I tried to get the answer individually but still they gave the answer in unison and this caused too much noise. What would you recommend on this?"	8	%5
MS: Making a suggestion	"You can use a plastic ball and sticks which have the students' names in order nominate the student to give the answer."	50	%30
EoS: Elaborating on a given suggestion	"…..as the students wouldn't be able to know the one who is going to answer, they are all going to be prepared for the question...they would enjoy this technique as it would be seen as a game."	44	%27
AGS: Agreeing with a given suggestion	"I'm really glad that the students are having fun and being motivated. I also think that making noise in group or pair activities will not be a problem."	44	%27

Online collaborative reflections were mostly initiated by teacher candidates' desire to share a teaching experience which they thought worth to share, which was recorded as 18 times. Stating a problem and trying to gain different perspectives through asking their advices or opinions was the second type of initiation for online discussion. None of these initiation attempts were overlooked. They were all responded by fellow teacher candidates with a suggestion. In most of the discussions, which was 44 times out of 50 incidences, student teachers preferred to make a suggestion and then present details in order to ensure that their peers fully understand the given suggestion. In the collaborative nature of discussion, teacher candidates were also open and willing to show their support to their peers when they agreed with the given suggestion.

Sample Vlogs Shared on Google Classroom
In this Vlog I #*Vocabulary Teaching,* student teacher shared her experiences related to vocabulary teaching with and without the use of technology. For the first hour of her weekly teaching, she reported that as their mentor teacher asked them to do so, with her partner they only used the board to introduce new vocabulary to the class. With their Turkish equivalences, they wrote the words on the board and students took notes. Then, for the second hour, they played a digital vocabulary game with the students. In relation to differences between two hours, she stated in terms of recalling new vocabulary and interaction between teacher and students, the second hour was more effective and fun (DE/SOA).

> "For me, asking students to memorize the words with Turkish equivalences is time and effort consuming. Instead, integrating the words into contexts like video or games is more enjoyable and long-lasting learning."(ST3-MS/EoS)

> "I also do not agree with the idea of teaching vocabulary with their native language equivalences. The use of visuals, drawings, real objects, PPT slides and body language is more effective to catch students' attention and stimulate their senses." (ST4- MS/EoS)

> "In vocabulary teaching, teacher's performance is also as important as the quality of the platform and the material that we use to teach."(ST9-MS)

> "When we ask the students to take notes of the new vocabulary, they are perceived by the students as a pile of letters nothing more. In order to elicit the vocabulary and make the students learn new words, activities need to be interesting and we need to relate them to real life."(ST10-MS/EoS)

In this Vlog II *#Testing in Foreign Language Education*, student teacher reflected on the importance of giving clear and specific instructions in order to achieve the goals of the assessment in language education. Based on her observation, student teacher stated that due to testing anxiety, even though you provided students with clear instructions, students still might experience difficulty in understanding the directions in the test tools. She said that during one of the exams in practicum school, students couldn't start exams because of poor instructions. Although they rephrased the instructions a number of times, students did not satisfy and concentrate for the exam. From this experience, she added that teachers might violate or disqualify their exams because of unclear instructions (DE).

> "Not only instructions but also the quality of the copy papers is also important. Blurred text or images also cause tension during the exam." (ST3-MS)

> "I also experienced the same thing. As the students didn't understand the instructions, they were distracted and felt stressed. Maybe giving sample answer would be helpful for the students. By this way, they won't waste time while trying to figure out the exam."(ST4-DE/MS/EoS)

> "We can also apply process assessment. Instead of using only one time testing and a single paper, designing sections and dividing the testing process into the parts would be more effective."(ST9-MS/EoS)

In Vlog III *#Use of Group Works in Language Teaching,* the teacher candidate reflected on his teaching experience related to the implementation of group work. He said that allowing the students to choose their group names and rewarding the winner group made the students feel more included in language learning. As students worked in groups and shared ideas, there was a potential for an increased noise. He said that he did not try to quiet down the class as he believed that noise was an indication of their involvement and he asked his friends' opinions related to group works (DE).

> "It is really motivating to witness the students' engagement with the activity. However, we need to ensure the noise is related to their involvement or it is only chatting."(ST3-AGS/MS)

> "Group works are effective in promoting classroom dynamics and supporting different mindsets. I also agree that noise is natural part of language learning. (ST10-AGS)

In one of the other reflections-on-action, ST3 talked about her disturbing experience related to not having language based classroom. Regarding this teaching practice, she said that she had to leave the activity incomplete due to the inadequacy of the classroom. Based on this experience, other teacher candidates (ST1, ST4, ST5, and ST9) also confirmed the idea that we needed classrooms which are specially designed for each subject. "I believed that language based classrooms positively affect students' motivation and success in language learning" (ST1-AGS). "By this way, classroom interaction could be increased" (ST4-AGS). "I totally agree with my friends; you don't have to spend too much on new technology to transform the classrooms. In our material design course, we have already experienced that we can design materials with the available resources" (ST5-AGS/DE). "…..activities also can be varied as stirring and settling activities. Thus, all students would be more active" (ST9-MS/EoS)).

In the next vlog, teacher candidate (ST4) shared her teaching practice about grammar teaching. She expressed her concern and effort of using only target language. She said that even though she tried hard not to use native language while teaching grammar and giving instructions, she realized that students and their mentor teacher who was persistently using grammar translation method did not

support her effort and they still did not leave their habit of translating every word they used or heard (DE/SOA). In their comments about the vlog, student teachers stated that effective grammar instruction should be in context. "For this age group, I think that grammar teaching should be inductive. I mean, first we should use a context to give the rules and we need to apply a number of activities to reinforce learning…In this way, our classroom would turn into student-centered learning environment. In this kind of classroom, you do not need to concern with classroom management" (ST10-MS/EoS). "I have also never thought that I would have lived any problem with classroom management. I don't want to quiet down them as we as a teacher we try to make them speak. I use two techniques to catch their attention. First one is clapping hands and the second one is tapping on the table with the pen. You can also try" (ST3-DE/MS).

In another reflection-on-action vlog, ST10 gave details about her observation. During the teaching practice, she realized that teacher all the time the same students were nominated, which caused other students to speak less and she asked her friends what she could do not to be in the same position (DE/SOA). As a response to this vlog, one of the student teacher suggested one application to facilitate this nomination process. "I came across a tool in which you can record your students' names and that app chooses students for you. Then, it deletes the nominated student from the list. Therefore, there is no way left for the same students to be chosen again" (ST3-MS/EoS). Through this application, we can also control ourselves and can give all students a chance to respond without favoring any" (ST8-AGS).

In the rest of reflections, student teachers reflected on the design and application of syllabuses, integration of skills, and assessment procedures applied by the mentor teachers. Regarding the design of term plans, they almost expressed the same opinions. Schools use fixed syllabuses and in terms of integration of skills and encouraging communicativeness, teacher candidates thought that the suggested term plans were effective. "Integration and balance of skills is good; there are all skills in each unit and they are given in an integrated way" (ST1 & ST5-AGS), "The themes and activities in the plan have been prepared in a way that will enable students to use the target language actively and effectively" (ST3-AGS), "There is enough information about skills and learning outcomes as well as suggested contexts, tasks, and assignments….themes are determined on the basis of cognitive, social, and affective development of the students" (ST4-AGS), "Language skills such as listening, speaking, reading, and writing take place in each week's schedule and keeping students' skills alive is aimed" (ST6-AGS), "The term plan includes many kinds of activities and opportunities in order to promote communicative competence" (ST8-AGS), "The main goal of the plan is to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they can become effective, accurate, and fluent communicators in English" (ST10-AGS).

Discussion and Conclusion

This study presented the findings related to the student teachers' reflections on their teaching practices. In teacher education, teachers' reflections cannot be separated from their professional development of teachers (DeLuca,2022; Körkkö, 2021; Orakcı, 2021; Schön, 1983, Slade et al., 2019; Farahian & Rajabi, 2022; Van Beveren et al., 2018). According to Tripp and Rich (2012:678), in reflection teachers put themselves into "investigative process" in which they evaluate the consequences of their teaching with the purpose of developing their teaching. In order to increase the productivity of teacher candidates' reflection, collaborative reflection gives importance to the interaction between the peers, which is the primary mode of reflection suggested in the present study. For this purpose, participants were encouraged to reflect on their practicum practices within the context of joint reflection with other teacher candidates. The findings from gathered through different modes of reflection prompts indicated that teaching practicum had significant impact on student teachers' self-evaluation and reflection. Within social constructivism approach, reflection constructed and supported with peer interaction facilitates the process of finding solution to the prroblems (Backman et al., 2023; Dutta et al., 2023; Falter & Barnes, 2020). As an important outcome of teaching practice, teacher candidates claimed that they became more conscious of their teaching and were more able to deduce the changes. This finding was congruent with Trevethan and Sandretto (2017) who argue that reflection has important functions in changing teachers' teaching behaviors and thinking. For Darling-Hammond and Bransford (2005), learning and theories of learning need to be at the center of teacher education as the

phenomenon of learning should be the primary purpose of any educational process. In line with this aim, the findings from this study also revealed that teaching practicum supported with collaborative reflection yielded positive effects on building positive learning environment and relationships with the students (Gröschner et al., 2018; Yüksel & Başaran, 2020). According to Gröschner et al. (2018), the use of technology in teacher training during reflection part promotes the process of analysing and discussing the points related to teaching experience. Another highly stated self-evaluation (SAT) criteria by the teacher candidates regarding their pedagogical development was creating and applying technologically supported learning materials. This finding is in line with the other studies (Fulton et al., 2003; Kay, 2006) that appreciate teacher education programs as the contexts in which teacher candidates could be encouraged to integrate technology into their teaching (Widodo & Ferdiansyah, 2018). On the other hand, Gulbahar (2008) in her study which provides findings related to pre-service teachers and their appropriate use of instruction materials, reports that teacher education programs are not successful in training future teachers for the effective of technology. Based on other statistical findings, in addition to the material selection and design, teacher candidates claimed that teacher instructions is also one of the aspects that practicum had important contributions. According to Entwistle and Walker (2000:343), teaching has three important parts like knowing "subject matter", building "relationships with the learner", and constructing learning, in which teacher instructions have important functions. Concerning the analysis of participants' reflections gathered through vlogs, it would be concluded that most of the teacher candidates were familiar with modern language teaching methods and ready to apply this knowledge into their teaching. In one of the reflection-on-action and related collaborative feedback from the peers, teacher candidates highlighted the importance of using contexts and digital resources for meaningful vocabulary learning instead of forcing students to do rote-memorization. In another sample of reflection-on-action, student teachers were discussing the role of giving clear instructions during the test. Based on their experiences, student teachers indicated that instructions not well thought could cause confusion in test administration and increase students' test anxiety. Promoting active learning environments with learner-centered teaching methods was the main focus of the rest of reflections. In these reflections, participants stated that not ensuring equal opportunity to all students in order to make them talk might negatively affect their language learning motivation and achievement.

In conclusion, there is a mutual dependence between reflective practice and teaching practice. As indicated by Williams and Grudnoff (2011) reflection cannot be seen as spontaneous and unlearned behavior without conscious reasoning. Rather, it needs to be systematically taught and practiced with the teacher candidates and teachers (Cirocki & Widodo,2019; Farrell, 2015; Körkkö, 2021). Through reflective approach, student teachers can develop consciousness in their personal experiences during the teaching practices. On the other side, practicum provides teacher candidates with teaching and learning opportunities through which they can apply theoretical knowledge and techniques, and a result, they can reflect and see which ones work best for them. As limitations of this study, further and longitudinal studies are needed to give detailed findings related to collaborative reflection. In this study, in order to keep the participants motivated to reflect at regular intervals teacher praises and prompts were used. Thus, in order to effectively integrate the power of reflection into teacher education programs, teacher candidates need to be informed and trained to improve their thinking skills and to be more reflective. In this sense, self and peer reflections need to be a common practice in students' initial teacher education. Some systematic frameworks could be designed to effectively guide the future teachers to be more reflective in their peer supported reflections.

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