

# Exploring TESL Trainee Teachers' Reflective Practice Experiences through the Use of Facebook Group Discussion

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**Abstract** Teaching reflection has been practiced through a variety of mediums, such as the use of teaching logs and diaries, blog sites, online forums and chat sites, and more recently social networking sites, like Facebook. However, the use of social networking websites, such as Facebook, has received little attention, even though a handful of studies have also reported on its many benefits for reflection of teaching practice. Therefore, this study explored the experiences of three trainee teachers from a teacher education institution in Selangor who were undertaking Diploma in Teaching (Teaching of English as a Second Language) on their use of Facebook group discussion platform to reflect on their teaching practices. This study adapted a qualitative approach which includes semi structured interview and document analysis of their Facebook group discussion platform in reflecting their teaching practicum experiences. Based on the findings, it was found that trainee teachers showed high interest in using Facebook in an academic setting. Due to certain features in Facebook that provided a systematic and structured organization of notifications, Facebook caters as a supportive virtual platform in promoting reflective practice as it provides moral support during teaching practicum session and it was able to create solidarity among them.

**Keywords** Facebook, Reflective Practice, Social Networking Sites (SNS), Trainee Teachers, Teacher

Training

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## 1. Introduction

Reflective practice is commonly used during practicum session or also known as teaching practice where the trainee teachers get an insight of authentic teaching and learning experiences. Reflective practice is a common and vital practice in teacher education. A good teacher should have the capability to perform reflective practice [1]. This practice was introduced since mid-1970s and still considered as a well-fledged practice in teacher education program. Facing challenges is a part of learning process which is something that should be embedded in trainee teachers' mind. Based on the recollection of memory of the challenges faced, the trainee teachers will examine the strengths and his/her weaknesses by writing reflections as a mode of documenting the problems or issues related. By gathering all the information, it allows the trainee teachers to analyze and implement actions on the outcomes of the lesson.

However, since they are newly exposed to the experience, the reflections written for the purpose of reflective practice still needed to be monitored and guided by the supervisors in order to facilitate the trainee teachers'

progress in school [2]. Reference [3] mentioned that in improving the capability of trainee teachers learning and satisfaction with their learning, meticulous consultation with them could determine and cultivate higher self-confidence and efficacy. The trainee teachers are expected to gain and analyse a better understanding on the subject matter based on the commentary given and prior knowledge that they have. Reflective practice, such as the sharing of one's inner thoughts through journal writing or openly analysing one's classroom teaching does require trainee teachers to take more responsibility for their own learning. Significantly, reflective practice is an on-going process of learning where the trainee teachers need to associate the link between theories learned and apply into practice in an authentic teaching and learning environment. Despite being independent learners, supervisors will provide commentary based on the decision or changes that the trainee teacher would like to implement to solve the issues or problems that occur.

A review of the pedagogical research literature that focuses specifically on this practicum aspect suggests that educators across the professions are recognizing the importance of enhancing this practical element [4]. The capability to be a reflective teacher is an essential skill for the trainee teacher not only to refine their teaching skill but facing new adaptation of real working environment which might not be portrayed much during the teacher training programme. Reference [4] also states that the emphasis on reflective practice challenges teacher educators to create programs that provide constructive ways for teacher candidates to engage in reflective practice. By training the trainee teachers to be more independent learners, it can help them in order to make better decisions during real-life working experience. By observing, analysing and deciding on improving their own teaching practices, it can improve teacher performance, thus hopefully gives positive effect to the quality of teaching and learning process.

Reference [5] states that reflective practice is widely discussed in the literature as a tool for promoting learning and higher order thinking skills, developing professional practice and facilitating and structuring learning through experience. From the medium of paper-based platforms, such as using diaries and traditional portfolios. Nowadays, there are electronic-based platforms, like e-portfolio and blogging that are used to promote reflective practice among trainee teachers. However, over the last decade, the usage of Web 2.0 technologies has increased massively which cause the emergence of electronic-based tools for reflective practice. Reflective practice in electronic-based tools bring the same effect as paper-based but through the capability of the communities to be online, ideas collaboration and the sense of interactivity which make sharing and exchanging opinions through written dialogues at ease. As exchanging immediate information and feedback can be achieved by

electronic-based tools, there is a possibility to strengthen the quality of reflective practice in order to empower trainee teachers during teaching practice.

The rapid emergence of the Internet opens up the endless possibilities of knowledge accessing and multiple purposes especially in Malaysia. According to Reference [6], internet users in Malaysia were utilizing internet in a number of activities such as social networks (84.3%), getting information about goods and services (79.6%), downloading images, movies, videos or music; playing or downloading games (76.1%) and sending or receiving e-mails (68.4%). Social networking sites or also known as SNS, such as Facebook, Twitter, Instagram, Google+ and many more, are hugely dominating the usage of internet especially in Malaysia. From the statistics, it shows that social networking has become a need in this century. Social networking radically changes and elevates the manners of keeping in touch, getting to know people, learning and getting new knowledge. The involvement of social media has definitely changed and transformed the way people communicate and so does the learning process. Thus, this is the reason why reflective practice should revolve to be more interactive. Concurrently, dealing with trainee teachers who majority come from digital natives, there is a need to change the medium of communication and sharing knowledge and information.

As being the most influential SNS in Malaysia, for the purpose of this study, Facebook is chosen as medium of reflective practice not forgetting the interactive features that might help in promoting reflective practice among trainee teachers. According to Reference [7] Facebook Group possess quality as a learning management system that enables learning change from passive to active learning. Facebook was not initially designed for educational purposes, but its unique characteristics, such as grouping around specific areas of interest, knowledge sharing, group discussions, and self-expression, brought it to the attention of educators as a potential learning environment [8]. This is what makes Facebook different from other social networking sites. This feature allows the trainee teachers and the supervisors to be in the online community virtually even though they are separated by distance. Through online reflective practice in Facebook Group, trainee teachers can get connected with their supervisor, and vice versa, as the supervisors can also know the progress of the trainee teachers in school not only relying on the observation visit thus the problems that the trainee teachers face in school is not obsolete and repetitive.

## 2. Background of the Study

Reflective practice is not a simple process and is a major paradigm shift especially for the trainee teachers [9]. Reflection enables trainee teacher to construct knowledge

through asking questions, analyzing, evaluating, and helping them bridge the gap between imagined views and the realities of teaching [10]. This practice allows the trainee teachers to not only refine their teaching skills, but also enables them to be independent learners and at the same time utilizing the theory into practice. However, it appears that trainee teachers do not know how to analytically or critically reflect [4]. According to Reference [11] teachers find it difficult to reflect on their own practice. It is important to note that it is unreasonable to expect the trainee teachers to understand the nature and the importance of reflective practice without it being taught to them. Also, reflective practice must be conducted with an awareness and consciousness of the certain situation with a view of improvement [10]. Thus, trainee teachers should be assisted in understanding the nature of reflective practice [12].

Reflective practice is difficult for trainee teachers due to the nature of reflective practice that emphasises on the engagement of critically and emotionally capabilities to examine one's ability. In Southeast Asian culture, Malaysian teachers face the challenge to open up their feeling and to reveal their vulnerabilities and weaknesses to be known by other individuals. According to Reference [13] the idea of sharing their thoughts in journal writing is an alien experience for them. Shyness and fear to open up will hinder trainee teachers to become a reflective teacher.

Reference [14] proposed that reflective practice involves the thoughtful consideration of one's own experiences in applying knowledge to practice while being coached by professionals in the discipline. Thus, there is a great importance for trainee teachers to be advised and monitored by supervisor in connecting the theory to practice during practicum session. Reflection has to be nurtured rather than allowed to just happen and this process demands teacher educator's or supervisor's attention. The role of supervisor in reflective practice is to ensure the trainee teachers are on the right track by giving guidance and feedback. Written or verbal feedback that is given by the supervisor is solely to facilitate trainee teachers' understanding and decision-making. Subsequently, this activity is for the trainee teachers to have an insight of his/her performance and explore the possibilities of improvement during practicum session.

However, the problem regarding the supervisors guiding trainee teachers through reflective practice is that they lack time to monitor trainee teachers' performance in giving feedback every week, since monthly meeting is conducted only for two hours when verbal feedback is given to the student teachers. The issue was raised by Reference [1], where there are difficulties that arise in achieving effective reflective discussion during practicum periods because trainee teachers are based off-campus for extended periods of time. This situation often exacerbated for trainee teachers who are placed in rural and regional schools because of significant distances from the home

university, high travel costs, and the absence of other trainee teachers at the school. In relating to the problem with the context of the research, indeed the process of consultation is time consuming where during the visit at the trainee teachers' school, the supervisor needs to give feedback for the lesson that had been conducted on that day.

It is important to note that the role of supervisor is to monitor the performance of trainee teachers during the practicum session, even though teaching practice emphasizes on the role of trainee teachers to be independent, guidance; and that supervisors' feedback can cultivate trainee teachers towards improvement and confirm the certainty of techniques used. As quoted by Reference [1], teacher modelling, monitoring, and assessment of reflective practice were found successfully raise the level of critical thinking of discussions in the online space. The supervisor must give these feedback and acts as an expert to reconfirm the progress of trainee teachers during practicum session. By sharing weekly reflection written right after the end of each week, guidance and supervision is on continuous manner, not mainly during the evaluation visits only. Thus, trainee teachers would have more possibilities to improve their teaching practice.

The development of reflective tool does revolve around communication especially in improving the sense of interactivity which is lacking in the traditional approach. As quoted by Reference [15], regulative skills and capability to reflect can be enhanced by technology-enhanced learning environments with the help of supervisors, learning support and technological sources. Based on the problems mentioned above, there is a need to utilize an online support system, such as social networking sites like Facebook, to ease the supervisor to monitor trainee teachers' progress through composing reflections. Based on the literature, an online reflective tool is chosen as a relevant medium to solve the challenges in promoting reflective practice among trainee teachers. Being viewed as the most popular SNS in Malaysia, Facebook group discussion platform is seen as viable option to promote reflective practice due to its interactivity and capability of serving as a platform to monitor reflective practice. As quoted by Reference [16], the exceptional user-friendly features of Facebook such as discussion on course topics, feedback from peers and group collaboration entitled this SNS to serve educational purposes.

Based on these features of Facebook mentioned above, the researchers see the potential of Facebook in promoting reflective practice among trainee teachers in two main aspects that are the capability to serve digital natives and provide mutual online support system. By using Facebook group, the supervisor and trainee teachers can connect, communicate and exchange opinions through this platform and instantly guides and addresses the problems

or concerns face by the trainee teachers without delaying the obsolete concerns. Having Facebook as a reflective tool creates an online community support group where trainee teachers are allowed to share their teaching experiences through weekly reflections written. Reflective practice can be elevated through ideas collaboration and social interaction. Even though Facebook is seen as a social technology tool rather than a formal teaching tool, it can improve trainee teachers' reflective practice that brings impact on academic performance especially in leading to higher level of self-esteem and social acceptance [17] and more importantly to prepare them to be teachers in the actual teaching profession.

By investigating trainee teachers' capability to share the weekly reflections with their supervisor and their colleagues, the researchers hope to explore the trainee teachers' perceptions and experiences of using this online tool. The researchers also hope to investigate if Facebook has a place in reflective practice. The researchers also believe that by having Facebook group as a medium of reflective practice, it could promote to being more reflective and expressive in composing their teaching reflections and that there is a possibility of boosting their self-confidence. In this regard, three research questions guide this study:

1. What are TESL trainee teachers' experiences in using Facebook Group as a medium of reflective practice?
2. What are TESL trainee teachers' perceptions in using Facebook Group as a medium of reflective practice?
3. What are the perceived impacts of the use of Facebook as a medium of reflective practice?

### 3. Research Method

This study employs the qualitative research design to explore the trainee teachers' perceptions and experiences in using Facebook Group as a medium of reflective practice. The study was conducted in the natural setting of the phenomenon of the study, which is the direct source of data so that the researchers would be capable of getting authentic data particularly from the perspectives of the subjects of the study. Case study is chosen as an approach of this qualitative research. According to Reference [18], a case could be an individual, a group, a community, an instance, an episode, an event, a subgroup of a population, a town or a city. In the same manner, Reference [19] added further that this approach is an in-depth description and analysis of a bounded system.

Based on the experiences that they go through in their teaching practicum, three participants were chosen in order to get an in-depth data through face-to-face semi-structured interview (Ms. Aina, Mr. Mir and Mr. Aus – all are pseudonyms). The participants of this study are purposely selected from one of the private higher institutions in Selangor, Malaysia, that is one of the

private institutions that offer teaching courses managed by Faculty of Education. This research focuses on TESL trainee teachers at a private higher education institution in Malaysia. The minimum requirement of this program is passing Malaysian Certificate of Education examination with at least three credits including English or English Science and Technology or English Literature. Other than that, the candidates needed to get through an interview session where their proficiency in English language was examined. Before undergoing their practicum session, these TESL teacher trainees need to complete a number of pedagogical, proficiency and compulsory subjects. Other than that, they must at least score B (3.00) for TESL Methodology subjects. The three participants involved in this research by composing their weekly reflection for five weeks. Based on a bounded system three participants were chosen to be interviewed further. They were chosen based on their participations and involvement in the Facebook Group (the most active, active, the least active).

This setting of the research is the online space of the Facebook group discussion platform. The online or virtual setting of this research is Facebook Group discussion platform. Groups are Web pages where Facebook users are free to browse, create, join or subscribe any groups that pursue his/her particular interest. The setting that the trainee teachers composed their weekly reflections was a Facebook Group called 'Weekly Reflection with Miss NA & Dr AB' (a pseudonym). This particular Facebook Group acted as a medium where it served mainly as a tool to do their reflective practice, and to garner support, solidarity or simply to share the same goals or interest. The researchers who act as participant observers managed this group. This group was a closed group in Facebook that indicated that the administrator is the only one who can approve the request to join the group. The closed group is managed by the researchers themselves to collect the data and to ensure privacy between the trainee teachers and the researchers. Other than that, it is to avoid irrelevant participants to join the group. In this research, the trainee teachers could choose to create new profile in Facebook or if they are comfortable and there was no issue regarding security, then they were allowed to use their real Facebook account.

There are two qualitative data collection techniques were used to collect data in this study, which are face-to-face semi-structured interview and document analysis of trainee teachers' weekly written reflections on Facebook group. The face-to-face semi-structured interview technique was chosen in order to get insights of TESL trainee teachers in using Facebook Group as a medium or reflective practice. Interview sessions were conducted by the end of the practicum session where they needed to submit all the documentations related to practicum session. Semi-structured interviews were conducted ranging from 13 to 45 minutes in length to elicit responses from the trainee teachers. This method is

often best conducted toward the end of the study as they tend to shape responses to the researchers' perception of things are [20]. In this research, the researchers concentrated on only five types of questions which are described below.

- a). Background questions that are used to discover background characteristics of the participants that can help explain their experience in using Facebook Group.
- b). Knowledge questions that can help explain their level of knowledge in using Facebook Group discussion platform.
- c). Experience questions that focus on the participants' experience in using Facebook group discussion platform in the past.
- d). Opinion questions that can help explain their opinions on using Facebook Group discussion platform for reflective practice.
- e). Feelings questions that can help explain their feelings in using Facebook Group discussion platform for reflective practice

All participants in the study were also required to write weekly written reflections on the Facebook group. Personal information, such as phone number, email and Facebook account were shared. Trainee teachers were required to get involved in teaching and learning routine in school starting, and they were asked to produce weekly reflection from the third until twelfth week of teaching practicum. Each week, these trainee teachers needed to write their reflection online by using this Facebook Group as a medium of sharing their reflections on their teaching and their practicum progress with the committee and the researchers. Prompts were given to the trainee teachers that was provided by the researchers. The prompts were meant to assist them in drafting the content of the reflections that they are going to write in Facebook Group. However, the reflections made in response to these prompts were intended to be kept as a documentation and safekeeping purpose. There was no specific length how many words that the trainee teachers need to write the reflection. However, in terms of the format they are expected to write it in an essay form. The most important instruction is that trainee teachers need to compose the reflection based on the prompts given. Besides that, they are encouraged to maximize the usage of Facebook Group features such as writing post, uploading pictures, making videos, smiley insertion and many more. Trainee teachers were expected to write their reflections to these prompts and insert it in their teaching portfolio. There are eight prompts prepared to assist trainee teachers to produce their weekly reflection. The prompts are;

- a). Issues/Problem/Events face by the trainee teachers.
- b). Views and feeling towards the issues/problem/events.
- c). Analysis of the issues/problem/events (causes, strengths and weaknesses of the

issues/problem/events and prediction of consequences).

- d). Suggestions/ideas on how to overcome the problems.
- e). Time allocated to solve the issues/problems/events.
- f). Steps to improve the issues/problem/events.
- g). Conclusion/Reflection (Examining the steps on how to improve the issues/problem/events)

In regards to the data analysis, the interview transcriptions and teacher trainees' weekly reflections were analysed by using content analysis. Content analysis is a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications [20]. Content analysis was done by identifying the main themes that emerge from the field notes or transcription of the in-depth interviews and writing about them, quoting extensively in verbatim format. In order to ensure the trustworthiness of the data analysis, Reference [18] suggests transcribing the interviews or observational notes and sharing them with the respondents or research participants for confirmation and approval. This was how the interview transcriptions were validated.

## 4. Results and Discussion

This study explored three trainee teachers' experiences in reflective practice by using Facebook Group discussion platform. Three trainee teachers (Ms. Aina, Mr. Mir and Mr. Aus – all are pseudonyms) who were all born in 1998 were selected as the cases in this research article due to their participations and involvement in the Facebook Group to reflect on their teaching practicum experience, especially in their commitment in composing reflections within this medium. All three teachers are teaching in primary schools in Selangor, Malaysia, with at least 10 hours of teaching hours in weekly basis. This section provides a synthesis of the results through three main subtopics to which the findings of this study.

### 4.1. What are TESL Trainee Teachers' Experiences in Using Facebook Group as a Medium of Reflective Practice?

Trainee teachers' experiences were analysed and subtopics were identified as: 1) frequency of logging in Facebook, 2) general purposes for using Facebook, 3) time spent in composing reflections in the Facebook group, 4) audience involved in composing reflections in Facebook group, 5) preferences on the reflective content shared, 6) positive experiences and challenging encounters shared on Facebook and 7) responding and giving feedback to the audience in the Facebook group.

Based on the findings, it was found that two trainee teachers were active users of Facebook where they logged into Facebook on the daily basis while one trainee teacher

only utilized it once a week just for the purpose of posting the reflections. This finding indicates a difference with previous study conducted by Reference [21] which found out that 62.7% among 412 Information Technology trainee teachers logged in to Facebook as a daily basis that indicated it as the most popular social networking site, and that Facebook was popular because the trainee teachers were comfortable using it. However, in this particular research, the trainee teachers mentioned that they are actually not in favour of using Facebook anymore due to its trendiness. One of the reasons why Facebook was not as popular to these trainee teachers anymore because with the existence other social media, such as Instagram, which they believed has features that are more attractive like picture filter and attractive interface. With the emergence of new social networking sites, Facebook is no longer the only choice that the users have.

In this regard, these participants still used Facebook for their teaching practicum and reflection. These trainee teachers utilized Facebook from searching news updates to obtaining new ideas and inspiration related to teaching aids. Due to these communicative and social functions, Facebook is often seen has its possibility as to be transformed in teaching and learning practices as it is more social, open and collaboration-oriented. All of the trainee teachers acknowledged the audiences in this closed Facebook group were the supervisor and the trainee teachers under the same supervision. Based on the data obtained, the trainee teachers took only thirty minutes to one hour to compose the weekly reflection. The time spent was mainly used to write and drafting the content of reflection which was not taken much time. In terms of their preferences on what to view and read in the Facebook group, they shared links, images or posts that are related to their professionalism and teaching practicum experiences. Based on the interviews, the trainee teachers preferred to read contents related to teaching aids, visually appealing images and mutual-shared problem with regards to their experiences in the teaching practicum. Consequently, the information shared assists them during the teaching practicum.

Reference [22] discovered that social media could be used to promote collaboration in exchanging academic activities and developing social networks throughout the world. This notion was also aligned with the findings of this research. The positive experiences in using Facebook group are; it encourages proximity and support from the supervisor as well as fosters trainee teachers' dedication and their capability to reflect. These trainee teachers believed that Facebook group allowed them to build rapport and get connected with the supervisor throughout the practicum session, and not only during teaching observations. Facebook is a good site to communicate an easy and quick manner which led to an improvement on students' engagement in the class. In the case of this research, the rapport between trainee teachers and

supervisor was encouraged and cultivated [22].

However, even though there are many positive findings from the study, the trainee teachers also reported some issues with the use of Facebook as a reflective platform. For one, this research found out that trainee teachers not only faced problems regarding external factors like technical and internet connectivity, but also internal factors from themselves, such as lack of confidence in their capabilities, distraction from the advertisement and lack of familiarity to use the features provided. For example, giving comment was the second way to react to certain posts in Facebook. This particular feature was diverse in nature where the users can express his/her opinions by using uploading pictures, GIF and stickers. However, due to lack of engagement between trainee teachers they did not utilize this feature to the maximum. This is because while participants stated that they were connected with the supervisor, but there were lack of interaction, discussion or engagement with other trainee teachers. Based on the findings, the most frequent and easiest way for the trainee teachers to respond with each other was by signifying 'like' to the posts that capture their interest. Minimal participation happened but did not lead to critical questioning or discussion. The researchers believe that the root if this issue is because of lack of rapport between the users in real life.

Significantly, two trainee teachers claimed that their inactivity in the Facebook group did not mean that they did not acknowledge it virtually nor in real life situation. Based on this study, because the Facebook group was used in an academic setting, the participants believed that communication should be done in formal language, which again create hesitation for them. The implication of this finding is there should be a possibility that trainee teachers' engagement towards the group to be improved by allowing flexibility of language usage. Furthermore, the issue of commenting on the reflections composed by other participant was considered as the supervisor's responsibility rather than a collective effort from the community.

#### **4.2. What are TESL Trainee Teachers' Perceptions in Using Facebook Group as a Medium of Reflective Practice?**

Trainee teachers' perceptions on reflective practice were discussed in three themes; 1) the awareness of reflective practice, 2) trainee teachers' views on the importance of reflective practice and lastly 3) their understanding of reflective practice.

According to Reference [23], reflection and reflective practice in teacher education has become the unifying theme of teacher education development. Thus, it is important to ensure trainee teachers' awareness towards an optimum level. This is because awareness on reflective practice will determine how far trainee teachers



The perceived impact that was experienced by the trainee teachers is the capability to reflect from different facets of subject matter. Based on Table 1, the reflections that were composed by the respective trainee teachers reflect on different facets. The highest number of reflections were dedicated to improving pedagogic knowledge where which were concerned with practical knowledge, beliefs about teaching and understandings of learners. None of the trainee teacher wrote about their difficulties concerning subject knowledge which related to the understanding of the subject itself, which in this case English language. It was found that trainee teachers managed to engage in self-directed learning, concrete experience, feeling and prior knowledge in their Facebook reflections which helped trainee teachers to reflect better what they experienced in the practicum session. As trainee teachers, they encountered many challenges especially in dealing with classroom management, teaching techniques and school management. By participating in real-life activities, trainee teachers were able to efficiently transform the knowledge learnt from the classroom and utilising it in real-life situations using Facebook group as a tool for reflection.

Another perceived impact of the use of Facebook as a medium of reflective practice is the important role of supervisor in viewing the weekly reflection and in steering them into the teaching practicum. It was found that the role of supervisor is important in giving advises and suggestions in Facebook group. The researchers found that the instructor's feedback had acted as the main incentive for trainee teachers. This is because the usage of prompts and supervisor's feedback does improve trainee teachers' dedication to write a better reflection.

It was found that Facebook Group brought varied impacts felt by the trainee teachers in promoting reflective practice. One of the perceived impacts that visibly seen in this research is how motivation and virtual support can heighten the quality of the end task produced. All trainee teachers showcased different improvements on their capability to reflect in this research. Even though all trainee teachers have different personality and pace in their own learning, general improvement can be seen in each one of them. Ms. Aina is known for her shy and reserved personality, and initially she believed this experience did not give her positive impact in terms of her capability to reflect. However, she showcased improvement in her capability to reflect. She admitted in the findings that this Facebook group gave a source inspiration for her.

This is different case for Mr. Mir. He is a competitive and curious at the same time. He showcased good work in his reflections. However, he does not follow closely the prompt given in the beginning of study. He stated that the prompts given are too rigid for him to write further. Mentioning that he did not possess an awareness of reflective practice, he believed that reflection is meant to

self-judge on teaching and learning process only. He also admitted that his improvement of reflective practice in this study is due to him not wanting to be writing the worst posts in the Facebook group. By getting guidance from the supervisor and being inspired by other trainee teachers' reflection, drove Mr. Mir to improve his reflections from whining posts to much constructive reflective posts.

As for Mr. Aus, despite being the indifferent one in this research for his lack of interest of the social media platform chosen and lack of participation in this study, he showcased great improvement of his reflective practice. He was able to connect with his supervisor, respond to the comments given and utilize the comments and guidance given. However, he admitted that he cared only for his supervisor's commentary, and he did not care about other trainee teachers' acknowledgement because he admitted that he has trust and credibility towards their ideas. He focused his reflection on his pedagogic knowledge in the classroom where mostly he had problems regarding his lesson plan writing. His reflections usually contain genuine feelings of his. He did not mind voicing up his frustration where he could not control the class, did not understand CEFR syllabus and mostly not being able to gain respect and trust from his students. However, in some ways he did try to elevate his reflection post in terms of beautification features in Facebook despite his lack of familiarity and interest towards this social media. From these findings, it can be surmised that Facebook group provides a supportive virtual support in promoting reflective practice. However, the most important essence of this research is Facebook provides a platform to connect and long-distance monitoring between the supervisor with the trainee teachers throughout the teaching practicum session.

## 5. Conclusion

This research had discovered that trainee teachers showed high interest in using social media in an academic setting to attract trainee teacher in seeing the possibility of social media in gaining information, experience and knowledge for academic purpose too. The sense of interactivity and information sharing in Facebook captivated and motivated trainee teachers to do better during their practicum session thus created a competitive yet healthy learning environment. Using Facebook Group in an educational setting serves trainee teachers who were undergoing practicum session to create solidarity among them [22]. It provides virtual support for the trainee teachers to go through teaching practicum each day. Facebook Group can also create a supportive medium in educational setting. Based on the research, trainee teachers were inspired by each other posts. They tend to replicate the ideas of each other in using the features of Facebook in elevating the reflection content to be more

illustrative and interesting. Other than that, it can provide a source of information, ideas and inspiration among the trainee teachers during practicum session [22]. Furthermore, the features in Facebook do provide a systematic and structured organization of notifications. Their awareness of the features in Facebook in order to be responsive towards certain posts is clearly known by the trainee teachers. However, there is some reluctance in responding further even though the features allowed them to express themselves in varied way. Trainee teachers chose to respond in minimal ways ('like' the posts) rather than giving their opinions of improvement to their friends. In this regard, the role of the lecturer is very prominent in giving feedback and guidance for trainee teachers to improve their performance [25]. The supervisor can provide information related to teaching ideas, tips and inspirational quotes related to teaching profession that the trainee teacher can reflect on further by themselves [12].

## 6. Recommendation

More research should be conducted and explored to gather better understanding this subject matter in diverse perspectives [22]. Based on the responses from the trainee teacher, they are much more motivated to use Instagram, which is more popular and appealing. Therefore, Instagram can be investigated further to know the effectiveness of this social media in serving academic purpose since it triggers interest among the youngsters. Besides that, in order to measure reflective practice, levels of reflectivity should be incorporated further in future research. In this way, the quality of reflections composed can be analysed further to see how high the level of reflectivity can be achieved by the trainee teachers.

There is a limitation of this study which is the small size of sample. A larger scale study should be carried out to compare the lecturers' and trainee teachers' preferences on the usage of Facebook in an educational purpose especially in monitoring trainee teachers during practicum session. Longitudinal studies could also be conducted to further investigate the impact of Facebook as a platform for reflective practice in the long term. In this way, greater confidence will be revealed on the subject matter. Furthermore, comparative studies could be done to identify the difference between trainee teachers and their respective lecturers on their understanding of what exactly is reflective practice in their point of view [12]. Further research is recommended to verify the findings of the whether both parties view reflective practice in the same manners.

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