

Pre-Service English Teachers' Perception of Feedback during Micro-Teaching Sessions

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Abstract

This study investigated Thai pre-service English teachers' perceptions of effective feedback during micro-teaching sessions at Buriram Rajabhat University. A mixed-methods approach was employed to collect data from 158 fourth-year English major students between 2022 and 2024 using a questionnaire and self-reflection journals. Quantitative data were analyzed using descriptive statistics (mean and standard deviation), while qualitative data were analyzed using thematic analysis. The findings revealed high levels of agreement with the effectiveness of feedback, with mean scores ranging from 4.05 to 4.86. Participants perceived feedback as valuable for enhancing their confidence, teaching competence, reflective practice, and professional development. Feedback from both instructors and peers was considered beneficial for identifying strengths, addressing areas for improvement, and supporting professional learning. The findings suggest that incorporating effective feedback into teacher education programs may enhance pre-service teachers' professional learning and teaching development.

Keywords: effective feedback, micro-teaching, pre-service teachers, teacher education

Introduction

Feedback in teacher education is a crucial factor for professional development and for fostering a reflective practice (Hattie & Timperley, 2007; Shute, 2008). For English Language Teaching (ELT) teachers in general and for English pre-service teachers in particular, feedback can be instrumental in improving their language use and their approaches to teaching. In teacher education in Thailand, there is growing attention to training future teachers to teach English in schools across the country (British Council, 2021). One aspect of teacher education that has received a great deal of attention in recent years is the micro-teaching session, where pre-

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service teachers engage in teaching simulations that are modeled after real classroom teaching (Fernandez, 2010; Kwangsawad, 2022; Nguyen, 2020).

The use of micro-teaching as a means of training pre-service teachers in a variety of teaching skills in a safe and controlled environment has been supported by research (Fernandez, 2010). It allows teacher candidates the opportunity to apply their knowledge of teaching in a simulated real-life classroom setting. As they complete their turns teaching, their peers as well as the instructor provide feedback on their performance. Effective feedback has been demonstrated in research to enhance the teaching skills of both experienced as well as pre-service teachers. Additionally, effective feedback promotes self-reflection, critical thinking, and the development of a teacher's professional identity (Brookhart, 2017; Carless & Boud, 2018).

In the context of teacher education, effective feedback refers to feedback that is timely, specific, constructive, and actionable, enabling learners to recognize their strengths, identify areas for improvement, and make informed adjustments to their teaching practices (Hattie & Timperley, 2007; Shute, 2008; Carless & Boud, 2018).

Micro-teaching sessions in Thai universities, as part of core courses on training English teachers, are designed to equip pre-service teachers with teaching skills, lesson planning, teaching strategies and reflective practice. They are provided with a feedback mechanism that enables them to improve their teaching in the formative stage of their training. (British Council, 2021).

Despite the known benefits of feedback to teaching and learning, limited research has examined how Thai pre-service English teachers perceive and use feedback during micro-teaching. In particular, there is limited evidence regarding how feedback is perceived in relation to pre-service teachers' confidence, teaching competence, and self-reflection. Examining these aspects can provide a clearer understanding of the role of feedback in English teacher education.

To address this gap, the present study examines Thai pre-service English teachers' perceptions of effective feedback during micro-teaching and its perceived effects on their confidence, teaching competence, and self-reflection.

Literature Review

1. The Role of Feedback in Teacher Education

Feedback is an important component of teacher education because it provides information that helps pre-service teachers recognize their strengths, identify areas for improvement, and regulate their learning. Effective feedback should be specific, descriptive, constructive, timely, and action-oriented rather than limited to general praise or criticism (Hattie & Timperley, 2007; Shute, 2008). In teacher education, feedback can support pre-service teachers' confidence, motivation, self-reflection, and professional development by helping them understand their teaching performance and identify ways to improve (Hattie & Timperley, 2007; Shute, 2008).

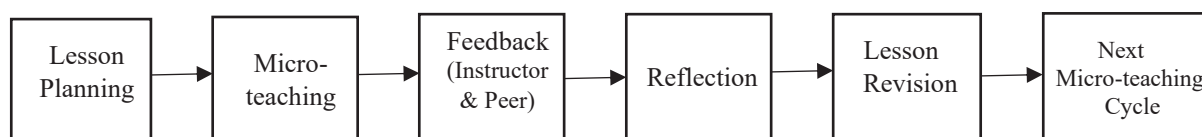
Feedback is therefore particularly important in teacher education, where pre-service teachers can use it to refine their teaching and prepare for future classroom practice.

2. *Micro-Teaching and Feedback*

Originally proposed by Allen and Ryan (1969), micro-teaching is one of the most widely used instructional approaches in teacher education programs worldwide, including in Thailand, to prepare pre-service teachers for the realities of teaching in actual classrooms. It consists of a short lesson delivered by a pre-service teacher to a small group of his/her peers, usually within or outside of a classroom setting. After delivering the lesson, the pre-service teacher receives feedback on his/her performance. Consistent with Hattie and Timperley (2007), effective feedback should be timely, specific, and focused on helping learners identify strengths, recognize areas for improvement, and plan subsequent actions. Within the micro-teaching cycle, feedback from peers and instructors serves as a formative process that supports reflection and the refinement of teaching practice. This approach allows pre-service teachers to practice and refine their teaching skills in a low-stakes environment before teaching in real classrooms. In many programs of teacher education, including those in Thailand, microteaching is a core component of pedagogical courses and includes both peer feedback and instructor feedback (British Council, 2021). The peer feedback sessions allow for collaboration and mutual learning amongst pre-service teachers, whilst the sessions of instructor feedback provide the pre-service teacher with expert guidance and insight on how he/she can improve his/her teaching in order to become a more effective teacher and to aid in the pre-service teacher's professional identity development (Hattie & Timperley, 2007).

Figure 1

The Micro-teaching Cycle (adapted from Allen & Ryan, 1969), Illustrating the Integration of Instructor and Peer Feedback



3. *The Importance of Peer and Instructor Feedback*

The process of developing the teaching skills of pre-service teachers includes giving them feedback by their peers as well as by their instructor. In many cases, the feedback by peers is given in a collaborative setting in which students evaluate each other's performance and give constructive comments. The interventions of feedback given by peers to perform tasks can have significant effects on performance by drawing attention to the tasks. Research has proven that the feedback given by peers can foster a supportive learning environment. In this type of setting, students can learn from each other's experiences and teaching styles. As for the effects of the feedback given by peers on learning, asking questions, critical thinking, and fair assessment, there are many studies conducted. For example, a study by Izgar and Akturk (2018) indicated that the feedback given by peers for peer assessment contributed to the students' learning of asking questions and critical thinking as well as their development of fair

assessment skills. The feedback given by peers also promotes the students' self-evaluation and reflection that are crucial for professional teaching (Quirke-Bolt, 2019).

Instructor feedback is delivered by a teacher who is trained in pedagogy and assists pre-service teachers to develop teaching strategies as well as classroom management. Feedback from instructors is the main source of information that pre-service teachers use in order to improve their teaching. Studies found that specific, timely and supportive feedback from instructors increased pre-service teachers' self-efficacy beliefs regarding teaching and enhanced their teaching confidence (Manowaluilou & Reeve, 2022; Klassen & Tze, 2014). For instance, in a study that was conducted with pre-service teachers from Thailand, Manowaluilou and Reeve (2022) found that a structured support system, provided by instructors, enhanced pre-service teachers' self-efficacy. In another study, conducted with pre-service teachers from different parts of the world, Klassen and Tze (2014) discussed the role of feedback in enhancing teachers' confidence and teaching effectiveness.

4. Impact of Feedback on Teaching Confidence and Self-Reflection

Feedback's influence on teaching confidence and self-reflection has been extensively studied in teacher education research. Receiving feedback during training can significantly enhance pre-service teachers' self-confidence, particularly when they reflect on their performance and implement improvements. When feedback is framed positively and constructively, it fosters a higher sense of self-efficacy, which is critical as pre-service teachers prepare for classroom challenges (Tschannen-Moran & Woolfolk Hoy, 2007).

Self-reflection, guided by effective feedback, enables pre-service teachers to critically analyze and improve their teaching. Hattie and Timperley (2007) emphasize that feedback fosters self-regulation by helping learners understand their current performance and plan future improvements. This process supports ongoing professional growth and goal setting.

Effective feedback is characterized by being timely, specific, descriptive, constructive, and action-oriented. It provides clear information about performance, identifies areas for improvement, and offers guidance for future action rather than merely evaluating performance (Hattie & Timperley, 2007; Shute, 2008). In teacher education, such feedback encourages reflections and supports continuous professional development.

Another strategy is to create dialogue-based feedback. By not giving pre-service teachers one-way comments and instead engaging them in a discussion around the feedback, they can come to a deeper understanding of why the feedback was given and understand that the feedback is for their growth and development (Wachter, 2022). Incorporating these strategies into micro-teaching may support pre-service teachers' confidence, teaching competence, and reflective practice during their professional preparation.

This study is part of instructional package of microteaching for pre-service teachers in Thailand. Studies have found that microteaching lessons delivered by pre-service teachers

enhanced their self-efficacy to engage students, use teaching strategies, and manage classroom. Structured feedback played important role in their development in teaching competencies.

The study of Nguyen (2020) investigates the implementation of a Microteaching Lesson Study (MLS) in order to foster reflective practices of Thai pre-service English teachers at Kalasin University. Findings of the study reveal how cycles of teaching and reflection with support of feedback from instructor and peers enhance self-awareness of the teachers in order to improve their teaching practices.

Feedback is a major component of teacher education globally. Erdemir and Yeşilçınar (2021) explored the ways in which teacher education facilitates the reflective practices of pre-service teachers. Specifically, the researchers reported on a study of a group of pre-service teachers from Turkey, using the framework of microteaching. The findings of the study, which included a qualitative analysis of written reflective practices of the pre-service teachers, indicated that whilst teacher feedback was the most beneficial form of feedback for the pre-service teachers, peer feedback and the pre-service teachers' own self-reflection were also instrumental in their professional growth and development.

In another study conducted in order to explore pre-service teachers' perceptions of different types of feedback given during the microteaching sessions, results revealed that although instructors' feedback has long lasting effects on pre-service teachers, it is followed by the pre-service teachers' self-evaluation and their peer feedback which leads to immediate changes in their teaching practices.

In the Vietnamese context, studies have explored the interplay between feedback and reflection in the process of pre-service teachers' learning during their microteaching practices. Nguyen and Binh (2015) focused on the way instructor feedback contributed to the process of the teachers' learning during their microteaching lessons. The results revealed that instructor feedback primarily focused on pre-service teachers' methods of teaching. Support provided by instructor feedback supported the pre-service teachers' process of reflection. However, the depth of the process of their reflective thinking was very limited.

Overall, previous studies indicate that feedback from instructors and peers can support pre-service teachers' teaching competence, confidence, and self-reflection during micro-teaching. However, limited research has examined pre-service English teachers' perceptions of effective feedback and how they perceive its contribution to these aspects of teacher development.

Research Objectives

1. To examine pre-service English teachers' perceptions of the effectiveness of feedback received during micro-teaching sessions.
2. To explore pre-service teachers' perceptions of how effective feedback supports their confidence, teaching competence, and self-reflection.

Methodology

1. Research Design

The study utilized mixed-methods approach. The study collected quantitative and qualitative data from the study of perceptions of pre-service teachers at Buriram Rajabhat University on feedback during their micro-teaching. The findings from the study indicated how feedback affected their teaching confidence, their self-improvement, and their professional development. Mixed-methods allowed for integration and for the triangulation of data from the study, thereby increasing the validity of the findings (Creswell, 2014).

The quantitative data were gained from a set of questionnaires distributed to the students, to provide quantitative data and gain insight into how students perceived giving and receiving feedback. The students also maintained reflective journals throughout the period of the study, in which they logged their experiences, described the feedback that they received from their peers and tutors following the micro-teaching sessions, and explained how they had applied that feedback in subsequent teaching sessions (Merriam, 2009).

2. Participants

The participants were 158 fourth-year English major students enrolled in the teacher education program at Buriram Rajabhat University during the 2022–2024 academic years. They were 20–22 years of age and included both male and female students. All participants were completing the compulsory micro-teaching component of the Teaching English for Elementary Level and Teaching English for Secondary Level courses as part of their teacher preparation program. Total population sampling was employed, with all eligible fourth-year English major students in each cohort invited to participate (Cochran, 1977; Lohr, 2022). Data were collected from three consecutive cohorts during the 2022–2024 academic years, yielding a total of 158 participants.

3. Instrument and Data Collection

Two instruments were employed for data collection: a questionnaire and self-reflection journals. The questionnaire was developed by the researchers based on a review of the literature on effective feedback in teacher education (e.g., Hattie & Timperley, 2007; Shute, 2008; Carless & Boud, 2018). It consisted of 10 items designed to examine Thai pre-service English teachers' perceptions of effective feedback during micro-teaching. The questionnaire assessed four dimensions of participants' perceptions of effective feedback: (1) feedback quality and usefulness, (2) confidence and anxiety reduction, (3) teaching improvement and reflective practice, and (4) professional development and the application of feedback. Responses were recorded on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

The second instrument consisted of open-ended self-reflection journals designed to provide a deeper understanding of participants' experiences of receiving feedback during micro-teaching. The prompts encouraged participants to reflect on their emotional responses to feedback, perceived improvements in teaching techniques, the application of instructor and peer feedback

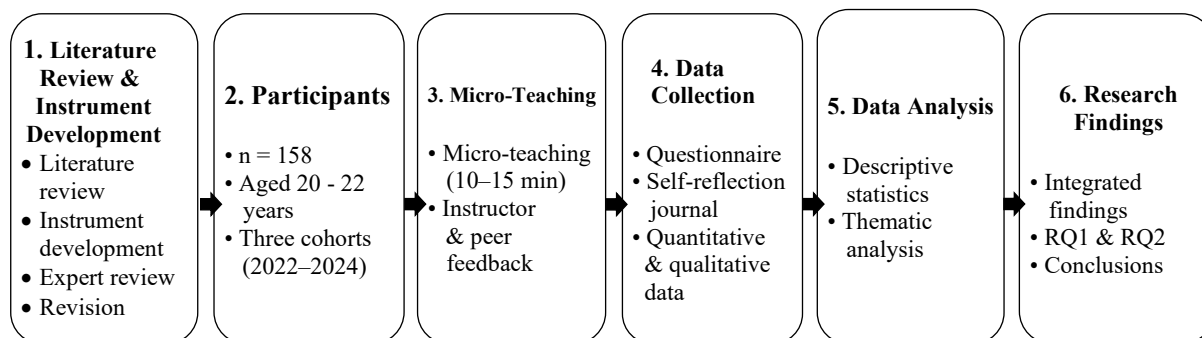
in subsequent teaching sessions, challenges encountered when implementing feedback, and plans for applying feedback to future teaching practice.

To establish content validity, both instruments were reviewed by three experts in English language teaching and teacher education using the Index of Item-Objective Congruence (IOC). Both instruments were revised based on the experts' recommendations prior to data collection. To examine the internal consistency reliability of the questionnaire, a pilot study was conducted with a group of students. The questionnaire demonstrated good internal consistency reliability, with a Cronbach's alpha coefficient of 0.80.

Data were collected from three consecutive cohorts of fourth-year English major students during the 2022–2024 academic years. Participants were enrolled in the Teaching English for Elementary Level and Teaching English for Secondary Level courses, both of which included compulsory micro-teaching activities. In each course, participants completed two micro-teaching sessions, resulting in a total of four micro-teaching sessions during the academic year. During each session, participants conducted a 10–15-minute teaching demonstration based on an assigned lesson segment and subsequently received formative feedback from both the course instructor and their peers. The feedback addressed both strengths and areas for improvement in participants' teaching performance. It highlighted aspects of their teaching that were effective and identified specific areas requiring further development. The feedback also provided practical suggestions for subsequent teaching sessions, encouraging participants to recognize their progress and reflect on ways to improve their teaching (Shute, 2008). Immediately after each feedback session, participants completed the questionnaire and a self-reflection journal. Quantitative data were analyzed using descriptive statistics (mean and standard deviation), whereas qualitative data were analyzed using thematic analysis. The findings from both datasets were integrated during the interpretation stage to address the research objectives. The overall research procedure is illustrated in Figure 2.

Figure 2

Research Procedure Following the Convergent Mixed-methods Design Adapted from Creswell and Plano Clark (2018)



4. Data Analysis

Mean and standard deviation were calculated for the quantitative data within the two studies in order to present results on a descriptive basis. Thematic analysis of the self-reflection journals was conducted to determine themes from participants' perspectives regarding the value of and impact of feedback that they had received.

Results

The findings indicate that participants held positive perceptions of effective feedback during micro-teaching. Mean scores ranged from 4.05 to 4.86, indicating high levels of agreement across all questionnaire items. The quantitative and qualitative findings are presented below.

1. Quantitative Results

The English major students gave us some information using a questionnaire. This was done by 158 students who were, in their year of studying English. They did this between 2022 and 2024. The students were asked to say how they felt about the feedback they got during their -teaching sessions. They used a scale to answer with 1 meaning they strongly disagreed and 5 meaning they strongly agreed. The main things we found out are shown in the table 1:

Table 1

The Students' Perception of Effective Feedback on Micro-teaching

No.	Questionnaire Item	<i>M</i>	<i>SD.</i>	Meaning
1	The feedback I received helped me feel more confident in teaching.	4.74	0.37	Strongly agree
2	Feedback during micro-teaching reduced my anxiety about classroom performance.	4.51	0.61	Strongly agree
3	I received both encouragement and useful suggestions for improvement.	4.37	0.73	Agree
4	Feedback from my peers was helpful in identifying strengths and weaknesses.	4.31	0.72	Agree
5	My instructor's feedback was clear, constructive, and easy to apply.	4.17	0.82	Agree
6	Feedback motivated me to improve my teaching techniques.	4.32	0.48	Agree
7	I used the feedback I received to improve my next micro-teaching performance.	4.09	0.42	Agree
8	Effective feedback helped me reflect on my teaching methods.	4.05	0.23	Agree
9	I believe that feedback is important for professional development.	4.86	0.51	Strongly agree
10	I plan to apply what I learned from feedback in my future classroom.	4.29	0.83	Agree

The results in Table 1 showed that students had feelings about the feedback they got during micro-teaching. The average scores for all the questions were between 4.05 and 4.86 which means students agreed with what was being said.

The highest mean scores were reported for the perceived importance of feedback for becoming a teacher ($M = 4.86$), the role of feedback in enhancing teaching confidence ($M = 4.74$), and its contribution to reducing anxiety during micro-teaching ($M = 4.51$).

Other highly rated questionnaire items included receiving clear and helpful feedback from instructors and using feedback to improve future teaching, with mean scores of 4.17 and 4.29, respectively. These findings indicate that feedback from both instructors and peers encouraged participants to reflect on their teaching practices and identify areas for improvement.

Overall, the findings indicate that participants perceived feedback as an important element of micro-teaching. They reported that feedback supported their confidence, teaching competence, and reflective practice. These findings suggest that structured feedback may play a valuable role in supporting pre-service teachers' professional learning and development.

2. Qualitative Results

In addition to the questionnaire, self-reflection journals were used to explore participants' perceptions of the feedback process. Thematic analysis of the journals identified several recurring themes related to their experiences of receiving feedback:

1. Confidence

Many students reported feeling more confident after receiving feedback, while others initially felt anxious but later found the feedback motivating.

Example 1:

"At first, I was worried about how I taught. But after the feedback, I saw that small changes could help. It made me feel more confident about my teaching."

Example 2:

"I felt nervous before hearing the feedback. But then I saw it was helpful and not scary."

Example 3:

"Getting feedback made me feel proud because I knew I was doing better than before."

2. Teaching Competence

Participants thought about how they used the feedback in their teaching sessions. They saw that they were getting better at teaching at being clear and keeping students interested. They noticed they could teach clearly and keep students engaged. This helped them improve their teaching techniques.

Example 1:

"After my first feedback, I tried to give clearer instructions. In my next lesson, the students listened more and understood better."

Example 2:

"I changed the way I started my lesson after feedback. Now, students listen better from the beginning."

Example 3:

"The teacher said to use more pictures. I tried that and the students were more interested."

3. Self-reflection

Students saw how feedback helped them grow as professionals. They felt more aware of their strengths and weaknesses. This made them more determined to improve their teaching. They were committed to changing their teaching methods for the better. Feedback made a difference, in how they approached their jobs.

Example 1:

"Feedback showed me that I need to focus more on getting students involved. I now see how important it is to make them feel part of the lesson."

Example 2:

"Now I think more about how students feel in my class. I try to make them feel comfortable."

Example 3:

"I understand that being a good teacher means always trying to improve, and feedback helps with that."

4. Additional Findings

While most students were satisfied with the feedback, some suggested that more specific examples or strategies could further improve the feedback process.

Example 1:

"It would be helpful if the feedback included specific examples of how to engage students more effectively. I would appreciate practical tips that I can apply immediately."

Example 2:

"I want the teacher to show me a short example of how to do a good activity."

Example 3:

"Sometimes I don't understand what to change. I think more clear advice with steps would help me improve faster."

The self-reflection journals indicated that participants perceived feedback as an important component of their professional learning and development. They reported that feedback enhanced their confidence, supported reflection on their teaching practices, and helped them identify areas for improvement. Some participants also expressed a need for more specific examples and practical suggestions to guide further improvement.

Discussion

The combination of quantitative and qualitative data showed that feedback from instructors and peers really helped pre-service teachers become better at teaching and reflecting on their own practices. This finding is consistent with previous studies by Nguyen (2020) and Kwangsawad (2022), which highlighted the crucial role of feedback in fostering teachers' professional growth and development.

Participants' perceptions that clear feedback enhanced their confidence are consistent with the findings of Tschannen-Moran and Woolfolk Hoy (2007), who reported that constructive feedback contributes to teachers' sense of self-efficacy.

Participants generally perceived feedback as valuable for their professional development. They reported that timely and constructive feedback enabled them to identify their strengths and areas for improvement, as well as to refine their lesson planning. These findings are consistent with Hattie and Timperley (2007), who highlighted the importance of effective feedback in supporting learning and improvement.

In this study, participants perceived feedback on their teaching performance as valuable for their professional learning. They reported that feedback from both instructors and peers supported their motivation, reduced anxiety, and encouraged critical reflection on their teaching practices. These findings suggest that incorporating structured feedback into micro-teaching may strengthen teacher education by supporting pre-service teachers' confidence, reflective practice, and professional development.

Conclusion

The findings suggest that feedback is perceived as an important component of teacher education. Participants reported that feedback from both instructors and peers supported their confidence, reflective practice, and professional development. Instructor feedback was perceived as particularly valuable in supporting participants' professional learning. The use of a mixed-methods approach, combining quantitative and qualitative data, provided a more comprehensive understanding of pre-service teachers' perceptions of feedback in micro-teaching within the Thai teacher education context.

Recommendations

The findings suggest that teacher education programs should provide more opportunities for pre-service teachers to give and receive constructive feedback. Effective feedback can support teaching improvement, reflection, and professional growth.

Future research could examine the effects of different types of feedback, such as peer and instructor feedback, on pre-service teachers' teaching performance and reflective practice.

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