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Student-Teacher Conferences and Video-Recorded Microteaching Sessions in Developing Preservice Teachers' Teaching Competences

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Abstract

The present study highlighted the importance of pre-service teachers' teaching competences in English Language Teaching (ELT). Facts show that empowering pre-service teachers is very important, but inspiring lecturers to implement a suitable teaching model takes time. Thus, this study aimed to determine how student-teacher conferences and video-recorded microteaching sessions (VRMS) affected pre-service teachers' competences. Besides, the self-reflection of the pre-service teachers after watching their own teaching performance video and the conference with the lecturer was also investigated to see their behaviors towards their teaching performances. This mixed-method study involved one group and applied three main instruments to collect data: interviews (student-teacher conferences), checklists of teacher self-evaluation forms, and teaching practicum performance tests using a scoring rubric adapted from Brown (2000). There were 20 participants who were taking the Microteaching Course at the Department of English Education, Universitas Syiah Kuala, Banda Aceh, Indonesia. The study was conducted in one consecutive

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semester consisting of 16 meetings, each of which was 200 minutes long (4 credits). The results proved that student-teacher conferences and VRMS stimulated pre-service teachers' teaching competences. Pre-service teachers grew their self-reflection after watching their own teaching videos and understood their strengths and weaknesses after getting student-teacher conferences. It implies that the improvement of their teaching competences resulted from a process involving the willingness to do self-reflection and the lecturer's help in understanding what areas the pre-service teachers had to improve. The implications of the study are also presented and discussed in this paper.

Keywords: Microteaching, pre-service teacher, teaching competences, student-teacher conference, video.

1. INTRODUCTION

English pre-service teachers are students majoring in English education at a university who is prepared to be skillful English teachers. They need preparation, experience, and opportunities to develop their teaching performance (Hokor et al., 2021; Kim, 2019). In addition, Yusuf et al. (2017) claim that pre-service teachers need feedback and time to grow and self-reflect on their teaching performances, specifically in Microteaching Classes. The abilities and willingness to do self-reflection, which allows them to understand their teaching performances, should be part of their career lives. Cavanagh (2021) believes that reflection on action stimulates pre-service teachers to employ reviews on what and how they have performed in teaching practices.

Feedback provision is common in teaching-learning processes, including in English language teaching (ELT). Accordingly, recent studies have focused on feedback to develop students' English competences. For instance, several studies on feedback in writing activities were completed by a number of researchers (Budianto et al., 2020; Ruru & Sulisty, 2020; Sulisty et al., 2020). Some studies aimed to investigate which feedback outperformed others by comparing two or more feedback modes to find out which mode was more powerful in increasing students' writing competences. Other studies examined the power of feedback in increasing students' speaking skills as well as the benefits of feedback to help students understand their weaknesses and strengths (Au & Bardakçi, 2020; Khoram et al., 2020; Sakale, 2019).

Feedback provision in increasing pre-service teachers' teaching competences is still considered under-studied. A study by Cavanagh (2021) surprisingly reveal that too much feedback could be counterproductive for pre-service teachers in developing their teaching competences. Kim (2019) suggests that lecturers should motivate pre-service teachers to make efforts for their teaching performances. Thus, a question to answer is how to provide feedback to help pre-service teachers understand how to develop their teaching competences. These competencies are crucial to empower pre-service teachers with adequate knowledge before they become in-service teachers. The issues of competences are the focus of English Education Departments to prepare skillful English teachers for the future, but it is a complex process (Kim, 2019; Nue & Manara, 2022). Ismail and Jarrah (2019) claim that preparing skillful, competent, and

motivated teachers equipped with all the fundamental pedagogical and content knowledge and language proficiency has become a challenging priority in many countries. A study by Ramirez (2021) finds that competent pre-service teachers can apply a strong theoretical foundation on the diversity of learners, obtain competence grounded on authentic experiences, and develops a positive perspective towards teaching. It indicates the importance of preparing skillful, competent, and well-mannered English teachers. Thus, pre-service teachers commonly take some courses, such as English Teaching Method, Curriculum and Material Development, Language Assessment, Educational Psychology, and Micro Teaching. The last course is commonly given before the pre-service teachers take a teaching practice course at schools.

Microteaching classes are commonly intended to train pre-service teachers how to teach professionally (Hamidi & Kinay, 2021; Msimanga, 2020). A study by Mihaly et al. (2018) reveal that conference feedback is meaningful in helping pre-service teachers improve their teaching competences. However, in addition to teacher feedback in the form of a student-teacher conference, activating pre-service teachers' self-reflection on their own teaching performances is also important. Thus, the present study aimed to investigate the roles of the student-teacher conference and video-recorded microteaching sessions (VRMS) in a microteaching class. To answer the aims of the present study, the research questions were formulated as follows:

1. Do student-teacher conferences, and video-recorded Microteaching sessions affect pre-service teachers' teaching competences?
2. How do pre-service teachers behave towards their teaching performances after watching the video of their own teaching performances?

The study findings can add new bodies of knowledge dealing with the benefits of a student-teacher conference if it is empowered with VRMS. In addition, it will reveal pre-service teachers' behaviors when receiving feedback and developing their self-reflection in their trajectories to be professional teachers.

2. LITERATURE REVIEW

2.1 Student-Teacher Conference

Feedback provision is a common treatment in English Language Teaching (ELT), aiming at helping students understand their strengths and weaknesses. Feedback is generally classified into direct-indirect feedback, written-oral, metacognitive feedback, reformulation, and conference (Budianto et al., 2020). According to Sowell (2020), the last classification is a student-teacher conference, established as a pedagogical tool in writing courses. Teachers and students typically view the student-teacher writing conference as an effective way of providing feedback. This feedback focuses on a discussion involving student-teacher conferences so that students understand the feedback given, and it enables students to ask teachers about the feedback more deeply if needed.

Mihaly et al. (2018) state that feedback conference emphasizes analyzing students' performances involving both teacher and students. Isnawati et al. (2019) claim that student-teacher conference stimulates students to be more active in teaching-learning processes and more reflective so that students develop their self-

regulated learning. [Hung and Diem \(2020\)](#) reveal that students gain meaningful advantages after being treated with student-teacher conference activities, and the students behave positively towards the conference. In short, student-teacher conferences, in the form of a classroom discussion, can be regarded as an appropriate activity in ELT since it is meant to stimulate students' competences and positive behaviors toward ELT.

2.2 The Use of Videos in English Language Teaching (ELT)

Teaching-learning processes in recent times cannot be separated from information and communication technologies (ICT) ([Amador et al., 2020](#)) due to the massive development of ICT and technology apperception owned by students and teachers. [Sari et al. \(2020\)](#) claim that one of the benefits of ICT is helping teachers in English Language classrooms. One of the technologies broadly applied in ELT is the use of videos. According to [Mcnulty and Lazarevic \(2012\)](#), videos increase students' motivation to learn. For pre-service teachers, videos have helped them understand feedback and do self-reflection ([Cavanagh, 2021](#)) by watching their own teaching performances again to analyze their strengths and weaknesses ([Blazar et al., 2018](#)).

[Mcnulty and Lazarevic \(2012\)](#) reveal that implementing videos in the classrooms enables students to make self-reflection and assessments in ELT. [Deneme \(2020\)](#) proved that video-recorded microteaching sessions (VRMS) worked well in teacher education programs. In addition, [Nagy \(2018\)](#) finds that using videos offers two possible advantages: learning outcomes and enjoyment in joining video-based activities. Thus, videos provide multiple advantages in ELT, and this evidence should motivate students and teachers to apply videos in teaching-learning activities more frequently.

2.3 Student-Teacher Conference and Video in Microteaching Courses

Microteaching courses have been developed to empower pre-service teachers with adequate opportunities to cultivate teaching performances. According to [Msimanga \(2020\)](#) and [Hamidi and Kinay \(2021\)](#), micro-teaching courses increased pre-service teachers' professional teaching skills and classroom management. Thus, to achieve these learning outcomes, pre-service teachers need to understand their processes in achieving their teaching experiences by getting feedback from lecturers. One such meaningful feedback is a student-teacher conference involving VRMS to help pre-service teachers develop their self-reflection. By getting feedback and developing their self-reflection, they can gradually understand their progress in their trajectories to pursue professionalism in teaching.

The results of self-reflection after watching the videos on their own teaching performances can be discussed with their lecturers in the form of a student-teacher conference. They conduct a conference or discussion to investigate pre-service teachers' weaknesses, strengths, and what aspects they must improve their teaching practices. Thus, the integration of VRMS and student-teacher conferences are predicted to be beneficial to cultivate English pre-service teachers' teaching performances, feeling of engagement and belonging in community learners, as well as increased confidence, better behaviors, and mastery of the practice-based skills ([Cavanagh, 2021](#); [Epstein et al., 2020](#); [Kim, 2019](#); [Laborda et al., 2020](#)). By getting

feedback and developing their self-reflection, pre-service teachers can gradually understand their progress in their trajectories to pursue professionalism in teaching.

3. METHOD

The present study applied a mixed method involving one group only. A microteaching class of 20 students from the Department of English Education, Universitas Syiah Kuala, Banda Aceh, Indonesia, was selected as the participants using a clustered random sampling technique. The study was done in one consecutive semester consisting of 16 meetings, each of which was 200 minutes long (4 credits). Each student had two sessions of teaching practicums, and the student-teacher conference was conducted after the students accomplished their first teaching practicums. In addition, each participant's teaching practicum was recorded in the first session, where each student was provided 40 minutes of teaching practice. Figure 1 illustrates how the activities were implemented in the classroom.

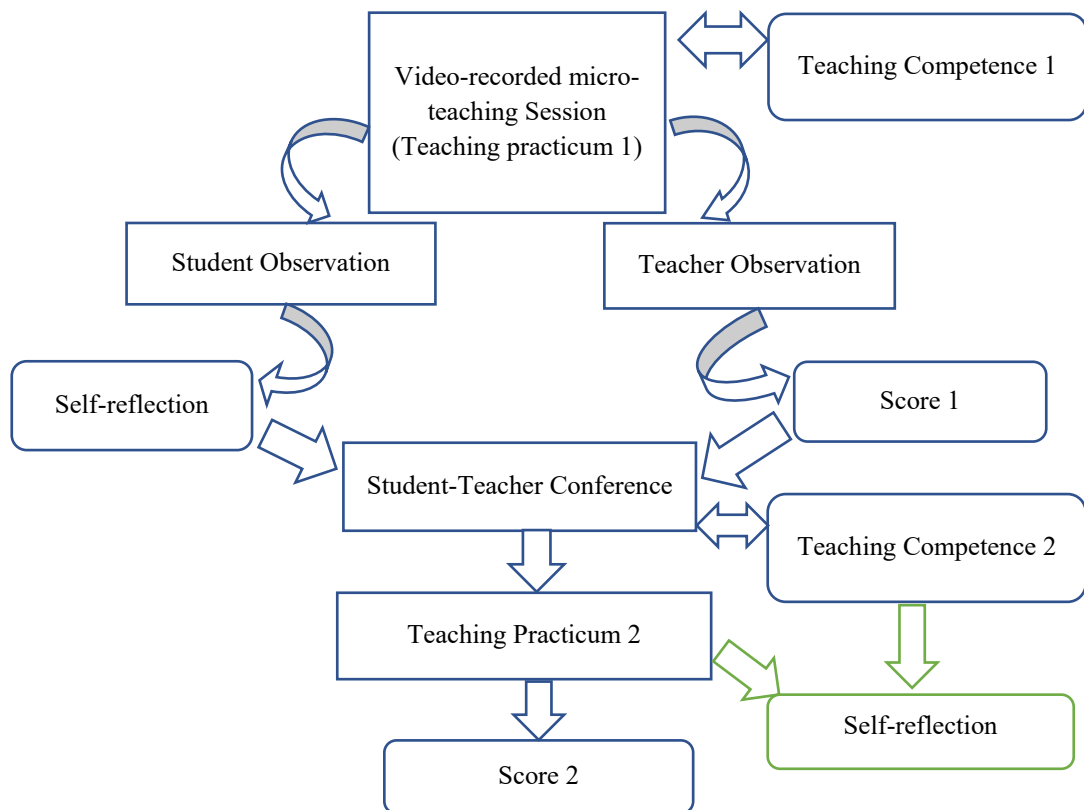


Figure 1. The implementation of student-teacher conferences and VRMS (source: the Authors).

The activities were conducted in two sessions of teaching practicum. In Session 1, they had a 40-minute video-recorded teaching practicum. A microteaching laboratory assistant responsible for operating the cameras and other recording facilities from his panel office recorded each participant's teaching practicum performances. Then, the lecturer graded the participants' teaching performance and made a student-

teacher conference. Outside the class, the pre-service teachers had to watch their own teaching performance video to identify the strengths and weaknesses of their teaching practicum. In other words, the video was intended to help the pre-service teachers self-assess their own teaching performance. Then, they had a teaching practicum in Session 2, and the lecturer graded their teaching performances.

In order to collect the data, the researchers applied three instruments: interviews (student-teacher conferences), checklists of teacher self-evaluation forms, and teaching performance tests using a scoring rubric adapted from [Brown \(2000\)](#) to grade the pre-service teachers' teaching performances. The interview was done as a student-teacher conference after each participant completed their first teaching practicum (Session 1). The conference mainly focused on teacher feedback in detail based on each participant's teaching practicum performances in \pm 25 to 30 minutes. Then, each participant completed a checklist questionnaire to self-reflect on their teaching performance. In other words, they attempted to evaluate their own teaching performance. Then the lecturer gave scores on each participant's teaching performance. Finally, the participants also observed their teaching performance by repeatedly watching their video-recorded Microteaching session.

To investigate the effects of the student-teacher conference and VRMS, the researchers compared the scores of pre-service teachers' teaching performance in Session 1 (Score 1/pre-test) and those of Session 2 (Score 2/post-test). The two mean scores were analyzed statistically using Paired Sample t-test within SPSS. Meanwhile, the results of the student-teacher conference were described qualitatively to find out how the pre-service teachers respond towards the implementation of student-teacher conferences and VRMS in the Microteaching course, including their perceptions about the quality of their teaching performances.

4. RESULTS

This study aimed to answer the research questions focusing on implementing student-teacher conferences and VRMS in a microteaching class in increasing pre-service teachers' teaching competences and their behaviors towards implementing the course.

4.1. The Effects of Student-Teacher Conferences and VRMS on Teaching Performances

To find out the impacts of the implementation, the Paired Sample t-Test was utilized by comparing the average scores of the pre-test (Session 1) and the post-test (Session 2), as seen in Table 1.

Table 1. The pre-service teachers' scores.

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	45.2500	20	4.54944	1.01728
	Post-test	74.5500	20	2.37254	.53052

Table 1 continued...

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – post-test	-29.30000	2.72126	.60849	-30.57359	-28.02641	-48.152	19	.000

Table 1 highlights the results of the statistical computation on the effects of the implementation of student-teacher conferences and VRMS on the pre-service teachers' teaching competences before and after the intervention of the model. There were 20 students joining the class, and the mean score of the post-test (Session 2) was better than that of the pre-test (Session 1). It was also found that the obtained significance value was at .000, which was smaller than 0.05, indicating a statistically significant effect of the model on the pre-service teachers' teaching competences before and after the intervention. The scores were taken from the total scores of three sub-teaching performances: pre-teaching, main teaching, and post-teaching. Figure 2 shows the different average scores of three sub-teaching performances.

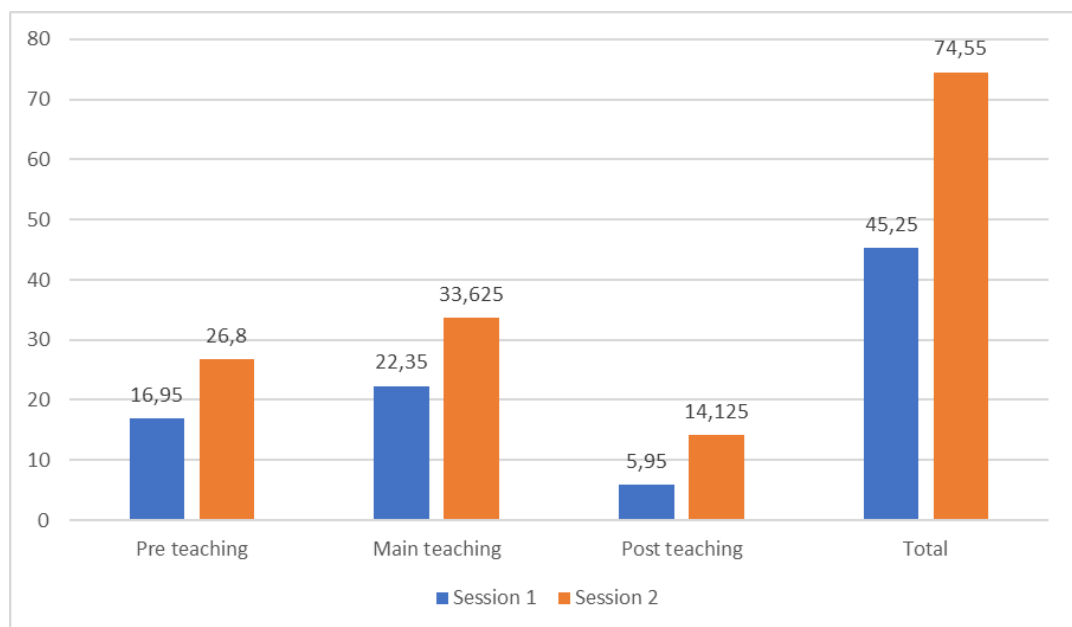


Figure 2. The average scores of Sessions 1 and 2.

Figure 2 shows that the pre-service teachers obtained better scores in Session 2 in each sub-activity of teaching performance: pre-teaching, main teaching, and post-teaching activities. In pre-teaching activities, such as making apperceptions and stimulating students' focus and background knowledge, the pre-service teachers made progress, as indicated by the improvement of the score from 16.95 to 26.80. Main teaching activities covering classroom management, interaction in the classroom, and discussion also showed better indicators, as reflected in the score of 22.35 to 33.63. Last but not least, post-teaching indicated better performance, as seen in the score from

5.95 to 14.13. Overall, the improvement of the pre-service teachers' teaching competences could be identified from the score of 45.25 to 74.55.

4.2 The Intervention of Student-Teacher Conference and Video-Recorded Microteaching Sessions in the Microteaching Course

The second issue to be investigated in the present study dealt with how student-teacher conferences and VRMS were carried out, including the behaviors of the pre-service teachers when conducting the student-teacher conference.

All pre-service teachers confessed that they still faced difficulties in implementing the planning of their teaching performance. Some participants claimed they were confused about how to raise self-confidence in their first teaching practicum. The rest admitted that teaching was not easy, so they performed unnecessary gestures or talked about other topics and failed to manage the class. During the student-teacher conference, when asked whether they were satisfied with their teaching performance, all participants claimed they were not satisfied. However, they believed they would perform better in the subsequent sessions. Participant 2 reiterated that:

- (1) "I was really shy with my performance. I was really confused about what to say and what to do. Teaching was not easy, indeed. I had planned everything, but all went blank. It might be because I was nervous?" (Participant 2)

Participant 13, in a similar vein, stated:

- (2) "My plan did not work. When I talked to my classmates who acted as students, I became more nervous and started trembling. Oh my God, I hope I will perform better next time. Amen." (Participant 13)

To investigate the most difficult part of teaching, they answered different responses, such as opening the class, delivering questions, controlling the class, and time management. They also informed that anxiety or nervousness and reservations were part of what made teaching challenging for them.

- (3) "It is hard to start the class and make students active and focused on the topic. No apperception, even though I had planned it. But I forgot to do that. The class seemed too long, and I was worried about my performance." (Participant 1)
- (4) "I tried to be confident, but I did not know how to deliver questions well to motivate students to be active." (Participant 6)
- (5) "Managing the class is not easy. Even I was confused about what to do after explaining the materials. I had prepared a video about the topic but forgot to display it. My English became miserable with very bad pronunciation, and my voice was trembling. I felt like it was a big sin for me. I hope next time I will perform a much better teaching performance. Thanks, Sir, for telling me what I must do next and motivating me to improve." (Participant 10)
- (6) "I had prepared a lesson plan well, I guessed. Yet, I was wondering why I failed to apply it. I presented the materials too fast, so I still had a lot of time in my session. Unfortunately, I could not think of what to do. Then, I ended the class too soon because I had no idea. I was so shy cos my friends laughed at me." (Participant 7)

When discussing what they had to do in the subsequent session, the lecturer encouraged them to watch their own teaching performance videos again to analyze their weaknesses, strengths, and improvement areas. Also, the lecturer motivated them by saying that any start was difficult and that it took time to grow. Having good skills in educational technology and mastering the models of teaching were part of the advice that the lecturer requested them to have.

- (7) “I need to push myself to the limit of my teaching performance by having more confidence and better preparation. Thanks, Sir; your motivation is highly appreciated. I have to maximize technologies when teaching, as you suggested.” (Participant 10)
- (8) “Well, the first session was over, and I will try to think of a teaching model that helps me teach better and make the class more active. It is time to be better. I personally love teaching and want to be a good teacher in the future. The first session has taught me a lot.” (Participant 15)

5. DISCUSSION

The results of the present study indicated that the pre-service teachers made improvements covering pre-teaching, main teaching, and post-teaching activities. The student-teacher conference and video-recorded microteaching sessions (VRMS) worked well to develop their teaching performance. The findings also depicted that the pre-service teachers needed a discussion with the lecturer in order to understand the feedback provision delivered by the lecturer, including what they had to do in the following session. It is in harmony with Yusuf et al. (2017), who claim that pre-service teachers should be given more chances to obtain feedback. The conference likely empowered the pre-service teachers to understand what was going on in the teaching practicum. Some studies support that a positive relationship between students and teachers helps students understand teacher feedback provision (Farhah et al., 2021; Karlsson, 2019; Scales et al., 2020). Other studies by Yiğitoğlu-Aptoula (2021) and Yusuf et al. (2017) find that pre-service teachers believed that teacher feedback is important in their development as teachers in the long run. The pre-service teachers also said that they changed their teaching activities after receiving the teacher’s feedback after realizing an inappropriate action in the teaching practicum.

The purposes of the student-teacher conference are not only to empower the pre-service teachers about what areas to be improved based on their ability but also to help them to be aware of their weaknesses as a result of self-reflection after having the conference and watching their own teaching performance through videos. It is in line with Yusuf et al. (2017), who suggest that course instructors support pre-service teachers in engaging in reflective thinking activities. Hamidi and Kinay (2021) state that microteaching course develops students’ teaching experiences in teaching. The self-reflection results helped the pre-service teachers develop their teaching performances, as indicated by the mean score of Session 2, which was much higher than that of Session 1. It was supported by some previous studies, such as Topdjian and Zipp (2016) and Msimanga (2020), who find that self-reflection could gear pre-service teachers’ teaching performances. Their teaching performances in Session 1 stimulated them to do much better performances in Session 2 after making self-reflection.

The videos on teaching performance played a crucial role in cultivating the pre-service teachers' self-reflection – the abilities and willingness to assess their own teaching performances so that they can be much better in teaching practices. This finding is also supported by some studies, which revealed that video is a medium to support teacher learning, as it provides an opportunity for reflection on teaching practices (Amador et al., 2020; Epstein et al., 2020). Video self-monitoring (VSM) is one type of learning strategy employed in experiential learning environments to develop critical thinking by building on direct experiences (Amaral & Fregni, 2021; Topdjian & Zipp, 2016). Mete (2020) reveal that English-language teaching videos could be employed as an effective educational tool to foster critical thinking skills. In addition, Nue and Manara (2022) find that pre-service teachers displayed a dynamic view of professional identity by showing a variety of subjective engagement, emotionalism, practice, and transformation, but they needed time to grow (Yusuf et al., 2017). It indicates that to be professional, pre-service teachers need to have critical thinking and understand their identity as future teachers, and videos helped them understand their quality in teaching. In fact, videos can add value to reflection processes in teacher education when combined with feedback (Tarantini, 2021). Nevertheless, they needed ample feedback and time to continuously self-reflective thinking to develop their teaching competences.

The present study provided some implications to be considered by lecturers teaching the Microteaching courses. First, pre-service teachers needed continuous reminders to help them develop their teaching competences. Time and appropriate activities are needed to make them understand their weaknesses, strengths, and areas to be improved. Second, the willingness and ability to self-reflect on their qualities in teaching practicum should be an integral part of their career lives. Last but not least, the presence of information and communication technologies should be integrated into teaching-learning processes, including Microteaching courses.

6. CONCLUSION

This present study focused on the effects of the student-teacher conferences and VRMS in a microteaching class on pre-service teachers' teaching competences and their behaviors toward implementing the student-teacher conference and video-recorded microteaching sessions (VRMS). The results indicated that the abilities and willingness to make a self-reflection help pre-service teachers understand their strengths, weaknesses, and areas to develop. Pre-service teachers must be reflective when developing their teaching performance, so they should be empowered with teacher feedback. The combination of student-teacher conferences and VRMS helps them be aware of their own teaching competences and motivates them to be better in teaching practicum. Accordingly, microteaching instructors play an important role in cultivating pre-service teachers' self-reflective thinking and self-confidence in teaching practicum.

The present study is limited to the conclusions and implications of a single course practice delivered to a particular group of students. For this reason, a more extensive study could be done by future researchers in different contexts or more diverse demographics, such as by considering genders or pre-service teachers'

personalities. Personality traits stimulate pre-service teachers' teaching performances and cognitions in their teaching practicum.

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