

MICROTEACHING AS A PLATFORM FOR PROMOTING EFL PRESERVICE TEACHER AS A REFLECTIVE PRACTITIONER

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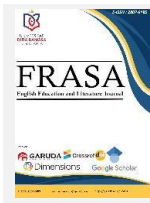
Abstract

The study aimed to investigate the impact of self-reflection on developing professional identity and teaching confidence among EFL pre-service teachers in micro-teaching practices. 18 EFL pre-service teachers participated in the study, who had undergone a micro-teaching course employing self-reflection forms designed to prompt analysis of their teaching experiences. Using thematic analysis, three key themes emerged: (1) establishing rapport with students, (2) sense of teaching competence, and (3) developing an identity as a reflective practitioner. The findings demonstrate that reflective practice helps pre-services teachers connect theory with practice, improve instructional decision-making, and fostering an environment in which pre-service teachers feel comfortable reflecting on their teaching and trying out new approaches enables them to become more flexible, reflexive, and self-aware teachers in their eventual classrooms.

Keywords: *Reflective Practice, Micro-Teaching, EFL Pre-Service Teachers, Professional Identity, Self-Reflection*

INTRODUCTION

In recent years, teacher education programs increasingly emphasize the significance of reflective practices for prospective teachers since it is expected that, apart from transmitting content, teachers will evaluate their teaching in a critical manner for the purpose of their own professional development (Aksu et al., 2023). Reflective practice reflects a continuous cycle hinged upon self-efficacy and improvement in which teachers assess their approaches to teaching in a way that will facilitate their response to the learning needs of all students. Engagement in reflective practice promotes insightfulness in the learning processes of pre-service teachers and enhances learning outcomes. Constructive feedback greatly enhances the learning experience of pre-service teachers, as corroborated by the literature. For example, Algıları & Yiğitöğlü (2021) found that peer feedback offered during micro-teaching sessions identifies areas for improvement while simultaneously building confidence among pre-service teachers in their own teaching abilities. This is consistent with formative

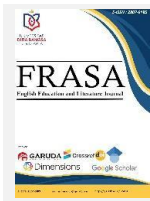


assessment theory, which states that feedback serves as the basis for learning and growth (Black & Wiliam, 1998). Formative assessment cultivates the mindset of growth in pre-service teachers whereby they see hindrances as opportunities for improvement instead of blockages.

A fundamental consideration in teacher education is the development of effective teaching practices, especially for pre-service teachers entering the classroom. Micro-teaching has become a very important tool within this particular development. It provides opportunities to pre-service teachers to practice, develop their teaching skills, and receive immediate feedback from peers and mentors, which encourages reflective practice (Elias, 2018). The ability to reflect on one's teaching in a critical manner and to draw from those reflections to improve upon future practice. Therefore, it is one of the premises of professional development. Micro-teaching can, therefore, be considered a rich and practical setting for pre-service teachers to start developing reflective habits. The teaching practicum, as pointed out by Misdi et al., (2021). serves as a medium to give good experience to student teachers in learning how to teach in teacher education.

However, while so many have emphasized the importance and visibility of reflective practice in teacher education, there still remains insufficient research on how micro-teaching specifically nurtures the development of professional identity and teaching confidence among EFL pre-service teachers through self-reflection. Previous studies have primarily focused on technical aspects of micro-teaching, such as lesson planning, classroom management, or feedback mechanisms, rather than its role as a transformative reflective space for identity formation and confidence building. This study contributes new insight by examining micro-teaching not merely as a training technique, but as a reflective platform that shapes pre-service teachers' professional identity and enhances their teaching confidence. Through this focus, the research aims to bridge the gap between reflection as a theoretical concept and its practical manifestation within EFL teacher education contexts. The question that guides this research is how self-reflection during micro-teaching sessions supports the development of professional identity and teaching confidence among EFL pre-service teachers.

Indeed, proficiency in teaching requires more than the entry of mastery discipline and pedagogy; training and real personal experience go hand in hand with constant personal reflection. Reflection in teaching and micro-teaching proves to be significant elements in education that influence the part of the pre-service teacher's professional development. Generally accepted for enhancing effectiveness in classroom teaching, these two functional ideas were also significant for encouraging awareness of self and development of pedagogy. This literature review is not an account of theory and practice about reflective practice and micro-teaching. It actually seeks to show how both approaches combine to enable the professional development of pre-service teachers, especially where teaching practice is concerned. The following sections describe crucial research and conceptual frameworks for understanding micro-teaching as organized simulation of teaching for improving teaching skills through reflection and self-reflection, reflective practice as a critical thinking process, and teaching competence as the core outcome that results from the integration of both practices.



Literature Review

Reflective Practice

It has been realized that reflective practice has become an important part of teacher education in the development of professional identity and pedagogical skills. Reflective practice is a process of forming a habit or routine whereby a person continually thinks about and scrutinizes his/her experiences in a thoughtful and analytical manner (Aksu et al., 2023). This emphasizes that reflection is not a one-time event, but a continuous, habitual process that shapes teachers' professional growth. Designed for continuous professional development and self-improvement, this process encourages individuals to engage in critical reflection regarding teaching decisions, teaching actions, and the subsequent results (Nihan & Sabahattin, 2021). This highlights the role of reflection in empowering teachers to assess and improve their pedagogical practices critically and consistently. Learners, especially pre-service teachers, can engage in deeper lines of cognitive reasoning when experience and reflection are interwoven, often reaching paradigms of critical thinking which are far greater than what traditional classroom instruction normally promotes. This deeper processing enables individuals to change their practice and make informed decisions that are more responsive to the needs and conditions of their learners.

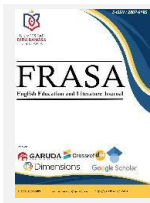
A crucial component of lifelong learning is reflective practice according to Nihan & Sabahattin (2021) it entails the practitioner developing greater self-awareness and critically examining their own feelings convictions and responses while instructing. Through this deliberate process of introspection people not only acquire fresh viewpoints on their instruction but they also enhance their future methods by applying knowledge from previous encounters. Professional development is guaranteed to remain dynamic and responsive due to the cyclical nature of reflection.

The Reflective Practitioner model, proposed by Schön (1983, as cited in (Aksu et al., 2023), serves as the conceptual basis for this investigation. It is categorized reflective practice into two types: reflection-in-action, which occurs during teaching and reflection-on-action, which occurs after teaching. The latter is especially relevant to novice teachers, such as pre-service teachers, because of who reflect after completing their limited experience and developing teaching skills. Inperformance. Accordingly, this study, is grounded in Schön's reflection-on-action framework, as it allows pre-service teachers were asked to reflect after accomplishingto analyze their microteaching rather than during. Thus, Schön's concept ofexperiences to identify areas for growth and improvement.

Overall, the reviewed studies emphasize that reflective practice forms the basis of professional identity development. However, few have examined how structured reflection-on-action was the theoretical underpinning on which this study was based within microteaching specifically supports EFL pre-service teachers' confidence and professional identity, this gap provides the rationale for the present research.

Micro Teaching

analysisMicroteaching is one of the most effective ways to help pre-service teachers connect theory with real classroom practice. It's a simplified form of teaching where student teachers plan short lessons, teach in front of their peers, and receive constructive feedback (Asregid et al., 2023). This cycle affords rookie teachers to test skills in a safe and supportive setting before stepping into an actual classroom. Micro-teaching, according to (Sudrajat et



al., 2024), serves as an important medium to absorb the theory into practice. This involves prospective teachers participating in teaching practice under the guidance of their instructors and receiving feedback from both faculty and peers (Kelleci Alkan et al., 2024). This points out a very important aspect of collaborative learning, peer encouragement, and active reflection as the vital ingredients for professional development.

The foundation of micro-teaching dates back to the work of Allen (1967), who defined micro-teaching as a scaled-down, simplified teaching situation designed to develop new skills and enhance existing ones. Allen emphasized that by breaking down the complexity of classroom teaching into more manageable parts, pre-service teachers could focus on mastering specific teaching behaviors with the aid of direct and immediate feedback. In a follow-up study, Allen & Eve (1968) elaborated that micro-teaching not only allows for skill acquisition but also fosters a supportive environment for experimentation and innovation in teaching methods. It has also been very effective to combine micro-teaching to Lesson Study, as pointed out by (Danday, 2021). This method in between programs is more natural for the preservice teachers in terms of teaching reality but at the same time inquired collectively into one's self-improvement. Through the Lesson Study cycle, teacher candidates jointly plan, observe, and analyze lessons, thereby improving their observation skills and observation of areas where they need improvement and enhancing their quality of teaching. Such intergration of feedback and observation strengthens reflection and builds a culture of peer learning in teacher preparation.

Recent studies show that microteaching supports meaningful professional growth, particularly when adapted to address the diverse needs of learners. It fosters reflective practice, enhances instructional decision-making, and promotes inclusive teaching strategies. By combining structured feedback with reflective analysis, teacher candidates refine their teaching techniques and gain critical self-awareness about their professional development.

Nowdays, micro-teaching has evolved with the help of digital technologies, giving rise to new versions like Micro-teaching 2.0 (Ledger & Fischetti, 2020). The integration of digital tools enable pre-service teachers to record, review, and reflect on their teaching performances more effectively, thereby strengthening the connection between theory and practice (Maguire, 2023) and fostering lifelong learning attitudes among future teachers (Arslan, 2021).

Overall, microteaching functions not merely as a technical exercise but as a reflective cycle that intergrates feedback, performance, and self-evaluating. This framework aligns with Schön's (1983) concept of reflection-on-action, positioning microteaching as both a pedagogical and reflective platform for developing professional competence among pre-service teachers.

Reflection and Self-Reflection

Reflection is a deliberate and thoughtful process where an individual examines their own experiences to gain deeper understanding (Amulya, 2009). Furthermore, from a scientific perspective, to support the idea that reflection is essential for ongoing learning in teacher development, reflection is a process of meaning-maker that helps learners' transition from one experience to another, supports continuous learning, and often occurs through interaction with others in a shared environment. According to Boud et al., (1985) reflection



involves three key phase: (1) revisiting the experience, (2) recalling the emotions, and (3) reassessing the experience to gain insight.

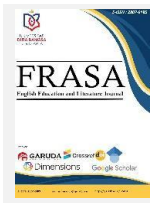
Reflection and self-reflection are comparable in some aspects, though they remain conceptually different (Brownhill, 2021). Self-reflection typically involves reviewing one's past learning and actions to understand how learning happened and how it connects to personal thoughts and prior knowledge (Lew & Schmidt, 2011). Additionally, to further clarify the nature of self-reflection for pre-service teacher development, Steinrücke et al. (2023) explain self-reflection as an individual's evaluation of their own actions and experiences. The meaning of self-reflection may vary across different professional fields (Brownhill, 2021), but in the context of teaching, it refers to teacher self-reflection. The facts on those behaviors and possible alternatives to improve them.

According to Chand Dayal & Alpana (2020), the self-reflection in micro-teaching helps pre-service teachers understand their strengths and weaknesses in teaching. In fact, the researchers found that when pre-service teachers engaged in self-evaluation after the activities of micro teaching, they could point out some areas that needed improvements, such as classroom management, questioning techniques, and lesson pacing. Peer assessment and supervision would even better the self-reflection process which would encourage candidates to refine their instructional methods and strategies based on actual observations and recommendations.

Moreover, Chand Dayal & Alpana (2020) found that self-reflection after microteaching helps pre-service teachers identify strengths and weaknesses in classroom management, questioning techniques, and lesson pacing. Peer assessment and supervisor feedback further enhance this process, motivating teachers to refine their methods. Such reflection not only highlights areas for improvement but also reinforces confidence and self-efficacy, as teachers acknowledge their progress and success. Reflective activities such as traditional journals (Farahian et al., 2020), digital or e-portfolios (Slepcevic-Zach & Stock, 2018) and collaborative video-analysis (Kerkhoff, 2020) are widely used to promote reflective thinking among teacher candidates. In this study, the pre-service teachers engaged in micro-teaching as a reflective activity and carried out self-reflection based on that experience.

Teacher Competence

The development of teacher competence is a crucial component in preparing pre-service teachers to become effective and reflective practitioners Darling & Hammond (2000) emphasizes that teachers who receive integrated professional education-which includes both theoretical knowledge and in-depth teaching practicum-tend to feel more confident, effective, and adaptive in varied educational environments. This highlights the importance of teaching practice as a critical platform where pre-service EFL teachers develop reflective skills by engaging in systematic inquiry, analyzing student learning, and evaluating instructional outcomes. Teaching competencies mean an assortment of skills, from pedagogy, classroom management, and assessment to content knowledge, with research revealing that pre-service teachers, at times, face difficulties along the lines of classroom management and assessment, which may interfere with their self-efficacy and readiness to teach (Van Ooyik et al., 2021). Therefore, it can be said that dealing with challenges in classroom management and assessment is important in assisting teachers to be more confident and more competent to manage the learning environment effectively. Teacher competence is closely tied to the



self-efficacy, and this can be fostered through micro-teaching, guided practice, and constructive feedback: so said (Luo & Li, 2024). Their study shows that competence preparation and emotional regulation by decreasing one's anxiety are contributory to the performance and belief teaching ability of EFL pre service teachers. Similarly, Kelleci Alkan et al. (2024) emphasized the importance of a multi-feedback system in teacher education that scaffolds teaching skill development and promotes confidence among pre-service teachers. This highlights the role of multiple feedback sources in supporting teacher growth and reinforcing their confidence during the preparation phase.

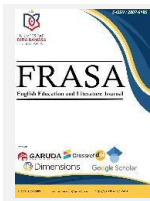
Furthermore, competence is not only about technical skills but also about the ability to reflect, adapt, and continuously improve. Reflective Practice-through self-assessment and peer/mentor feedback-is now seen as a core element of professional teacher competence. Asregid et al. (2023) noted that teacher educators' feedback plays a central role in supporting reflective growth, which in turn enhances overall competence during practicum sessions. Competent teachers are those who can-not only implement teaching strategies-but also assess their effectiveness and modify them according to classroom dynamics. Teacher competence must be regarded as dynamic and developmental. It is disclosed in experience, feedback, and critical reflection and rests upon professional identity and sustainable teaching. This affirms the conception that teacher competence is indeed a process that continues to develop and is fundamental to the professional identity and long-term success of a teacher

Teacher competence, when incorporated into the conceptual framework of reflective practice and teaching practicum, adds to the understanding of how these perspectives inform the professional development of pre-service teachers. As continuous processes, Darling & Hammond (2000) have stressed that along with Van Ooyik et al. (2021), the teaching competencies are developed. This is through the conjoining of theory, practice, and self-reflection. In a teacher education program, proper development can be done by engaging students in reflective practice during the practicum so they will consider their growth into well-rounded, competent, and reflective practitioners who can face the challenges of the teaching profession.

METHOD

Research Design

This study employed a basic qualitative research design (Merriam, 2009) to explore EFL Pre-service teachers' self reflections on their microteaching experiences. The qualitative descriptive approach was used to capture participants' perspectives and to understand how they made sense of their professional learning. Qualitative research focuses on the process of meaning-making and how individuals interpret their experiences in specific contexts. In this study, reflective accounts were used to examine participants' perceptions of their teaching performance and professional growth during microteaching practice.



Respondents

This research involved 18 pre-service teachers as participants. They had completed a Micro-Teaching course, which provided them with opportunities to practice teaching in a controlled environment and receive feedback from peers and mentors.

A purposeful sampling strategy (Merriam, 2009) was applied to select participants with sufficient microteaching experience relevant to the study's objectives. All participants were informed about the research aims and procedures, and participation was voluntary. They were assured of confidentiality and the anonymity of their responses.

Instruments

Data were collected using two main instruments: a close-ended questionnaire and a self-reflection prompt. The self-reflection form was a structured sheet consisting of ten open-ended prompts designed to guide participants in analyzing their microteaching experiences. These prompts encouraged participants to recall their teaching performance, emotional responses, challenges, and learning outcomes throughout the microteaching process.

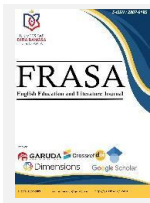
The questionnaire was adapted from Ogeyik (2009) and then modified by the researchers to better align with the objectives of this study and the specific context of microteaching practices in an EFL teacher education program. The final version of the questionnaire consisted of 10 items measured on a 5-point Likert scale, ranging from (5) strongly agree, (4) agree, (3) neutral, (2) disagree, to (1) strongly disagree. Although the Likert scale is typically associated with quantitative analysis, in this study, the responses were interpreted descriptively to identify patterns and trends in participants' perceptions. The Likert scale allowed the researchers to assess the extent to which pre-service teachers agreed with statements related to their microteaching experiences. The responses were analysed based on their frequency and percentage distributions, offering insight into the overall sentiment and perceived impact of the microteaching experience.

Procedures

This research was conducted in the English Education Study Program at a private university in Indonesia during 2024/2025 academic year. Before data collection began, the researcher obtained approval from the program head and briefed all participants about the study's objectives and procedures. The participants were informed that their involvement was voluntary, and they provided written consent prior to participation.

A total of 18 fourth-semester pre-service teachers were purposefully selected as participants. These students had already participated in microteaching sessions in the previous semester and were identified as having sufficient exposure to teaching practice. Purposeful sampling was chosen to ensure that participants had rich and relevant experience for reflection (Merriam, 2009). After the course, the participants were asked to revisit these experiences and engage in guided reflection activities during the fourth semester.

Data collection was conducted in two stages. First, participants completed a self-reflection form consisting of ten open-ended questions that encouraged them to recall their microteaching experiences, evaluate their teaching performance, describe challenges faced, and identify lessons learned. This reflective activity was designed according to Schön's (1983) in Maguire (2023) concept of reflection-on-action, which emphasizes analyzing one's past actions to improve future practice.



In the second stage, participants completed a 10-item Likert-scale questionnaire, adapted from (Ogeyik, 2009), to express their perceptions of the microteaching experience including feedback, confidence, and reflective growth. Both instruments were distributed electronically and returned within one week. All responses were stored securely and coded anonymously.

Throughout the process, participants were treated with respect and care. Their identities remained confidential, their responses were used solely for academic purposes, and they retained the right to withdraw from the study at any point without consequence.

Data Analysis

The self-reflection data were analyzed using thematic analysis as proposed by Braun & Clarke (2019). The analysis followed six key stages: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. This method enables researchers to identify, organize, and interpret patterns of meaning within qualitative data, making it suitable for capturing the complexity of participants' teaching experiences and reflective insights.

The analysis process began with a careful reading of all participants' written reflections to achieve familiarity with the data. Initial codes were then generated to capture recurring ideas across the dataset. These codes were organized and reviewed to identify meaningful patterns that represented participants' shared experiences. The emerging themes were reviewed, defined, and named to reflect the essence of participants' reflections, and finally synthesized into a coherent account of their experiences.

The preservice teachers were given the task of writing self-reflection on their microteaching practices. Each reflection was guided by a structured format consisting of 10 open-ended questions aimed at capturing their insights, challenges, and perceived growth during the microteaching experience. Responses were coded and grouped to identify recurring patterns and emerging themes related to participants' teaching experiences and reflective development.

Through this analysis, three overarching themes were identified: (1) building rapport with students, (2) developing a sense of teaching competence, and (3) shaping an identity as a reflective practitioner. These themes provide valuable insights into how microteaching supports the pedagogical and professional growth of pre-service teachers.

RESULTS AND DISCUSSION

Results

This section presents the results of the questionnaire and the thematic analysis of the self-reflection forms. The data reveal how microteaching experiences supported pre-service teachers' growth as reflective practitioners by enhancing their teaching competence, confidence, and professional identity.

Questionnaire Results

The questionnaire was designed to explore participants' perceptions of how microteaching contributed to their reflective development. Overall, 94% of

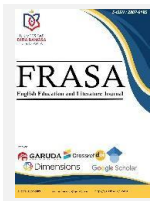
respondents agreed that microteaching enabled them to meaningfully reflect on and improve their teaching practices.

This indicates that microteaching functions not only as a training activity but also as a reflective platform that helps pre-service teachers critically analyze their classroom strategies, communication skills, and professional dispositions. Table 1 summarizes the frequency and percentage of responses from 18 EFL pre-service teachers across 10 items.

Table 1. Questionnaire Results on The Role of Microteaching in Promoting EFL Pre-service Teachers As Reflective Practitioners

No.	Questions	SA	A	N	D	SD
1	The micro teaching experience has changed my perspective on the teaching profession.	16	2	0	0	0
2	My experience in micro teaching has influenced the way I view myself as a future teacher.	16	2	0	0	0
3	The teaching strategy I used during the micro teaching session was effective.	7	11	0	0	0
4	I encountered significant challenges during the implementation of micro teaching.	9	8	1	0	0
5	I was able to interact well with students during the micro teaching session.	4	9	4	1	0
6	The micro teaching experience has helped me understand the importance of planning and preparation in teaching.	18	0	0	0	0
7	Constructive feedback from peers or mentors has helped me identify and improve my teaching weaknesses.	16	2	0	0	0
8	I noticed clear differences between the teaching theories learned in class and the actual practice of teaching.	16	2	0	0	0
9	The micro teaching session has prepared me for real classroom situations.	14	4	0	0	0
10	The micro teaching experience has contributed to the development of my teaching skills for the future.	17	1	0	0	0
Total		133	41	5	1	0
Total Score		665	164	15	2	0
ΣSkor					846	
Presentence (%)					94%	

Total = Total answers
 Total Score = (Total SA × 5) + (Total A × 4) + (Total N × 3) + (Total D × 2) + (Total SD × 1)
 Σskor = Total Score SA + A + N + D + SD
 Maximum Score = Total Questions × Total Respondence × Maximum Points



$$\text{Percentage (\%)} = \left(\frac{\text{Skor}}{\text{Maximum Score}} \right) \times 100$$

The percentage results demonstrate that a significant majority of pre-service teachers specifically 94%, perceived that engaging in microteaching activities enabled them to meaningfully reflect on their teaching practices and improve them. This finding suggests that microteaching is not merely a platform for practice, but also serves as a valuable reflective tool that helps future educators critically analyze their teaching methods, classroom management, communication strategies, and overall instructional effectiveness. Reflection is a vital component in the development of professional competence, especially in the early stages of a teaching career, as it fosters self-awareness and a commitment to continuous improvement. The questionnaire used to gather these perceptions was designed to assess the extent to which microteaching facilitated reflective thinking among pre-service teachers. It comprised 10 carefully constructed items that explored various aspects of reflection, such as identifying personal strengths and weaknesses, recognizing students' responses, adapting teaching strategies, and incorporating feedback. The items were framed using a 5-point Likert scale to capture the range of participants' agreement levels with each statement.

Each item in the questionnaire will be discussed in the following sections, along with an analysis of participants' responses. This will help to identify specific areas where microteaching has the greatest impact, as well as aspects that may require further enhancement in teacher training programs. Ultimately, these insights contribute to a deeper understanding of how reflective practice, embedded in microteaching, can be optimized to prepare pre-service teachers for real classroom settings.

Table 2. The micro teaching experience has changed my perspective on the teaching profession

Number of Responses and Percentage (%)				
SA	A	N	D	SD
16 (88,9%)	2 (11,1%)	(0%)	(0%)	(0%)

Table 2 shows that the microteaching experience had a significant impact on participants' views of the teaching profession. A total of 88.9% of pre-service teachers strongly agreed and 11.1% agreed that their perspective changed, with no respondents selecting neutral, disagree, or strongly disagree. This strong consensus at the high end of the Likert scale indicates that engaging directly in teaching practice led participants to develop a deeper, more nuanced understanding of what it means to be a teacher. It suggests a shift from idealized perceptions to a more realistic and reflective view of the professional responsibilities, challenges, and expectations associated with teaching.

Table 3. My experience in micro teaching has influenced the way I view myself as a future teacher

Number of Responses and Percentage (%)				
SA	A	N	D	SD
16 (88,9%)	2 (11,1%)	(0%)	(0%)	(0%)

Table 3 reveals that nearly all pre-service teachers felt their microteaching experience significantly influenced how they view themselves as future educators. Specifically, 88.9% strongly agreed and 11.1% agreed, with no respondents selecting neutral or disagreement options. This unanimous agreement at the upper end of the Likert scale demonstrates that the microteaching sessions effectively fostered self-reflection and professional growth. The data suggests that through hands-on practice, participants developed a clearer understanding of their identity, strengths, and areas for improvement as future teachers.

Table 4. The teaching strategy I used during the micro teaching session was effective
Number of Responses and Percentage (%)

SA	A	N	D	SD
7 (38,9%)	11 (61,1%)	(0%)	(0%)	(0%)

Based on the results presented in Table 4, a significant majority of pre-service teachers perceived the teaching strategy they employed during the microteaching session as effective. Specifically, 38.9% of respondents strongly agreed, while 61.1% agreed with the statement, indicating a uniformly positive perception. This finding suggests that all participants felt confident in their chosen strategies, with varying degrees of certainty. The absence of neutral, disagree, or strongly disagree responses indicates a high level of self-assuredness in their instructional approaches. From a Likert scale perspective, this pattern shows a positive skewness, reflecting a strong collective belief in the effectiveness of their teaching methods. The higher proportion of "Agree" over "Strongly Agree" responses may point to a cautious self-assessment among some participants, who acknowledge that while their strategies were generally effective, there remains room for improvement. This balanced self-reflection is an encouraging indicator of their growing professional awareness and reflective thinking. Furthermore, the result highlights that microteaching serves as a valuable platform for developing teaching confidence and evaluating pedagogical choices, which are essential for future classroom readiness.

Table 5. I encountered significant challenges during the implementation of micro teaching
Number of Responses and Percentage (%)

SA	A	N	D	SD
9 (50%)	8 (44,4%)	1 (5,6%)	(0%)	(0%)

Table 5 shows that most pre-service teachers faced significant challenges during their microteaching sessions, with 50% strongly agreeing and 44.4% agreeing. Only 5.6% responded neutrally, and none disagreed. This strong consensus at the higher end of the Likert scale reflects a shared perception of difficulty, suggesting that while some felt confident, many found the experience demanding. These results highlight microteaching as a valuable yet challenging exercise that exposes pre-service teachers to the complexities of real classroom dynamics, emphasizing the need for resilience and reflective practice.

Table 6. I was able to interact well with students during the micro teaching session
Number of Responses and Percentage (%)

SA	A	N	D	SD
4 (22,2%)	9 (50%)	4 (22,2%)	1 (5,6%)	(0%)

Table 6 shows that 22.2% of pre-service teachers strongly agreed, and 50% agreed that they were able to interact well with students during micro teaching. However, 22.2% responded neutrally, and 5.6% disagreed. While the majority (72.2%) had positive perceptions of their interaction skills, the neutral and negative responses indicate a need for improvement in classroom engagement. This suggests that some pre-service teachers may still struggle with confidence or strategies to foster effective interaction, highlighting the importance of further training in communication and student-centered techniques.

Table 7. The micro teaching experience has helped me understand the importance of planning and preparation in teaching

Number of Responses and Percentage (%)				
SA	A	N	D	SD
18 (100%)	(0%)	(0%)	(0%)	(0%)

Table 7 shows that all pre-service teachers (100%) strongly agreed that the micro teaching experience helped them understand the importance of planning and preparation in teaching. This unanimous response highlights how essential structured preparation is for effective classroom management and lesson delivery. The result also aligns with Likert theory, where a full consensus on the "Strongly Agree" scale suggests a shared and deeply held perception among participants. This indicates that micro teaching successfully fosters professional awareness about the foundational skills every teacher must develop.

Table 8. Constructive feedback from peers or mentors has helped me identify and improve my teaching weaknesses

Number of Responses and Percentage (%)				
SA	A	N	D	SD
16 (88,9%)	2 (11,1%)	(0%)	(0%)	(0%)

Table 8 reveals that a significant majority of pre-service teachers (88.9%) strongly agreed, and the remaining 11.1% agreed, that constructive feedback from peers or mentors helped them identify and improve their teaching weaknesses. The absence of neutral or negative responses indicates a unanimous recognition of the value of feedback in professional growth. According to Likert scale interpretation, high agreement levels suggest that feedback serves as a critical reflective tool in teacher education, allowing participants to gain insight into their teaching practices and make informed improvements. This emphasizes the importance of collaborative learning and peer mentoring in the development of teaching competencies.

Table 9. I noticed clear differences between the teaching theories learned in class and the actual practice of teaching

Number of Responses and Percentage (%)				
SA	A	N	D	SD
16 (88,9%)	2 (11,1%)	(0%)	(0%)	(0%)

Table 9 demonstrates that 88.9% of pre-service teachers strongly agreed and 11.1% agreed that they noticed clear differences between the teaching theories learned in class and the actual practice of teaching. The total absence of neutral or disagreeing responses indicates a shared perception that theoretical knowledge does not always fully align with real classroom experiences. This finding reflects a critical aspect of teacher education: the gap between pedagogical theory and practical application. It highlights the need for more experiential learning opportunities, such as microteaching, to bridge this divide and prepare future educators for the complexities of real-world teaching.

Table 10. The micro teaching session has prepared me for real classroom situations

Number of Responses and Percentage (%)				
SA	A	N	D	SD
14 (77,8%)	4 (22,2%)	(0%)	(0%)	(0%)

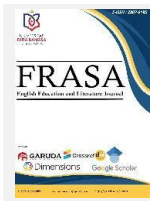


Table 10 reveals that 77.8% of the pre-service teachers strongly agreed and 22.2% agreed that the micro teaching session had prepared them for real classroom situations. This unanimous positive response highlights the effectiveness of micro teaching in bridging the gap between theory and practice. The structured environment of micro teaching allowed participants to simulate teaching experiences, face classroom challenges, and reflect on their teaching approaches. These findings support the notion that practical exposure enhances pre-service teachers' readiness by building confidence, refining classroom management skills, and fostering adaptability for diverse learning environments.

Table 11. The micro teaching experience has contributed to the development of my teaching skills for the future

Number of Responses and Percentage (%)				
SA	A	N	D	SD
17 (94,4%)	1 (5,6%)	(0%)	(0%)	(0%)

Table 11 indicates that 94.4% of the pre-service teachers strongly agreed and 5.6% agreed that the micro teaching experience contributed to the development of their future teaching skills. This unanimous positive response reinforces the value of micro teaching as a formative tool in teacher education. The lack of neutral or negative responses suggests that all participants perceived the experience as significantly beneficial in enhancing their instructional competence, classroom confidence, and professional readiness. These results align with the principle of experiential learning, where structured teaching simulations offer meaningful opportunities for reflection, practice, and skill development.

Findings of Participants' Reflections

This section presents the findings derived from participants' reflections during their microteaching practicum. The analysis revealed three major themes: (1) building rapport, (2) establishing a sense of competence, and (3) constructing an identity as a reflective practitioner. These themes highlight how microteaching fosters both pedagogical awareness and professional identity formation among EFL pre-service teachers.

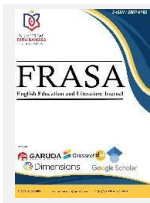
Building rapport

Participants emphasized the importance of building rapport with students as an essential foundation for effective learning. They recognized that creating a positive, engaging, and meaningful classroom environment strengthened both teaching effectiveness and student motivation.

"During the micro-teaching session, I learned that I could build a good personal relationship with the students and create a fun, meaningful learning environment." (KN, 21, Female)

Another participant shared similar insights, indicating that positive teacher–student relationships fostered confidence and engagement. Participants viewed rapport not only as friendliness but as mutual trust and respect that supported students' active participation in learning.

"In addition, building good relationships with students and creating a positive learning environment are key to achieving success in the teaching and learning process." (SE, 21, Female)



The above statement corresponds well with the fact that it is known that teaching is an interaction that mostly involves most forms of students-teachers. The development of rapport is, however, much more legion into EFL contexts, where languages or probably cultural distance can deter smoothness and participation in communication. These sensations argue that intimacy between teaching and students serves to create a platform for which harmony for credible teaching forms will continue (Curry et al., 2019). Here, rapport implies mutual respect and trust, which in turn shape an environment where students are both felt as an important resource and attached. In this situation, developing good relationships is not only an attribute but also a necessity that can support and overcome obstacles in learning activities.

Building rapport in the classroom is more than friendliness: it also includes mutual respect and trust and recognizes this as a contribution to the learning process. When students feel trusted, they will be more willing to take risks and challenges in learning (Postholm, 2024). This relates to constructivist theory in education, where learning will be more meaningful if students can be more active and involved in the learning process.

Establishing sense of being competence

Participants acknowledged the complexity of teaching and expressed increased confidence in their ability to manage various aspects of the teaching process.

"I learned that being a teacher is not an easy job... I also realized that I have the ability to build good relationships with students and create a meaningful learning environment." (KN, Female 21).

"Teaching is not just about delivering material, but also about engaging students and creating a supportive learning environment." (NH, Female 22).

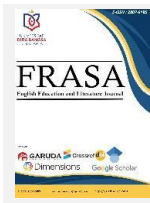
These reflections resonate with Bandura (1994) theory of self-efficacy, beliefs in one's capability influence motivation, perseverance, and performance. Bandura's theory suggest that when teachers believe in their abilities, they are more likely to persist through challenges, enhancing their performance and their teaching effectiveness. The micro-teaching context allowed participants to experiment, fail, adapt, and succeed within a low-stakes setting, contributing to this sense of competence (Di Benedetti et al., 2023).

Moreover, Participants' comments also reflected deeper understanding of pedagogical planning and classroom interaction, consistent with (Kim et al., 2019), (Luo & Li, 2024), and (Misdi et al., 2021), who emphasize that self-efficacy leads to improved professional readiness.

Constructing an identity as reflective practitioner

Participants also highlighted their evolution of their professional identities as reflective educators, the process that was meaningfully formed by their teaching practicum. One pre-service teacher expressed the transformative impact of active student participation and the requirement for adaptability in the classroom:

"When students are given the opportunity to participate actively, they become more motivated and the material becomes easier to understand. Moreover, this experience emphasized the importance of flexibility and adaptability in teaching, considering that each class has unique needs and dynamics. I also learned that flexibility and adaptability are key." (KN, Female 21).



"One of the feedbacks that I received from my peers was to pay more attention to the pace of my teaching. I plan to improve this by conducting more frequent comprehension checks and allowing pauses for discussion. The feedback was very helpful during the micro-teaching session. It helped me reflect on my strengths and the areas I need to improve. This reflection and feedback process will definitely help me grow professionally." (NH, Female 22).

This reflection exemplify Schön's (1983) notion of reflection-on-action, where teachers analyze their past performance to refine future practice. It also highlight the value of structured feedback, as Hammond LD, Hyle EM, 2017 note that reflective adaptability is crucial for managing classroom diversity. In this study, participants demonstrated that microteaching cultivated reflective habits and adaptability, both of which are essential for building a professional teaching identity.

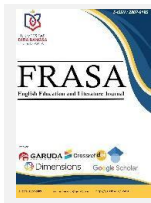
Discussion

The combined results from the questionnaire and reflections indicate that microteaching is a multidimensional learning experience that strengthens both pedagogical competence and professional identity formation. Quantitative data confirmed participants' overwhelmingly positive perceptions of microteaching (94 percent agreement), while qualitative findings illustrated how reflection transformed these experiences into meaningful professional growth. The consistency between the quantitative and qualitative results reinforces earlier research (Aksu et al., 2023; Nihan & Sabahattin, 2021) showing that reflective practice in teacher education bridges theory and practice. Through microteaching, pre-service teachers not only learned instructional strategies but also developed the capacity for critical self-evaluation, feedback utilization, and adaptive teaching.

The findings also highlight that feedback, both from peers and mentors, plays a pivotal role in reinforcing reflective growth. This supports Luo and Li (2024), who found that constructive feedback enhances both competence and emotional regulation in pre-service teachers. Participants in this study valued the feedback process as a means of gaining insight into their teaching strengths and weaknesses, confirming that collaboration and dialogue are essential to professional learning communities (Kelleci Alkan et al., 2024). Moreover, the integration of self-assessment and feedback aligns with formative assessment theory (Black & Wiliam, 1998), positioning microteaching as an iterative cycle of evaluation and improvement.

Critically, the development of professional identity through reflection represents one of the most significant outcomes of the microteaching experience. The participants' reflections reveal that they began to perceive themselves not merely as learners but as emerging teachers capable of critical inquiry and adaptive practice. This transition mirrors the reflective practitioner model proposed by Schön (1983), where professional growth results from the ability to analyze one's actions and make informed adjustments. Such identity construction, as Hammond et al. (2017) argue, forms the foundation of sustainable teacher development.

Furthermore, the results underscore that microteaching fosters affective dimensions of learning, such as self-confidence and teaching motivation. As participants became more comfortable experimenting with teaching techniques, they exhibited increased self-efficacy,



echoing Bandura's (1994) notion that mastery experiences are the strongest source of confidence. This growth in confidence was evident not only in participants' improved classroom performance but also in their willingness to take pedagogical risks and engage students in more interactive learning.

Overall, these findings affirm that microteaching is more than a pedagogical exercise; it represents a comprehensive reflective learning cycle that integrates theory, practice, and self-awareness. It encourages pre-service teachers to think critically, act purposefully, and adapt flexibly within dynamic classroom contexts. Such reflective dispositions are essential for navigating the complexities of modern education and ensuring continuous professional renewal. The results therefore suggest that teacher education programs should maintain or expand microteaching components, embedding structured reflection and feedback as integral elements of professional preparation. In doing so, institutions can cultivate not only competent practitioners but also reflective educators committed to lifelong learning and improvement.

CONCLUSION

The study found that microteaching, through its integration of guided reflection and feedback, provides a valuable learning experience that supports the transition from being a student to becoming an educator. The findings revealed that engagement in reflective practice allowed pre-service teachers to gain deeper awareness of their teaching actions and the reasoning behind them. They demonstrated growth in areas such as building rapport with students, developing a sense of competence, and shaping their professional identity as reflective practitioners. This supports the arguments of Aksu et al. (2023) and Nihan and Sabahattin (2021), who emphasize that reflective practice enables pre-service teachers to critically examine and refine their teaching strategies while strengthening their professional identity.

Furthermore, feedback from peers and mentors was found to be a central component in promoting reflective growth and teaching competence, aligning with the findings of Luo and Li (2024) and Asregid et al. (2023). These results also resonate with Bandura's (1994) theory of self-efficacy, which explains how confidence and motivation are enhanced through mastery experiences and constructive feedback. In line with Elias (2018), the findings confirm that microteaching provides a supportive context for developing pedagogical awareness and professionalism, allowing pre-service teachers to apply theory in practice and reflect meaningfully on their experiences. In this sense, microteaching serves as both a reflective and transformative process that enhances professional growth, self-efficacy, and teaching confidence among pre-service teachers.

However, this study has several limitations. The research involved a small sample of participants from a single institution, which may limit the generalizability of the findings. The data relied primarily on self-reported reflections, which could be influenced by personal perceptions rather than observable teaching behaviors. Future studies could therefore incorporate classroom observations, interviews, or longitudinal approaches to gain a more comprehensive understanding of how reflective microteaching contributes to long-term professional development. Further research might also explore the integration of digital platforms for reflection (Ledger & Fischetti, 2020; Maguire, 2023) or examine how cultural

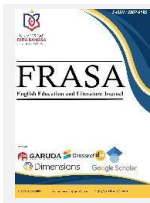


and contextual factors influence pre-service teachers' engagement in reflective practice. Additionally, the quality of feedback and mentor support could be investigated more deeply to determine their specific impact on reflective and professional growth.

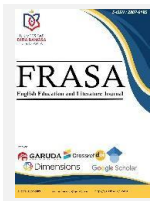
Overall, the present study reinforces the growing consensus that microteaching is not merely a training technique but a reflective learning cycle that bridges theory and practice, nurturing competence, adaptability, and professional identity among EFL pre-service teachers (Elias, 2018; Misdi et al., 2021; Darling & Hammond, 2000).

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