

# Research

## Using Effective Feedback to Improve Professionalism as an English Student Teacher

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### Abstract

The main objectives of this study are to investigate the effect of using feedback in the “Teaching Practice I” course, to examine the teaching performance that is needed to receive feedback, and to study the student teachers’ views regarding the provided feedback. The subjects were 42 fourth-year English Education major students (5-year program) at Chiang Mai Rajabhat University. The findings revealed that the provided feedback improved the student teachers’ teaching performance. The posttest mean score showed that the student teachers had a positive attitude towards teaching English. The findings also suggested that the most frequent feedback pertained to strategies and methodology (41.17%). In regard to strategies and methodology, the most frequent feedback given was ‘to use more creative strategies.’

**Keywords:** English teaching practice, Feedback on teaching, Pre-service teachers, Student teachers

### การใช้ข้อมูลย้อนกลับเพื่อพัฒนาความเป็นมืออาชีพของนักศึกษาครูภาษาอังกฤษ

#### บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษา ผลการใช้ข้อมูลย้อนกลับในรายวิชาทดลองสอน 1 ลักษณะการสอนที่จำเป็นต้องได้รับข้อมูลย้อนกลับ และความคิดเห็นของนักศึกษาครูที่มีต่อข้อมูลย้อนกลับที่ได้รับ กลุ่มเป้าหมายคือนักศึกษาสาขาวิชาภาษาอังกฤษ (หลักสูตร 5 ปี) คณะครุศาสตร์ มหาวิทยาลัยราชภัฏเชียงใหม่ จำนวน 42 คน ผลการศึกษพบว่าข้อมูลย้อนกลับที่ให้แก่นักศึกษาช่วยพัฒนาการสอนของนักศึกษา คะแนนเฉลี่ยของการประเมินหลังเรียนชี้ให้เห็นว่านักศึกษาที่มีทัศนคติที่ดีต่อการสอนภาษาอังกฤษ นอกจากนี้ยังพบว่าข้อมูลย้อนกลับที่นักศึกษาได้รับมากที่สุดคือด้านกลยุทธ์และวิธีการสอน (ร้อยละ 41.17) และสำหรับด้านกลยุทธ์และวิธีการสอนนั้นประเด็นที่ได้รับข้อมูลย้อนกลับมากที่สุดได้แก่ การใช้กลยุทธ์การสอนที่สร้างสรรค์

**คำสำคัญ** การทดลองสอนภาษาอังกฤษ, ข้อมูลย้อนกลับในการสอน, นักศึกษาฝึกประสบการณ์วิชาชีพครู, นักศึกษาครู

## Introduction

Rajabhat universities of Thailand were established with the aim of training teachers in various fields. The new curriculum used in teacher production is a five-year study plan. Student teachers spend four years studying in the university. In the fifth year of their study, they are required to complete a teaching practicum in schools. It is a time for them to experiment the knowledge learned at the university and to put it into practice. After graduation, these student teachers will become teachers at schools in remote countryside field institutes. Many of them will work as English teachers in primary schools that have no cooperating teachers, who are proficient in English, who can give them a detailed feedback regarding their teaching, and who can help to ‘scaffold’ them in their early period of teaching. There are also some concerns about the unavailability of cooperating teachers to help them in times of need. In addition, many of these teachers do not have proper training to guide other student teachers. The teaching practice class at the university is therefore the best chance for them to prepare and to become a professional teacher. The feedback provided by instructors during the teaching practice course is therefore extremely crucial for their future careers.

Due to the fact that occupation standards and qualification of teachers are to be developed, similar to like other industries, the concept of professionalism is, therefore, one of the key elements of effectiveness in a teaching career. The term “profession” is from Latin for “profess”. To be professional is to profess to be an expert in some skills or fields of knowledge (Baggini, 2005). Professionalism focuses on the question of what qualifications and acquired competencies are required for the successful exercise of an occupation (Englund, 1996, p. 76). Thus, a professional teacher refers to those who represent the best in the profession and set the highest standards (Tichenor and Tichenor, 2005). This is further enhanced when teachers use excellence as a critical criterion for judging their actions and attitudes (Phelps, 2006). Furthermore, Demirkasimoglu (2010) concluded from his study that professionalism of a teacher is associated with improving the quality and standards of teachers’ works and their public image. Multiple common approaches suggest teacher’s professionalism means meeting certain standards in education and related to proficiency. This research was focused on English teachers’ development, so the term professionalism was adopted as a guideline to provide feedback to the target student teachers.

The students at Chiang Mai Rajabhat University (CMRU) are from multi-ethnic backgrounds. Many of them are from hill tribes. They are less self-confident and quite introverted. Due to the fact that they come from distant places, the students have lesser chance to get exposed to the English language. Moreover, they tend to use a local dialect rather than the Thai language, which is the official language of Thailand. As a result, they cannot efficiently use Thai or English. Most of the students can be placed in a ‘low proficiency’ category. This makes it hard to become a proficient teacher.

At CMRU, two bodies namely, the Faculties of Education and Humanities and Social Sciences, are given the responsibility for training students to become prospective teachers. The former is responsible for overall teaching methodology, whereas the latter is responsible for English language content and teaching English training. This research

discusses the English teacher training course of the Humanities and Social Sciences. The student teachers are trained within the framework of two courses, Methods of Teaching English and Teaching Practice. The program assigns 3 credits to the Methods of Teaching English and 2 credits to the Teaching Practice. The students are given lectures on teaching methods and are required to teach their classmates the topics they have learned in class. The classmates pretend to be students. The two courses aim to make the students fully equipped with the right skills and knowledge, and to prepare them for the real world. Jusoh (2013) has suggested that due to the unreadiness of the student teachers, they create a tense situation for themselves. Thus a great deal of effort needs to be placed by the university to ensure that the students are better prepared for the practicum. Teaching practice courses are a crucial element in preparing the student teachers for the overall teaching practicum.

Unfortunately, the traditional practice of giving feedback in the Teaching Practice course is that the instructor observes the student teacher demonstrating his/her lesson and gives them some feedback on what the instructor perceives to be right or wrong from experience. The point given is holistic. This provides the students little opportunity to receive detailed feedback in respect to their teaching.

The teaching preparation course is thus the best opportunity for the student teachers to have prior to facing authentic responsibilities in a classroom at their teaching practicum and throughout their teaching careers. During this time, they can practice and apply the theories and strategies that they have learned in previous courses. They will also receive frequent professional support and feedback in order to strengthen their practice.

Effective feedback is described as frequent, specific, continuous and relevant to the student teachers' needs, which is provided by a teacher who is qualified in delivering feedback. (Blank and Heathington, 1987) and Purohit (1987) found that microteaching (teaching practice) feedback significantly benefits language teachers in their classroom performances. Microteaching feedback appears to invite more pupil response than interaction analysis feedback. In addition, Hamid and Mahmood (2010) defined feedback as a process which involves a two way non-judgmental communication with the purpose of providing information about the quality of work in order to enhance one's ability. It has two main objectives; to appreciate the good/right elements with logical explanations, and to identify the bad/wrong components, and finally provides relevant options to change them.

Goh and Matthew (2011) studied a group of students who were pursuing their teaching career in Science at a Bachelor's degree level, and found that there were four different types of concerns, namely: classroom management and student discipline, institutional and personal adjustments, classroom teaching and student learning. These concerns were therefore included in their study as part of a teaching performance observation form with the hope that the provided feedback, related to these concerns, would meet the needs to improve the students' teaching performances. Consequently, teaching must be framed and formed by a set of professional standard practices that define what competent teachers should know, what capabilities they ought to have, and what qualities and dispositions they should possess to care for students and to connect with them. To better understand teacher education programs, careful studies of student teaching

practices is required as it is considered the single most influential field experience in a teacher education program (Hargreaves and Fullan, 2000).

In order to meet high standards and to assess qualifications of professional teachers, a teaching performance observation form was designed in regards to the Knowledge and Professional Experience Standard, which is the first and most important one of the three National Professional Standards for Thai teachers. The form aims to evaluate the student teachers in 5 aspects, namely: knowledge, strategies and methodology, content, material usage, and classroom management. In addition, the rubric for evaluation was adjusted to fit the context of English language teaching.

## Objectives

As it was described above, a number of studies have been conducted to evaluate the effectiveness of giving feedback during teacher training. However, there is a lack of research with respect to the effect of using feedback in English teaching practice. The purposes of this study were to investigate the effect of using feedback in the “Teaching Practice I” course, to examine the teaching performance that is needed to receive feedback, and to study the student teachers’ views on the provided feedback. For these purposes, the research questions were put forward as follows:

1. Does feedback of teaching practice improve the student teachers’ teaching performance?
2. Does the use of effective feedback improve the student teachers’ attitude towards teaching English?
3. What teaching performance receives the most frequent feedback?
4. What are views of the student teachers on provided feedback?

## Methodology

The study was done using Single-group Pretest-Posttest design.

The subject of this study consisted of 46 fourth-year students majoring in the English Education program at Chiang Mai Rajabhat University. As 4 students failed to demonstrate some lessons, 42 students participated in the study until the end of the course. The participants consisted of 36 female and 6 male student teachers. The experimental study was implemented in the “Teaching Practice 1” course, a two-credit course, over a full semester. The teaching plan was divided into 18 weeks, which also included midterm and final examination weeks. While taking the “Teaching Practice 1” course, the student teachers enrolled in the “Methods of Teaching English 1” course. The content of the “Methods of Teaching English 1” course included the Thai curriculum, learning management, learning standards, key stage indicators, learning outcomes, content of each education level, learning setting and classroom designs. After studying the theories, each student teacher had to write a lesson plan, prepare materials, and subsequently demonstrated the ability to conduct a lesson according to his/her lesson plan. The classmates were their fellow students.

The instruments used in this study were:

1. a teaching performance observation form used by the instructor and a sitting-in academic staff to evaluate the student teachers' teaching performance: The form was adapted from the teaching observation checklist designed by the CMRU Teacher Training Center.

The instructor possesses a Bachelor's degree in English and a Master's degree in Teaching English. The other two evaluators, who have the same qualifications as the instructor, were lecturers who taught other Teaching Practice courses.

2. holistic teaching performance assessment rubric adapted from the teaching outcome matrix used by School of Education, Humanities Graduate School, University of Cape Town.

3. a pretest and posttest 5-point Likert scale self-evaluation on attitude towards teaching English ranging from "Strongly Disagree" on one end to "Strongly Agree" for the student teachers to evaluate themselves; the questionnaire was partly adapted from the attitude questionnaire test employed in a study by Abidin, Pour-Mohammadi and Alzwari (2012). There were also some items designed by the researcher based on the personal experience in supervising student teachers' teaching.

4. a 5-point Likert scale questionnaire on views about given feedback in the Teaching Practice course ranging from "Strongly Disagree" on one end to "Strongly Agree" with open-ended questions; the questionnaire was adapted from the 8 steps, involving feedback process that are advantageous for teaching and learning, suggested by Ovando (1994). The range used to describe the Likert scale questionnaire is shown in Table 1.

Table 1. Range of answer options of the Likert scale

Range	Agreement	Classification
4.21 – 5.00	Strongly Agree	Positive
3.41 – 4.20	Agree	
2.61 – 3.40	Neutral	Neutral
1.81 – 2.60	Disagree	Negative
1.00 – 1.80	Strongly Disagree	

As shown in Table 1, the responses were ranged from "Strongly Disagree" to "Strongly Agree" and were classified into three groups, namely: positive, neutral and negative.

At the beginning of the course, the student teachers were asked to complete the pretest-5-point Likert scale questionnaire on teaching performance, self-confidence and attitude towards teaching English.

Due to the large number of student teachers in class and time limitation, each of participant had only 4 opportunities to demonstrate their lessons throughout the semester. Each student teacher was evaluated on their teaching performance by the instructor and the academic staff during his/her demonstration. He/She was given immediate feedback on the teaching. The provided feedback was from the evaluators' observation forms which were divided into 5 parts: knowledge, strategies and methodology, content, material usage, and classroom management. The frequency of provided feedback was calculated soon following the demonstrations. After taking a practical class, the demonstrator had to write a short account of what feedback he/she had received by the instructor on his/her teacher's note part in the lesson plan.

After concluding the class demonstrations, the student teachers completed the posttest-5- point Likert scale questionnaire on teaching performance, self-confidence, and attitude towards teaching English. They were also asked to complete a 5- point Likert scale questionnaire on attitude towards feedback of teaching practice.

## Results

The research findings correspond the four research questions to include: the improvement of the student teachers' teaching performance, the student teachers' attitude towards teaching English, frequency of feedback on teaching performance, and the view of student teachers' on provided feedback.

### *Improvement of the Student Teachers' Teaching Performance*

Table 2. Point average and SD on teaching performance (out of 10) for each teaching demonstration of the 42 student teachers

Demonstration	Topic	Mean	SD
1 <sup>st</sup>	Sound and Vocabulary	7.33	1.22
2 <sup>nd</sup>	Grammar	6.64	1.86
3 <sup>rd</sup>	Games and Songs	7.71	1.52
4 <sup>th</sup>	Native Culture and Festival	8.52	0.82

As shown in Table 2, the mean score of the student teachers' first demonstration is 7.33 (SD = 1.22). The mean score decreases to 6.64 (SD = 1.86) at the second demonstration. The student teachers' teaching performance gradually increases during the third and fourth demonstration, 7.71 (SD = 1.52) and 8.52 (SD = 0.82), respectively.

*The Student Teachers' Attitude towards Teaching English*

Table 3. Pre and post mean and SD of the student teachers' self-evaluation on attitude towards teaching English

	<b>Pre</b>		<b>Post</b>	
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
I think that teaching is right for me.	3.07	1.02	3.64	0.91
I have a clear vision for my future career.	2.74	1.27	3.45	1.33
I am good at teaching.	2.31	1.05	2.71	0.97
My personality and character are suitable for being a teacher.	2.98	1.39	3.81	1.27
I think it is worthwhile to practice teaching English.	3.76	1.28	4.38	0.54
I prefer to teach English more than any other subjects.	3.02	1.51	3.52	1.25
Teaching English is the field that I am interested in most.	3.36	1.36	4.24	0.85
I can be a professional teacher in the future.	2.81	1.29	3.83	1.01
I like to teach English.	2.86	1.46	3.71	1.13
I expect to learn more teaching strategies.	3.90	1.25	4.33	0.82
I think teaching English is not difficult.	2.17	0.91	2.31	0.78
I am satisfied with my performance in teaching English.	2.40	1.13	2.98	1.16
I am proud to tell people that I teach English.	3.98	1.02	4.57	0.50
I am able to think and analyze the content in English language teaching.	2.26	0.96	3.79	0.72
I look forward to the time I spend in English class	3.24	1.05	3.62	0.96
I don't get anxious when I have to speak English in front of the class.	1.71	1.15	1.95	1.13
Teaching English makes me have positive emotions.	3.17	1.17	3.74	1.08
I feel happy when I teach English to others.	3.29	1.45	3.62	1.27
I enjoy using English when teaching English.	3.07	1.33	3.55	1.21
Teaching English has an important role in this changing world.	4.26	1.34	4.55	0.77
	3.02	1.22	3.62	0.98

The result of descriptive analysis shows that the overall pretest mean score of attitude towards teaching English among the student teachers is 3.02 (SD = 1.22) and of the posttest mean score is 3.62 (SD = 0.98).

*Frequency of Feedback on Teaching Performance*

During the teaching practice period, the student teachers were observed by the instructor and other academic staff. The two evaluators rated all the student teacher teaching demonstrations. Each of the student teachers demonstrated 4 topics, Sound and Vocabulary, Grammar, Games and Songs, and Native Culture and Festivals. The listed observation form recorded expected teaching performance in 5 aspects; knowledge, strategies and methodology, content, material usage and classroom management. After calculating the frequency of provided feedback on each aspect, it can be concluded that the students received the most frequent feedback on strategies and methodology, followed by knowledge, material usage, content, and classroom management, respectively.

When looking through the aspect that received the most frequent feedback, it was shown that “Using creative strategies” was at the highest frequency of all items in the five categories observed.

Table 4. Frequency and percentage of feedback given by the two evaluators on the student teachers’ teaching performance during each of the four teaching demonstrations

<b>Items</b>	<b>Total</b>	<b>%</b>
<b>Knowledge</b>	<b>281</b>	<b>17.80</b>
1.1 Demonstrating depth of content knowledge	161	
1.2 Delivering content	100	
1.3 Including all elements of complete lesson plan	20	
<b>Strategies and methodology</b>	<b>650</b>	<b>41.17</b>
2.1 Using language/gesture	101	
2.2 Using creative strategies	188	
2.3 Using assessment strategies and questioning techniques	139	
2.4 Reinforcement	45	
2.5 Encouraging students to self-directed learning	177	
<b>Content</b>	<b>259</b>	<b>16.40</b>
3.1 Accuracy	143	
3.2 Relevant content	80	
3.3 Instructional transitions	36	
<b>Material usage</b>	<b>277</b>	<b>17.54</b>
4.1 Use of teaching aids and technology	86	
4.2 Blackboard skills	96	
4.3 Using relevant resources	95	
<b>Classroom management</b>	<b>112</b>	<b>7.09</b>
5.1 Understanding students’ diversity	26	
5.2 Attention to students	51	
5.3 Personality	22	
5.4 Interpersonal skills	13	
<b>Total</b>	<b>1579</b>	<b>100</b>

The data on Table 4 shows that the evaluators gave feedback on strategies and methodology with the most frequency (40.75%), followed by knowledge (17.80%),



material usage (17.54%), content (16.40), and classroom management (7.09%), respectively.

### *The Student Teachers' Views on Provided Feedback*

Table 5. The score and percentage of the student teachers' views on feedback given

<b>Views on Feedback Given</b>	<b>Total Score</b>	<b>%</b>
I looked forward to the feedback from the instructor.	193	7.37
The given feedback is very useful to my future career.	183	7.03
I am willing to change my teaching strategies after receiving feedback.	189	7.26
I learned a lot from the feedback given.	175	6.72
Feedback of teaching improved my teaching performance.	183	7.03
I can apply the given feedback to my own teaching.	164	6.30
I put in more effort with my teaching after getting feedback.	180	6.92
Feedback provided clear expectations about my learning and performance.	130	4.99
The instructor explained specific criteria to judge my achievements	195	7.49
The instructor collected pertinent information about my progress.	141	5.42
The instructor acknowledged accomplishments and my progress.	143	5.49
The instructor identified areas which need further study or additional practice.	189	7.26
The instructor recognized my effort towards achievements of goals and objectives.	173	6.65
The instructor suggested learning activities, learning tools and study techniques for additional study.	190	7.30
The instructor encouraged me to increase efforts.	190	7.30
<b>Total</b>	<b>2,618</b>	<b>100</b>

According to Table 5, the student teachers rated the statement “The instructor explained specific criteria to judge my achievements” the most, (7.49%), followed by “I looked forward to the feedback from the instructor,” (7.37%), “The instructor suggested learning activities, learning tools and study techniques for additional study,” (7.30%) and “The instructor encouraged me to increase efforts,” (7.30%). The statement that was rated the least was “Feedback provided clear expectations about my learning and performance,” (4.99%), followed by the statement “The instructor collected pertinent information about

my progress,” (5.42%), and “The instructor acknowledged accomplishments and my progress,” (5.49%).

### *The Student Teachers’ Additional Commentary on the Provided Feedback*

The student teachers’ additional commentary on the given feedback was that feedback from the instructor helped them understand essential skills of being an English teacher such as teaching methodologies and how to effectively apply them in teaching, how to make teaching materials cost effective, how to assess students learning, how to perform a professional session, how to give appropriate reinforcement, and how to create a child-centered classroom. In addition, they stated that the provided comments improved their English knowledge and built their confidence in teaching. They demonstrated a positive attitude in respect to teaching due to the fact that they had a clearer view on teaching strategies as well as classroom management.

## **Discussion**

### *Improvement of the Student Teachers’ Teaching Performance*

The research results show that even though the average score on the second demonstration had dropped, the student teachers’ teaching performance improved gradually after looking at the first, the third and the fourth teaching demonstrations. Since the subject involved low proficiency students, the English grammar seemed to be the toughest topic for them to teach. However, the overall results revealed improvement of their teaching performance. The results support the other related studies by (Copeland, 2001; Fernandez and Robinson, 2006; Chawla and Thukral, 2011; Ping, 2013). The given feedback has been found to be effective in improving the general teaching competence of student-teachers. It is the information that a student teacher receives concerning his attempts to imitate certain patterns of teaching. It also enables them to evaluate and to improve their teaching behavior.

### *The Student Teachers’ Attitude towards Teaching English*

The overall pretest mean score of attitude towards teaching English among the student teachers revealed that they demonstrated a neutral attitude towards teaching English, while the posttest result showed that the student teachers had a positive attitude towards teaching English. This can be explained by the fact that giving the student teachers the opportunity to gain experience in teaching was beneficial to them. This exercise allowed them to use this experience and to put the theories learned in their previous years into practice. Through learning by doing, they had a clearer vision about their field. The given feedback was also useful in developing teaching skills among them and made them efficient teachers by increasing their teaching competence. This is related to the findings of Chawla and Thukral (2011, p.10) that student feedback has been found to be effective in improving the level of performance of student teachers, who possess average competence.

Thus, students' feedback has been found to be more suitable for average students for improving their performances. This is the reason why, after the course, the subject improved their attitudes towards teaching English.

#### *Frequency of Feedback on Teaching Performance*

In the case of frequency of feedback on teaching performance, the findings suggest that the most frequent feedback given was on strategies and methodology. This suggests that the evaluators paid more attention to the student teachers' teaching methods rather than other aspects. This is related to what Chawla and Thukral (2011, p.1) had proposed, stating that the aim of teacher education is to shape and strengthen the basic teaching techniques and to provide feedback. Teacher Education should therefore provide competence and focus on student teachers acquisition of specific teaching skills. In addition, the target students may need the opportunity to put the teaching theories learned from the previous courses into practice, however, they may not understand how to design and implement their lesson plan in the classroom and in practice through role playing in order to simulate the interaction of teaching between a teacher and students. This made the evaluators comment on the issues of techniques and methods more than other factors. The results also show that when looking through the aspect of strategies and methodology, the most frequent feedback given was "using creative strategies."

Due to the fact that 26 out of 42 student teachers were from less-educated rural families, living in poverty and in mountains, it can be assumed that they lacked the opportunity to experience the world. They have also been familiar with teacher-centered education since they were in primary school. This form of education doesn't promote critical thinking and creativity, so they usually perform passive skills rather than productive skills. This has caused dull teaching performances. Thus, improving creative teaching strategies is definitely an interesting topic to study as well.

#### *The Student Teachers' Views on Provided Feedback*

According to the score and percentage of the student teachers' views on provided feedback, there were 15 items in this questionnaire that investigated the student teachers' view towards the use of feedback in the English teaching practice classes. The student teachers rated the statement "The instructor explained specific criteria to judge my achievements" the most, followed by "I looked forward to the feedback from the instructor," "The instructor suggested learning activities, learning tools and study techniques for additional study," and "The instructor encouraged me to increase efforts." This reveals that the student teachers understood the aim of giving feedback and believed that the provided feedback was essential and useful for their practice. They also perceived that the feedback was critical to their teaching such as learning activities, learning tools and study techniques for additional study. However, the statement that was rated the least was "Feedback provided clear expectations about my learning and performance," which shows that the student teachers did not learn from the feedback to the extent that they

should perform their teaching. In addition, the student teachers realized that the instructor collected pertinent information about their progress and acknowledged accomplishments and their progress the least. This shows that the students needed positive feedback for their teaching. They needed to see progress made in their teaching approach.

## Conclusion and Recommendations

The limitation of this study was that the number of the students who were the subject was too large. Therefore, the students did not have enough time to demonstrate complete lessons. For example, their lesson plan was 50-minute long. Each of them was supposed to teach 50 minutes so that this would be the teaching simulation for him/her and could provide them an important experience in dealing with a class. Unfortunately, the demonstrator had only 30 minutes to teach, so he/she could only show what specific activities would be, but the classmates could not complete the given tasks. Having a lot of classmates waiting for their turn, the student was consequently feeling quite stressed to rush to get their teaching done. In addition, it was time consuming to rate the 42 students' performances, while observing their teaching, so a holistic rubric was adopted. This was the same situation as the traditional practice that this research intended to avoid. However, when facing the problems of time management, a teaching demonstration checklist ensured that the researcher that every student teacher's performance was assessed in all essential aspects. While observing the student's teaching, the evaluator had to tick the teaching demonstration checklist and to ensure whether each item was satisfied or needed to be improved, and then to jot down the feedback for the "Needs Improvement" performance in order to give immediate feedback to the demonstrator. At the end of the demonstration, each evaluator had to rate overall effectiveness of the teaching in that session on a scale of 10; 10 representing "most highly effective." This was quite a hard task for the evaluators, and it might have made the ratings inaccurate in some cases.

When looking through the aspect that got the most frequent feedback, it is shown that "Using creative strategies" is at the highest frequency of all items in all the five aspects observed. This reveals that the student teachers needed to focus on creativity more than any other teaching aspects. They also needed remedial classes for their English proficiency before taking the teaching practicum.

The views of student teachers' on provided feedback shows that the instructor, tutor or supervisor should provide more positive feedback on the student teachers' performance because they are not only willing to know what mistakes they have made, when teaching in order to improve the performance, but they are also eager to know whether their improvement satisfies their instructor, tutor, or supervisor, and whether their performance closely meets the standards. Revealing the progress of their teaching has made the instructor more aware of their strengths and weaknesses.

A suggestion for the next study is that all the teaching demonstrations should be videotaped for the evaluators. They should have time to look at the video as frequently as they need. Moreover, the evaluators need to be experienced and well trained before rating

the students' performance in order to rate consistently and with professional judgment. In order to study the teaching practice of a large group, students should be separated into two groups, an experimental group and a controlled group. The experimental group should then be provided with a make-up class. They should have enough time to demonstrate their teaching, to receive immediate feedback from the evaluators, and to feel relaxed while teaching. The factors affecting the teaching performance should be investigated.

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