

Pre-Service English Teachers' Voices: What do They Expect from a Supervisor in a Microteaching Class?

by Siti Aimah

Submission date: 12-Sep-2023 10:38AM (UTC+0700)

Submission ID: 2163801342

File name: Pre-Service_English_Teachers_Voices._What_do_They_Expect.pdf (348.3K)

Word count: 4610

Character count: 25518

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Article in *The Journal of AsiaTEFL* · September 2020
DOI: 10.18823/jasia.tefl.2020.17.3.20.1039

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**Pre-Service English Teachers' Voices: What do They Expect
from a Supervisor in a Microteaching Class?**

8 **Siti Aimah**
Universitas Negeri Semarang, Indonesia

Dwi Rukmini
Universitas Negeri Semarang, Indonesia

Mursid Saleh
Universitas Negeri Semarang, Indonesia

Dwi Anggani Linggar Bharati
Universitas Negeri Semarang, Indonesia

Introduction

To prepare pre-service teachers to be professional teachers, teacher education programs need to equip pre-service teachers not only with theoretical knowledge but also practical knowledge (Ozmen, 2012; Rahimi, 2008). Theoretical knowledge relates to courses that provide them with knowledge of content and pedagogy, while practical knowledge deals with courses that require them to perform their teaching practice. Teaching practice in teacher education program becomes crucial for pre-service English teachers as this is where they learn how to develop their knowledge about the classroom, improve their teaching abilities, and reflect on their own teaching.

One of the practical courses which is beneficial for improving pre-service English teachers' teaching performance is microteaching. Microteaching which is formerly guided by a lecturer, latterly is guided by an expert secondary school English teacher. Her main role in a microteaching class is as a supervisor, guiding and assisting pre-service English teachers in preparing their teaching. It is in line with He (2010) who believes that pre-service teachers need guidance intensively from a supervisor in both pedagogical and content knowledge to prepare their classes. Pre-service English teachers, at this point, need not only exemplary lessons shared with them (Cheng, 2017), but also assistance in preparing their teaching and feedback focusing on both weaknesses and strengths of their teaching. However, the question commonly arises among teacher educators regarding a supervisor is *what roles are played by a supervisor in a microteaching class?*

Studies on microteaching have rapidly grown among teacher educators by focusing on teaching performance. There has been little research on the role of the supervisor in the teaching and learning process. Unfortunately, the role of a supervisor in microteaching has never been investigated clearly. Some researchers commonly focus on the role of teacher educators in which the lack of their

understanding of their role in teacher education program results in unclear expectations (see Feiman-Nemser, 2001; Kaneko-Marques, 2015; Russell & Russell, 2011; Thorsen, 2016). Thus, this study is an attempt to clarify pre-service English teachers' expectations towards a supervisor (an expert secondary English teacher) in a microteaching class.

Literature Review

Microteaching Guided by an Expert Secondary School English Teacher

Microteaching is commonly recognized as a necessary step of pre-service teachers as practicing teaching in front of their peers for a shortened time under lecturer-control is important. However, the role of the lecturer in microteaching does not always have an impact on student teachers' teaching practice. Therefore, an expert secondary school English teacher is involved in microteaching class to assist pre-service teachers in changing their teaching performance (Cheng, 2017). This expert teacher is required to help pre-service English teachers in improving their academic level and teaching ability starting from lesson preparation to exercise correction. It is because they will have opportunities to raise their competencies required for teaching (Banga, 2014). It is in line with Peker (2009) who believes that through microteaching, pre-service teachers will learn how to expose themselves to the realities of teaching, understand their roles as teachers, see the importance of planning, decision making, and implementation of instruction, develop and improve teaching skills, and build their confidence in teaching.

Involving an expert secondary school English teacher in microteaching class who helps with planning, teaching, giving feedback, re-planning, re-teaching, and giving more feedback (Allen, 1967; Banga, 2014; Peker, 2009), is expected to assist pre-service English teachers in gaining their PCK and in improving their teaching performance. Starting from preparing to evaluating the instructional practice, an expert teacher provides feedback to pre-service teachers' performance of teaching simulation. When one pre-service English teacher is teaching, the others are playing their roles as students.

There are three phases of microteaching guided by an expert secondary school English teacher i.e., knowledge acquisition phase, skill acquisition phase, and transfer phase of microteaching (Banga, 2014). First, the knowledge acquisition phase means that an expert teacher delivers teaching skills and their components through discussion, illustrations and demonstration to pre-service English teachers. Second, the skill acquisition phase deals with pre-service English teachers who plan their lessons based on the demonstration presented by an expert teacher. Through the microteaching cycle, pre-service English teachers practice their teaching skills and continue their efforts until they master it well. Feedback should immediately be given to pre-service English teachers concerning their teaching performance. It is provided to change their behavior of teaching in the desired direction. At this point, there are two important factors required: feedback and setting. Setting includes the length of the lesson, the duration of the class, the skill to be taught, and a supervisor (an expert secondary school English teacher) and the students. Third, the transfer phase of microteaching is the last phase of microteaching. Having attained the mastery level, pre-service English teachers integrate all teaching skills and transfer to actual classroom teaching in the secondary schools.

From those phases, an expert secondary school English teacher has important roles to assist pre-service English teachers to possess the knowledge and skills required by pre-service English teachers for teaching. Thus, microteaching guided by an expert secondary school English teacher facilitates pre-service English teachers in acquiring their pedagogical content knowledge (PCK) and making sure their teaching performance is effective.

The Roles of a Supervisor (an Expert Secondary School English Teacher) in Microteaching Class

In microteaching, the role of an expert secondary school English teacher as a supervisor is crucial to determining whether or not pre-service teachers obtain their teaching skills (Delaney & Moore, 1966; Russell & Russell, 2011). A supervisor has a responsibility in assisting pre-service English teachers intensively for developing their PCK that is required for carrying out their effective teaching practices. In this case, what must be highlighted is the ability to transfer the knowledge in a more understandable way to students. It is in line with Wallace (1991) in Kaneko-Marques (2015) who states that a supervisor does not only have the responsibility of monitoring pre-service teachers' teaching practice, but also of improving their quality of teaching. Similarly, Gebhard (1990) states that the functions of the supervisor are to direct or guide teachers' teaching, offer suggestions, model teaching, advise teachers, and evaluate teachers' teaching.

Referring to the results of the Supervisor Role Analysis Form (SRAF) constructed by Gysbers and Johnston (1965), Delaney and Moore (1966) view that the supervisor basically has five roles, they are as a teacher, a demonstrator, an instructor, an illustrator, and a director. Meanwhile, Dagget et al. (1979) and Johnson and Knaupp (1970) argue that the roles of the supervisor in microteaching could be categorized into three main roles: as an instructor, a counselor, and an evaluator of teaching performance. A different view of supervisor roles has been argued by Sewall (2009) who sees a supervisor only playing dual roles in teacher education: as a mentor and as an evaluator. However, in microteaching, it is not enough for a supervisor to play her role as a mentor and an evaluator, but it is also required for her to be an instructor to assist pre-service English teachers through the process of microteaching. It is because they need a model provided and demonstrated by the supervisor which includes the process of determining the appropriate teaching techniques used, how to create a lesson plan, how to teach an effective lesson, how to give examples of teaching, and how to prepare evaluation material, etc.

Therefore, in this study, the roles of supervisor are adapted from Gysbers and Johnston's Supervisor Roles Analysis Form (SRAF) as modified by Delaney and Moore (1966) by focusing on three roles of a supervisor: an instructor, a counselor, and an evaluator as proposed by Dagget et al. (1979) and Johnson and Knaupp (1970). The role of instructor means that an expert teacher is ready to help pre-service English teachers in selecting the appropriate method of teaching, simplifying the subject matter, presenting the subject matter, and selecting the appropriate tests given to the students. At the same time, she is able to demonstrate an exemplary lesson to them which can be a guideline and/or a description of how to teach. The role as a counselor means that an expert teacher guides pre-service English teachers and gives them opportunities to have a consultation period during microteaching. In this case, she demonstrates her expertise and her experiences in the area of teaching. It also enables her to demonstrate how to handle the learning problems. Meanwhile, the role of evaluator means that it relates to an expert teacher's ability in evaluating and/or assessing not only pre-service English teachers' PCK, but also their teaching performances. She determines not only the weaknesses, but also the strengths of their teaching.

Research Methodology

This study employed a case study by involving eleven pre-service English teachers of Muhammadiyah University in Semarang, Indonesia. Questionnaires and interviews were employed to collect data at the end of the microteaching class. The questionnaire which consisted of 30 questions was focused on the three roles of the supervisor: instructor, counselor, and evaluator. The questionnaire offered a 4-point Likert scale option format extending from "strongly agree" to "strongly disagree".

To gauge the validity and reliability, the questionnaire was firstly piloted with sixty pre-service English teachers at STKIP Jombang, East Java. Pearson Product Correlations show that the scores on thirty of the questionnaire items were significant at the 0.05 level. Moreover, the reliability coefficient of the

questionnaire was gauged through its internal consistency, and the Cronbach Alpha was 0.91 which means that the questionnaire was categorized at a high reliability level.

The data from the questionnaire were tabulated and analyzed descriptively to describe the roles of the expert secondary school English teacher in microteaching class. The descriptive statistics were tabulated to enumerate the mean and standard deviation of pre-service English teachers in responding to the SRAF questionnaire. The data were also used to determine what pre-service English teachers expected from an expert secondary school English teacher in microteaching class. Furthermore, the interviews were analyzed descriptively to explain what they most expected from the three roles of an expert English teacher.

Findings and Discussion

The questionnaire, distributed to eleven pre-service English teachers, yielded the roles of an expert secondary school English teacher in microteaching class, which were grouped into three headings: instructor, counselor, and evaluator. Each role is described in the following discussion.

The Role as an Instructor

A major role of an expert teacher in this study was determined to be as the role of an instructor. This is supported by the literature whereby one of the roles of a supervisor in microteaching class is as an instructor (Delaney & Moore, 1966). The results of the instructor role and the tasks that are inherent in this role can be seen in Table 1.

TABLE 1
The Instructor Role in Microteaching Class

	Questionnaire Statements (QS)	Score
QS_1	Teach me various teaching techniques	3
QS_2	Give me specific instructions on how to use various teaching techniques	3
QS_3	Show me how to plan a lesson	3.9
QS_4	Give me specific ideas on how to teach	3.4
QS_5	Give example of various techniques and procedures for teaching	3
QS_6	Tell me what techniques to use	3.3
QS_7	Have video tapes of good teaching and/or exemplary lessons based on teaching experiences so that I may learn proper techniques	3.7
QS_8	Prepare my first lesson with me and tell me how to teach it	3.2
QS_9	Offer instruction in preparing evaluation material	3.9
QS_10	Demonstrate evaluation techniques	3.8

Table 1 displays pre-service English teachers' expectation of the roles of an expert secondary school English teacher in microteaching class, particularly as an instructor. There are 10 questionnaire statements, in which the lowest scores can be found in items 1, 2, and 5. Those are related to teaching techniques that were not taught and demonstrated in detail. Most pre-service English teachers expected that an expert teacher could give examples of various techniques and procedures for teaching. They admitted those would help them in determining which one was appropriate and how to use it. The highest scores are for items 3 and 9. Pre-service English teachers explained that an expert teacher helped them a lot in designing their lesson plan covering all components required in the process of teaching and learning. They were taught how to create a lesson plan, how to teach, and how to prepare and use the evaluation. It is in line with work done by Dag (23) et al. (1979) and Johnson and Knaupp (1970) who believe that an instructor must be ready to help pre-service teachers in selecting the appropriate method of teaching, simplifying the subject matter, presenting the subject matter, and selecting the appropriate tests to give to

3 the students. In the process of teaching and learning, the exemplary lessons and/or video tapes of good teaching shared, also provided them with a clear description of how to teach.

The Role as a Counselor

The second role of an expert secondary school English teacher in microteaching class is as a counselor. Data concerning the role of the teacher as a counselor can be seen in Table 2.

TABLE 2
The Counselor Role in Microteaching Class

	Questionnaire Statements (QS)	Score
QS_11	Be available for consultation, but otherwise let me alone	3.2
QS_12	Give me "elbow room" to learn at my own pace	3
QS_13	Tell me specifically what to do	3.4
QS_14	Let me develop my own style of teaching	3.9
QS_15	Serve as a person to whom I may go for general ideas about teaching, but let me work out details	3.2
QS_16	Allow me to explore and experiment at my own rate	3.2
QS_17	Help me achieve a sense of security in teaching by telling me what techniques to use	3
QS_18	Conduct small group meetings of four or five pre-service English teachers for discussion of common problems	3.2
QS_19	Use small group meetings for instruction in techniques and procedures	3.1
QS_20	Discuss my lesson in small group sessions with others	3.2
QS_21	Help me with my own teaching problems so I may be a better teacher	3.4
QS_22	Serve as my counselor for any teaching problems I may have	3.4

Table 2 provides data on pre-service English teachers' expectation toward the counselor role. The highest score obtained from twelve questionnaire statements is 3.9, in which states that an expert secondary school English teacher should let pre-service English teacher develop their own style of teaching. They were free to use their own style of teaching suited with the needs and characteristics of their students.

Regarding the provision of information about what to do in carrying out the instructional processes, helping pre-service English teachers with their teaching problems, and serving as a counselor for their teaching problems, those items respectively have the same scores of 3.4. Moreover, the score of 3.2 is also gained for the items covering an expert teacher's availability for consultation, giving general ideas about teaching, allowing teachers to explore their teaching ability, and allowing them to discuss their teaching problems with their friends. Meanwhile, the lowest score of 3.0 can be found at the points of giving pre-service English teachers opportunities to learn at their own rate, and telling them what techniques to use.

The results show that an expert secondary school English teacher had a role as a counselor which means that she guided pre-service English teachers on what to do, and gave them chances for a consultation period during microteaching. It does not mean that pre-service English teachers must follow all instructions given by an expert teacher, but rather let them develop their own style of teaching. By demonstrating her expertise and her experiences in the area of teaching, it enabled pre-service English teachers to discuss and learn how to develop their style of teaching. At this point, communication between an expert teacher and a pre-service teacher was important to counter any problems. This result is in line with Thorsen (2016) who said that communication is essential to perceive the teachers' role in teacher education programs.

The Role as an Evaluator

The third role observed from an expert secondary school English teacher in microteaching class is that of an evaluator. It is a common role of a supervisor in microteaching, in which he/she commonly points

out both the weaknesses and the strengths of pre-service teachers' teaching. In detail, the results concerning the evaluator role in microteaching are presented in Table 3.

TABLE 3
The Evaluator Role in Microteaching Class

Questionnaire Statements (QS)	Score
QS_23	4
QS_24	4
QS_25	3.7
QS_26	4
QS_27	3.1
QS_28	3.7
QS_29	3.8
QS_30	3.8

The role of evaluator in microteaching class, as shown in Table 3, is identified from eight abilities. Three of them are categorized at the highest scores i.e., 4.0, consisting of telling pre-service English teachers what was wrong with their teaching, identifying the major faults of their teaching, and emphasizing the strength of their teaching. It means that an expert teacher played her role well in terms of those three aspects. The evaluator role is crucial for pre-service teachers to determine other aspects of better teaching (Baseer et al., 2017). Next, the scores of 3.8, 3.8, 3.7, and 3.7 were obtained through the activities of periodically evaluating pre-service English teachers' teaching, making recommendations to them concerning teaching performances, criticizing their classroom mannerisms, and observing and criticizing their teaching performances focusing on the points needed to make improvements. Moreover, the lowest score of 3.1 was obtained for the task of watching a video recording for giving feedback. The feedback from an expert teacher was commonly given directly after their teaching performances by emphasizing not only the weaknesses but also the strengths of their teaching.

Pre-Service English Teachers' Expectation towards the Roles of a Supervisor in Microteaching Class

The descriptive results as illustrated in Table 4, show the mean scores of the questionnaire in three subdomains of supervisor roles in microteaching class.

TABLE 4
The Descriptive Statistics of Supervisor Roles in Microteaching Class

	Mean	Std. Deviation
Instructor	3.42	.357
Counselor	3.27	.232
Evaluator	3.76	.278

The finding reveals that the roles of a supervisor in microteaching class are categorized into three i.e., instructor, counselor, and evaluator. From Table 4, it can be seen that the role as evaluator has the highest mean score (3.76). Subsequently, the role as instructor is the second-highest mean score (3.42), and counselor role is as the third one (3.27).

The results strengthen the former question among teacher educators that the role as evaluator is commonly played in microteaching class. It also confirms that a supervisor plays important roles in microteaching class to assist pre-service English teachers in tasks which range from lesson preparation to exercise correction (Cheng, 2017). It is also in alignment with Kaneko-Maruyama (2015) who state that a supervisor in microteaching class needs to stimulate pre-service English teachers to reflect on their teaching including problem solving during teaching and making appropriate decisions. At the same time,

pre-service English teachers could learn how to observe, analyze, and reflect on their own teaching as well as on pedagogical actions. From this point, a supervisor has three important roles to play either as evaluator, counselor, or instructor.

Conclusion

From these findings, we have determined that supervisor play three roles in microteaching class i.e., instructor, counselor, and evaluator. First, according to our pre-service teachers, the most important role of an expert secondary school English teacher is that of an evaluator. However, it was also found that the expert teacher needs to use and watch video recordings together with pre-service English teachers to evaluate and give feedback on their teaching. Second, regarding to the role of instructor, an expert teacher needs to teach pre-service English teachers by using various teaching techniques including how to use them in the teaching and learning process. Third, concerning the role of counselor, an expert teacher should interact more with pre-service English teachers and assist them with their teaching problems. By discussing their teaching problems, it will help them to think critically about how to solve these teaching problems.

The findings of this study confirm the importance of understanding the roles of a supervisor in teacher education programs (Russell & Russell, 2011), particularly the three roles of a supervisor in microteaching class i.e., instructor, counselor, and evaluator. A supervisor does not only have a responsibility in evaluating pre-service English teachers' teaching but also in guiding them to develop their PCK and helping them in solving their teaching problems. Therefore, it is required for a supervisor to both understand and play her/his roles well in microteaching class in order to assist pre-service teachers intensively and effectively.

The Authors

Siti Aimah (corresponding author) is a lecturer of English Education Department, Faculty of Foreign Language and Culture, Universitas Muhammadiyah Semarang (UNIMUS), Indonesia. At the present time, she is studying in the English Education Doctoral Degree Program of Universitas Negeri Semarang (UNNES). Her research interest is English Language Teaching.

Post Graduate Program
Universitas Negeri Semarang
Jl. Kelud Utara III, Semarang, Jawa Tengah, Indonesia, 50233
Tel: +6281326340011
Email: siti.aimah@unimus.ac.id

Dwi Rukmini is a professor in the English Education Department, Faculty of Languages and Arts, Universitas Negeri Semarang (UNNES). She teaches Speaking for Instructional Purposes, Systemic Functional Linguistics, and Development of Language Studies. Her research interest covers Spoken and Written Discourse Studies.

English Education Program
Universitas Negeri Semarang
Sekaran, Gunung Pati, Semarang, Jawa Tengah, Indonesia, 50229
Tel: +628122916082
Email: wiwidwirukmini@yahoo.com

Mursid Saleh is a professor in the English Education Department, Faculty of Languages and Arts, Universitas Negeri Semarang (UNNES). He teaches Research in English Language Teaching, Sociolinguistics, and English Language Teaching Program Management. His research interest is Research in English Education.

English Education Program
Universitas Negeri Semarang
Sekaran, Gunung Pati, Semarang, Jawa Tengah, Indonesia, 50229
Tel: +6281325227357
Email: mursids@hotmail.com

Dwi Anggani Linggar Bharati is a senior lecturer in the English Education Department, Faculty of Languages and Arts, Universitas Negeri Semarang (UNNES). She teaches English Language Curriculum Development, English Language Teaching Material Development, Assessment, and Research in English Language Teaching. Her research interests cover Curriculum, Assessment, and Research in English Education.

English Education Program
Universitas Negeri Semarang
Sekaran, Gunung Pati, Semarang, Jawa Tengah, Indonesia, 50229
Tel: +628122539119
Email: dwi_anggani@yahoo.com

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(Received August 14, 2020; Revised August 18, 2020; Accepted September 11, 2020)

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