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

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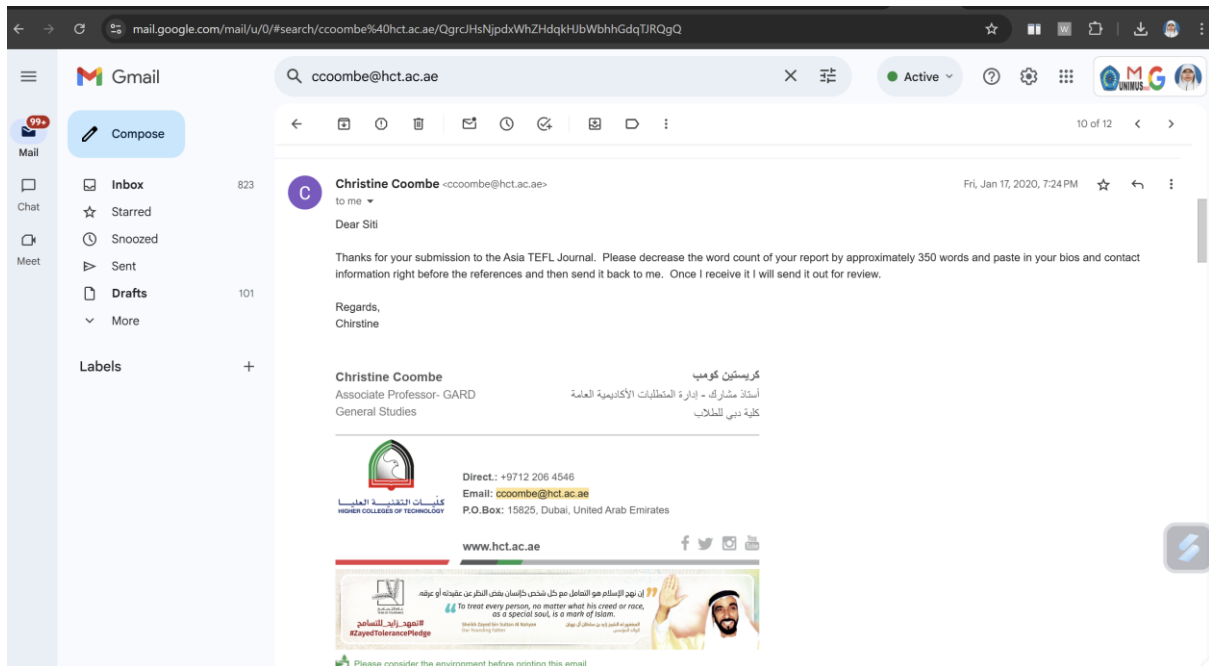
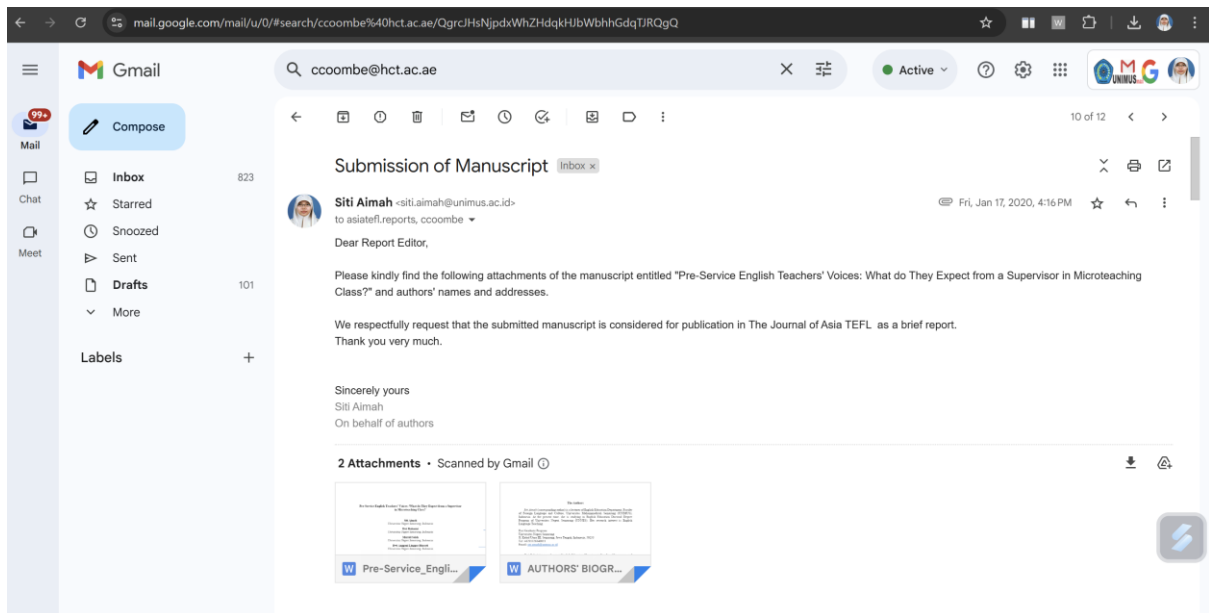
(Siti Aimah)

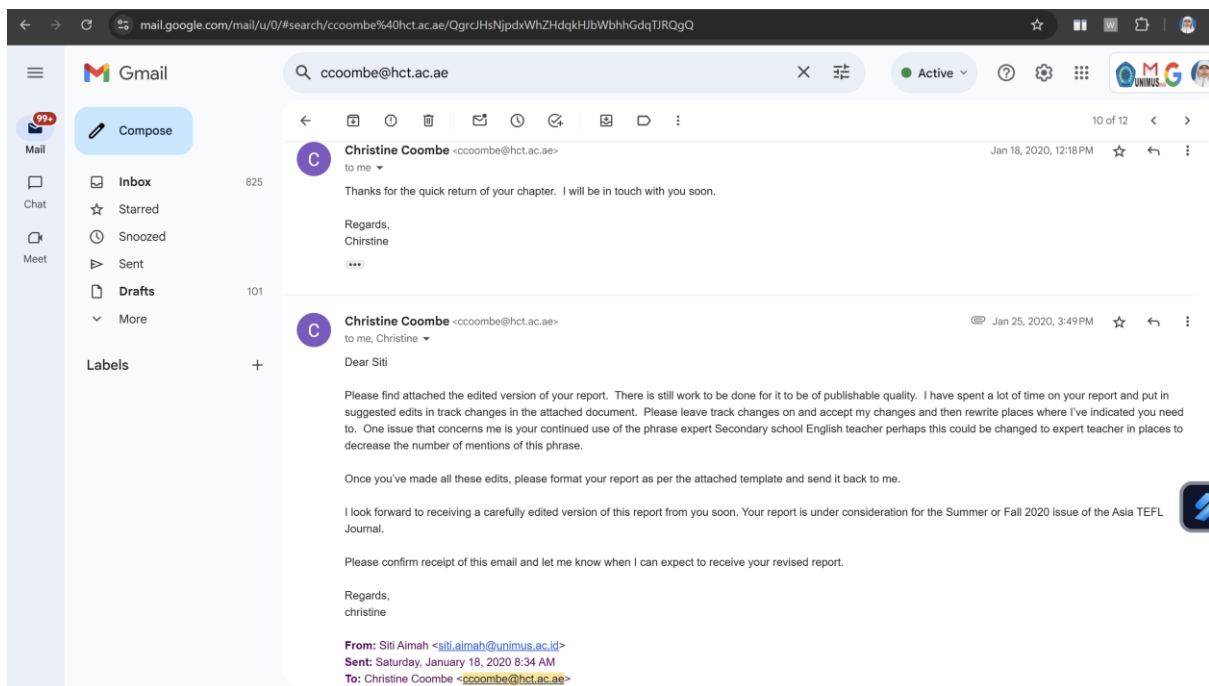
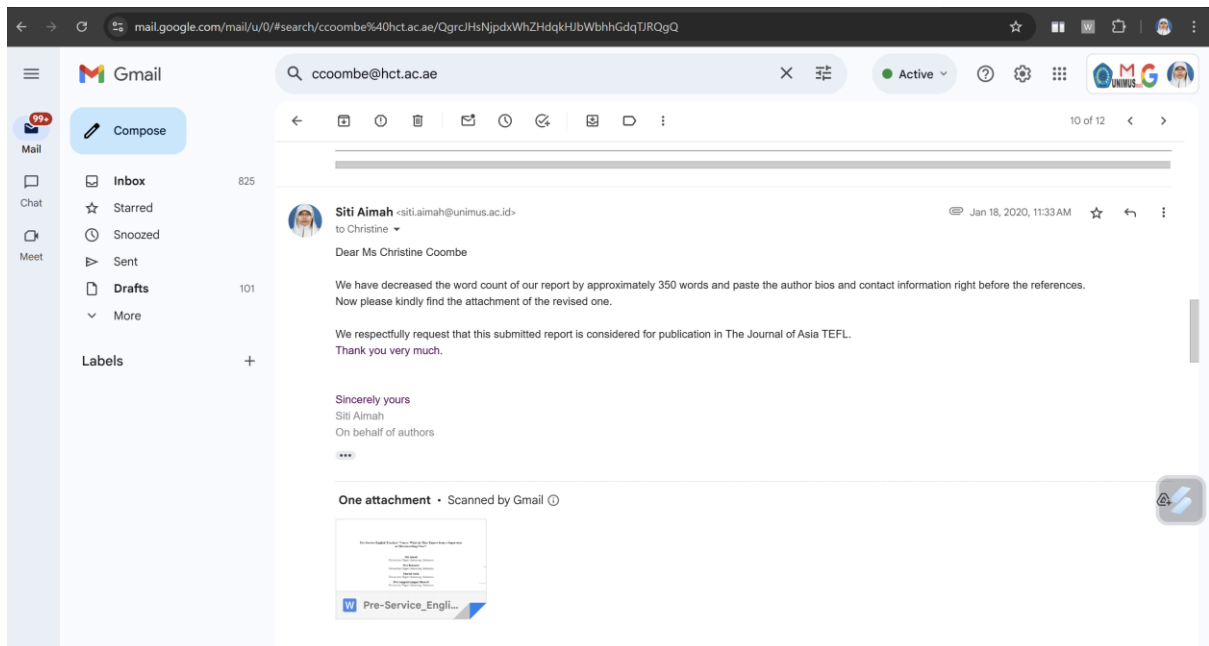
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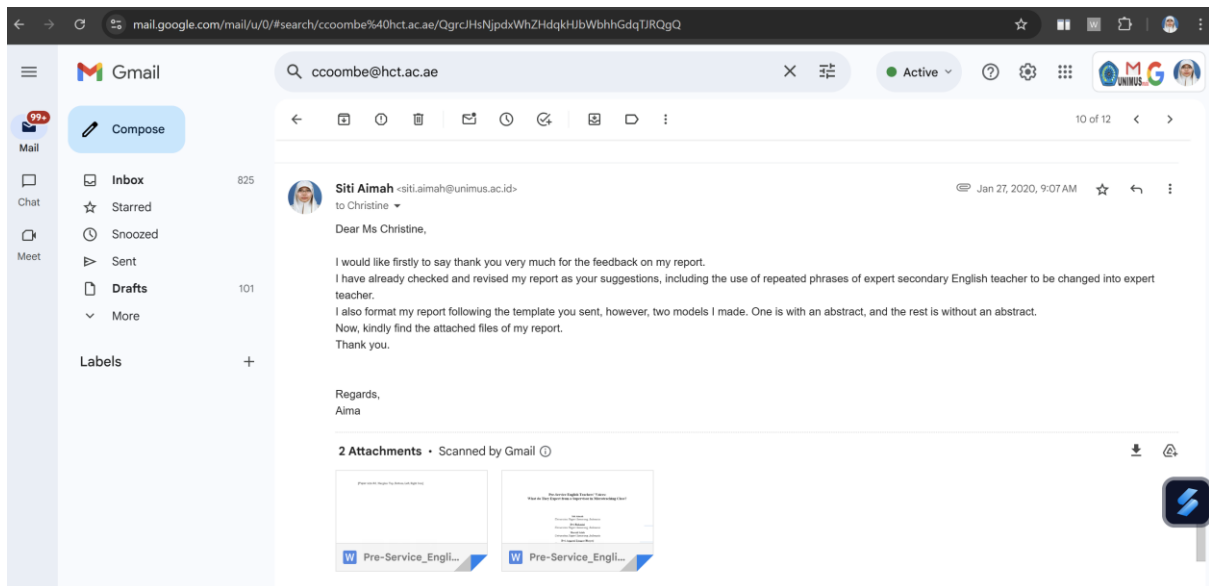
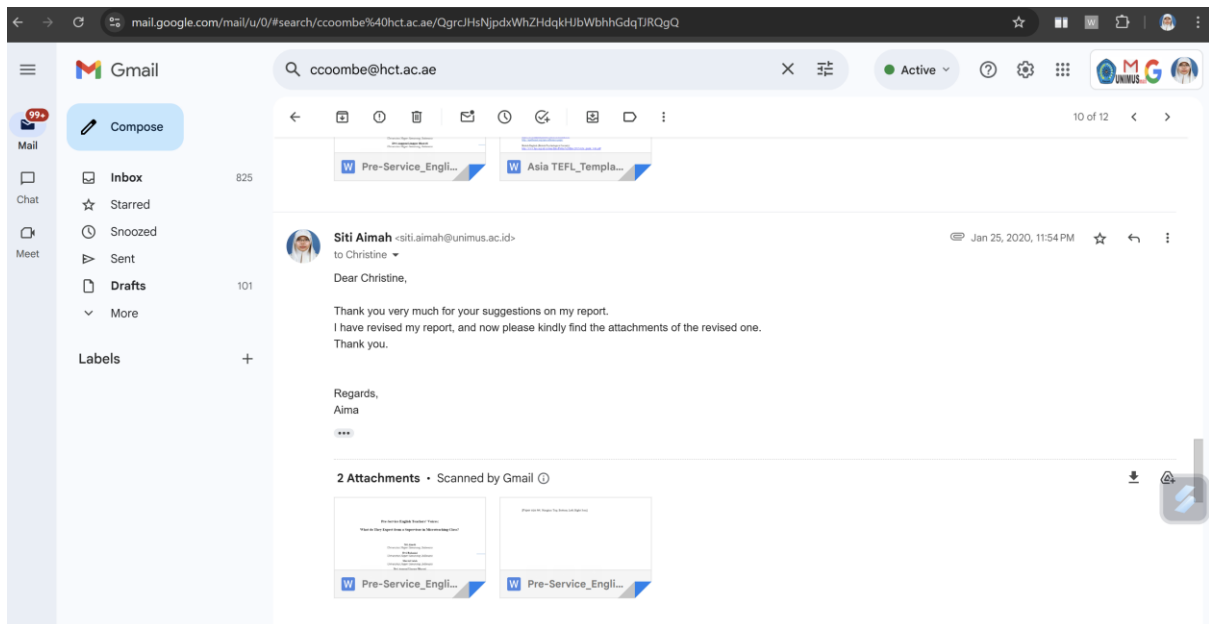
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Christine Coombe <ccoombe@hct.ac.ae>
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Your report is almost finalized. However, there are still some issues with your references. Please address my comments in track changes and leave track changes on so I can see what you've done. Then send it back to me. Don't change the file name either. If I can get this in the next week I can perhaps publish your report in the Summer 2020 issue.

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Siti Aimah <siti.aimah@unimus.ac.id>
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Dear Ms Christine,


I have already revised my references and left them on track changes. However, to make sure that I have done my work correctly, I also send you the intended book and articles.


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Reply Forward

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

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Introduction

To prepare pre-service teachers to be professional teachers, teacher education program needs to equip pre-service teachers not only with theoretical knowledge but also with practical knowledge (Ozmen, 2012; Rahimi, 2008). Theoretical knowledge means that it is related to courses that provide them to have 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 in which they learn how to develop their knowledge about classroom, improve their teaching abilities, and reflect their own teaching.

One of the practical courses which is beneficial for improving pre-service English teachers' performances of teaching is microteaching. Microteaching which is formerly guided by a lecturer, latterly is guided by an expert secondary English teacher. Her main role in microteaching class is as a supervisor, guiding and assisting pre-service English teachers in preparing their teaching performances. It is in line with He (2010) that pre-service teachers need guidance intensively from a supervisor in both pedagogical and content knowledge to prepare their teaching. 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 (an expert secondary English teacher) in microteaching class?*

Studies on microteaching have rapidly grown among teacher educators by focusing on teaching performance (Bahjat, 2016; Bakir, 2014; Baştürk, 2016; Cobilla, 2014; Donnelly & Fitzmaurice, 2011; Elias, 2018; Gödek, 2016; Onwuagboke, Osuala & Nzeako, 2017; Punia, Vandana, Priyanka & Singh, 2016; Saban & Çoklar, 2013; Shah & Masrur, 2011; Şen, 2010). There has been little research on the role of supervisor in the teaching and learning process. Unfortunately, the role of a supervisor in microteaching is never investigated clearly. Some researchers commonly focus on the role of teacher educator in which the lack of their understanding of her/his role in teacher education program results unclear expectation (see Feiman-Nemser, 2001; Kaneko-Marques, 2015; Russel & Russel, 2011, Thorsen, 2016). Thus, this study is an attempt to clarify pre-service English teachers' expectation from a supervisor (an expert secondary English teacher) in microteaching class.

Literature Review

Microteaching Guided by an Expert Secondary English Teacher

Microteaching is commonly recognized as a step of pre-service teachers must do as a practicing teaching in front of their peers in shortened time under lecturer-control. However, the role of lecturer in microteaching does not always give impact to student teachers' teaching practices. Therefore, an expert secondary English teacher is involved in microteaching class to assist pre-service teachers in changing their performance of teaching (Cheng, 2017). She is required in microteaching class to help pre-service English teachers in improving their academic level and teaching ability started 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) 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 for teaching.

Involving an expert secondary English teacher in microteaching class comprising plan, teach, feedback, re-plan, re-teach, re-feedback (Allen, 1967; Banga, 2014; Peker, 2009), is expected to assist intensively pre-service English teachers in gaining their PCK and teaching performance. Starting from preparing to evaluating the instructional practice, an expert secondary English teacher provides feedback to pre-service teachers' performance of teaching simulation in 20 minutes. When one of pre-service English teachers is teaching, the others are playing their role as students.

There are three phases of microteaching guided by an expert secondary English teacher i.e., knowledge acquisition phase, skill acquisition phase, and transfer phase of microteaching (Banga, 2014). First, knowledge acquisition phase means that the expert secondary English teacher delivers teaching skills and their components through discussion, illustrations and demonstration to pre-service English teachers. Second, skill acquisition phase deals with pre-service English teachers who plan their lessons based on the demonstration presented by an expert secondary English teacher. Through 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 to their performance of teaching. 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 obtained, and a supervisor (an expert secondary English teacher) and students. Third, transfer phase of microteaching in which this 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 English teacher has important roles to assist pre-service English teachers intensively to possess the knowledge and skills required by pre-service English teachers for teaching. Thus, microteaching guided by an expert secondary English teacher determines pre-service English teachers in acquiring their pedagogical content knowledge (PCK) and changing their teaching performance in effective teaching.

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

In microteaching, the role of a supervisor (an expert secondary English teacher) that is as a supervisor is crucial to determine 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 more understandable to students. It is in line with Wallace (1991) in Kaneko-Marques (2015) that supervisor does not only have the duty of monitoring pre-service teachers' teaching practice, but also improving their quality of teaching. Similarly, Gebhard (1990) states that the functions of supervisor are to direct or guide teachers' teaching, offer suggestions, model teaching, advice teachers, and evaluate teachers' teaching.

Referring to the result of the Supervisor Role Analysis Form (SRAF) constructed by Gysbers and Johnston (1965), Delaney & 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, Cassie & Collins (1979) and Johnson & Knaupp (1970) argue that the roles of 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) in which a supervisor only plays 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 intensively through the process of microteaching. It is because they need a model demonstrated by the supervisor through the process of determining the appropriate of teaching techniques used, how to create a lesson plan, how to teach an effective teaching, how to give examples of teaching, 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) modified by Delaney & Moore (1966) by focusing on three roles of supervisor: an instructor, a counselor, and an evaluator as proposed by Dagget, Cassie & Collins (1979) and Johnson & Knaupp (1970). The role as an instructor means that a supervisor/an expert secondary English 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 the exemplary lessons to them which will be a guideline and/or a description to them of how to teach. The role as a counselor means that supervisor/expert secondary English teacher guides pre-service English teachers and gives chances to them to have consultation period during microteaching. In this case, she demonstrates her expertise and her experiences in the area of teaching. It also enables to her to demonstrate how to handle or cope with the learning problems. Meanwhile, the role as an evaluator means that it relates to supervisor/expert secondary English teacher's ability in evaluating and/or assessing not only pre-service English teachers' PCK, but also their teaching performances. She figures out not only the weaknesses, but also the strengths of teaching performed by them.

Research Methodology

This study employed a case study by involving eleven pre-service English teachers of Muhammadiyah University in Semarang, Indonesia. Questionnaire and interview were employed to them at the end of microteaching class. The questionnaire which consisted of 30 questions was focused on three roles of supervisor: an instructor, a counselor, and an evaluator as proposed by Dagget, Cassie & Collins (1979) and Johnson & Knaupp (1970). The questionnaire was provided in 4-point scale extending from "strongly agree" to "strongly disagree".

To gauge the validity and reliability, the questionnaire was firstly tried out to sixty pre-service English teachers at STKIP Jombang, East Java. Based on Pearson Correlations show that the significant scores of thirty questionnaire statements were higher than the values of 0.05 levels of significance. It means that all of them were valid to be employed in this study. Meanwhile, the reliability coefficient of questionnaire was gauged by internal consistency method, in which the Cronbach's Alphas was 0.91. It means that the questionnaire was categorized at a high reliability level. Therefore, the questionnaire is said to be reliable.

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

Findings and Discussion

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

The Role as an Instructor

Involving an expert secondary English teacher in microteaching class could not be avoided from her roles as a supervisor. One of the roles of a supervisor in microteaching class is as an instructor (Delaney & Moore, 1966). The result of instructor role in microteaching class can be seen in Table 1.

TABLE 1
The Result of 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 explicates pre-service English teachers' expectation from the roles of an expert secondary English teacher in microteaching class, particularly as an instructor. There are 10 questionnaire statements, in which the lowest scores are at point of 1, 2, and 5. Those are related to teaching techniques that were not taught and demonstrated in detail to them. Most pre-service English teachers expected that an expert secondary English 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. Meanwhile, the highest scores are at point of 3 & 9. Pre-service English teachers admitted that an expert secondary English teacher helped them much 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 Dagget, Cassie & Collins (1979) and Johnson &

Knaupp (1970) 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 given to the students. In the process of teaching and learning, the exemplary lessons and/or video tapes of good teaching shared with, also helped them in having a clear description of how to teach.

The Role as a Counselor

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

TABLE 2
The Result of 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 elucidates the score of pre-service English teachers’ expectation toward counselor role. The highest score obtained from twelve questionnaire statements is 3.9, in which an expert secondary English teacher let pre-service English teachers 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 telling pre-service English teachers what to do in carrying out the instructional processes, helping them with their teaching problems, and serving as a counselor for their teaching problems respectively have the same scores of 3.4. At the same time, the scores of 3.2 are also respectively gained when an expert secondary English teacher had been available for consultation, gave general ideas about teaching, allowed them to explore their teaching ability, and allowed them to discuss their teaching problems with their own friends. Meanwhile, at the point of using small group meetings for discussing the techniques and the procedures, giving a chance to learn at their own rate, and telling what techniques to use, have somewhat similar scores i.e., 3.1, 3.0 and 3.0.

The result shows that an expert secondary English teacher had a role as a counselor which means that she guided pre-service English teachers what to do, and gave chances to them to have consultation period during microteaching. It does not mean that pre-service English teachers must follow all instructions given by an expert secondary English teacher, but let them develop their own 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. It also enabled them to discuss how to counter their teaching problems with an expert secondary English teacher. At this point, communication between an expert secondary English teacher and pre-service English teachers was important to counter the problems. It is in line with Thorsen (2016) that communication is essential to perceive what teachers' role in teacher education program.

The Role as an Evaluator

The third role observed from an expert secondary English teacher in microteaching class is evaluator. It is a common role of supervisor in microteaching, in which he/she commonly points out both the weaknesses and the strengths of pre-service teachers' teaching. In detail, the result shown of evaluator role in microteaching class is presented in Table 3.

TABLE 3
The Result of Evaluator Role in Microteaching Class

	Questionnaire Statements (QS)	Score
QS_23	Tell me what is wrong with my teaching	4
QS_24	Identify the major faults of my teaching	4
QS_25	Criticize my classroom mannerism	3.7
QS_26	Emphasize the strong of my teaching	4
QS_27	Watch video recording and criticize my teaching for giving feedback	3.1
QS_28	Observe and criticize all my teaching performances in terms of where I need to make improvements	3.7
QS_29	Evaluate periodically the effectiveness of my teaching by telling me what I did wrong	3.8
QS_30	Make recommendations to me concerning teaching performances	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, encompassing telling pre-service English teachers what was wrong with their teaching, identifying the major faults of their teaching, and emphasizing the strong of their teaching. It means that an expert secondary English teacher played her role well in terms of those three things. Those were also crucial for them to determine the next better teaching (Baseer, Mahboob & Degnan, 2017). Next, the scores of 3.8, 3.8, 3.7, and 3.7 are obtained through the activities of evaluating periodically pre-service English teachers' teaching, making recommendations to them concerning teaching performances, criticizing their classroom mannerism, and observing and criticizing their teaching performances focusing on the points that needed to make improvements. Meanwhile, the lowest score of 3.1 is obtained through watching video recording for giving feedback. The feedback from an expert secondary English teacher was commonly given directly after their teaching performances by emphasizing not only the weaknesses but also both the strengths of their teaching.

Pre-Service English teachers' Expectation from the Roles of a Supervisor in Microteaching Class

The descriptive result as illustrated in Table 4, shows 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 points i.e., instructor, counselor, and evaluator. From Table 4, it can be seen that the role as an evaluator is the highest mean score (3.76) among two others. Subsequently, the role as an instructor is the second-highest mean score (3.42), and a counselor role is as the third one (3.27).

This result also confirms that a supervisor played important roles in microteaching class which did not only assist pre-service English teacher from lesson preparation but also to exercise correction (Cheng, 2017). It is also in alignment with Kaneko-Marques (2015) that a supervisor in microteaching class needs to stimulate pre-service English teachers to reflect on their teaching including to solve the problems of teaching and make the appropriate decisions. At the same time, pre-service English teachers could learn how to observe, analyze, and reflect their own teaching as well to pedagogical actions. From this point, a supervisor has three important roles either as evaluator, as counselor, or as instructor. Pre-service English teachers expected that those three roles could be played well by a supervisor in microteaching class which was not only emphasized on the way she evaluated pre-service English teachers' teaching, but also teach them how to make effective teaching and help them to solve their teaching problems.

Conclusion

From the findings, we point out the three roles of a supervisor (an expert secondary English teacher), as expected by pre-service English teachers in microteaching class i.e., instructor, counselor, and evaluator. First, an expert secondary English teacher has played her role as an evaluator well in which this role is at the highest achievement. However, she needs to use and watch video recording together with pre-service English teachers to evaluate and give feedback of their teaching. Second, regarding the role of instructor, an expert secondary English teacher needs to teach pre-service English teachers with various teaching techniques including how to apply them in the teaching and learning process. Third, concerning the role of counselor, an expert secondary English teacher should interact more with pre-service English teachers intensively through their teaching problems. By discussing their teaching problems, it triggers them to think critically how to solve their own teaching problems.

The findings of this study confirm the importance of understanding the roles of a supervisor in teacher education program (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 guiding them to develop their pedagogical content knowledge and helping them in solving their teaching

problems. Therefore, it is required for a supervisor to both understand her/his roles and play her/his roles well in microteaching class in order to assist pre-service teachers intensively and effectively.

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

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Abstract

This article reports a study, which aims at explaining pre-service English teachers' expectation towards a supervisor in microteaching class. This study employed a case study by involving eleven pre-service English teachers of Muhammadiyah University in Semarang, Indonesia. Questionnaire and interviews were employed at the end of a microteaching class. The questionnaire consisted of 30 questions provided in with a 4-point Likert scale extending from "strongly agree" to "strongly disagree". The findings exhibits show the three roles of a supervisor as expected by pre-service English teachers in microteaching class i.e., instructor, counselor, and evaluator. The findings of this study confirms the importance of understanding the roles of a supervisor in teacher education programs, particularly the three roles of a supervisor in a microteaching class. 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.

Keywords: microteaching, pre-service English teachers, supervisor, voices

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 to have 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 in which 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' performances of teaching performance is microteaching. Microteaching which is formerly guided by a lecturer, latterly is guided by an expert secondary English teacher. Her main role in microteaching class is as a supervisor, guiding and assisting pre-service English teachers in preparing their teaching performances. It is in line with He (2010) that pre-service teachers need guidance intensively from a supervisor in both pedagogical and content knowledge to prepare their teaching 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 is never 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; Russel & Russel, 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 English Teacher

Microteaching is commonly recognized as a necessary step of pre-service teachers ~~must do as a~~ practicing teaching in front of their peers for a ~~in~~ shortened time under lecturer-control is important. However, the role of the lecturer in microteaching does not always ~~give~~ have an impact ~~to-on~~ student teachers' teaching practices. Therefore, an expert secondary English teacher is involved in microteaching class to assist pre-service teachers in changing their performance of teaching (Cheng, 2017). ~~She~~ This expert teacher is required ~~in microteaching class~~ to help pre-service English teachers in improving their academic level and teaching ability ~~started~~ 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) ~~that 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 ~~for-in~~ teaching.

Involving an expert secondary school English teacher in microteaching class who helps with ~~comprising~~ planning, teaching, giving feedback, re-planning, re-teaching, and giving more-re- feedback (Allen, 1967; Banga, 2014; Peker, 2009), is expected to assist ~~intensively~~ pre-service English teachers in gaining their PCK and in improving their teaching performance. Starting from preparing to evaluating the instructional practice, an expert secondary school English teacher provides feedback to pre-service teachers' performance of teaching simulation ~~in 20 minutes~~. When one ~~of~~ pre-service English teachers is teaching, the others are playing their roles s 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 the expert secondary school English 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 secondary school English 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 ~~to~~ their teaching performance ~~of teaching~~. 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 ~~obtained~~ taught, and a supervisor (an expert secondary school English teacher) and the students. Third, the transfer phase of microteaching ~~in which this~~ 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 ~~intensively~~ to possess the knowledge and skills required by pre-service English teachers for teaching. Thus, microteaching guided by an expert secondary school English teacher ~~determines-facilitates~~ pre-service English teachers in acquiring their pedagogical content knowledge (PCK) and ~~changing-making sure~~ their teaching performance ~~isn~~ effective teaching.

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 ~~that is~~ 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) that a supervisor does not only have the ~~duty-responsibiity~~ of monitoring pre-service teachers' teaching practice, but also 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) in which a supervisor only plays 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 ~~intensively~~ through the process of microteaching. It is because they need a model ~~provided~~ and demonstrated by the supervisor ~~through which includes~~ the process of determining the appropriate ~~of~~ teaching techniques used, how to create a lesson plan, how to teach an effective ~~teaching 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 ~~as an of~~ instructor means that an expert secondary school English 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 ~~the an~~ exemplary lessons to them which ~~will be can~~ serve as a guideline and/or a description ~~to them~~ of how to teach. The role as a counselor means that an expert secondary school English teacher guides pre-service English teachers and gives ~~chances to~~ 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 ~~to~~ her to demonstrate how to handle ~~or cope with the~~ learning problems. Meanwhile, the role ~~as an of~~ evaluator means that it relates to an expert secondary school English teacher's ability in evaluating and/or assessing not only pre-service English teachers' PCK, but also their teaching performances. She figures

~~outdetermines~~ not only the weaknesses, but also the strengths of their teaching ~~performed by them~~.

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~~ ~~them~~ at the end of the microteaching class. The questionnaire which consisted of 30 questions was focused on the three roles of the supervisor: ~~an~~ instructor, a counselor, and ~~an~~ evaluator, ~~as proposed by Dagget et al. (1979) and Johnson & Knaupp (1970)~~. The questionnaire ~~was provided in~~ 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 ~~tried out~~ ~~piloted to~~ ~~with~~ sixty pre-service English teachers at STKIP Jombang, East Java. ~~Based on~~ Pearson Product Correlations show that the ~~significant~~ scores ~~of on~~ thirty of the questionnaire ~~statements~~ ~~items~~ were ~~significant at the higher than the values of 0.05 level~~ ~~levels of significance~~. ~~It means that all of them were valid to be employed in this study~~. ~~Meanwhile~~ ~~oreover~~, the reliability coefficient of the questionnaire was gauged ~~by through its~~ internal consistency ~~y~~ ~~method~~, ~~in which~~ ~~and~~ the Cronbach's Alpha was 0.91 ~~which~~. ~~It~~ means that the questionnaire was categorized at a high reliability level. ~~Therefore, the questionnaire is said to be reliable~~.

The data from the questionnaire were tabulated and analyzed descriptively to describe the roles of ~~an~~ 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 ~~know~~ ~~determine~~ what pre-service English teachers expected from an expert secondary school English teacher in microteaching class. Furthermore, the interview was analyzed descriptively to explain what they most expected from the three roles of an expert secondary English teacher ~~in microteaching class~~.

Findings and Discussion

The questionnaire distributed to eleven pre-service English teachers yielded the roles of an expert secondary English teacher in microteaching class, which were grouped into three headings: instructor, counselor, and evaluator. Each role is ~~depicted~~ ~~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. ~~Involving an expert secondary English teacher in microteaching class could not be avoided from her roles as a supervisor~~. 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 in microteaching class~~ can be seen in Table 1.

TABLE 1
The Results of 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 ~~explicates-displays~~ pre-service English teachers' expectations ~~from 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 are at point of 1, 2, and 5. Those are related to teaching techniques that were not taught and demonstrated in detail ~~to them~~. Most pre-service English teachers expected that an expert secondary school English 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. ~~Meanwhile,~~ The highest scores are at point of 3 & 9. Pre-service English teachers explained that an expert secondary school English teacher helped them ~~much-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 by Dagget 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 given~~ to the students. In the process of teaching and learning, the exemplary lessons and/or video tapes of good teaching shared ~~with~~, also ~~helped-provided~~ them ~~in-with~~ having a clear description of how to teach.

Commented [CAC1]: What does this mean?? rewrite

Commented [CAC2]: Again this phrase is not understandable; please rewrite

The Role as a Counselor

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

TABLE 2

The ~~Result of~~ 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 the role of pre-service English teachers' expectations toward the counselor role. The highest score obtained from twelve questionnaire statements is 3.9, in which an expert secondary school English teacher should let pre-service English teachers 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 to telling pre-service English teachers what what to do in carrying out the instructional processes, helping them pre service teachers with their teaching problems, and serving as a counselor for their teaching problems respectively have the same scores of 3.4. At the same time, the scores of 3.2 are also respectively gained when an expert secondary English teacher had been available for consultation, gave general ideas about teaching, allowed them to explore their teaching ability, and allowed them to discuss their teaching problems with their own friends. Meanwhile, at the point of using small group meetings for discussing the techniques and the procedures, giving a chance to learn at their own rate, and telling what techniques to use, have somewhat similar scores i.e., 3.1, 3.0 and 3.0.

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The results shows 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 to them for to have a consultation period during microteaching. It does not mean that pre-service English teachers must follow all instructions given by an expert secondary English teacher, but rather let them develop their own 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 own style of teaching. It also enabled them to discuss how to counter their teaching problems with an expert secondary English teacher. At this point, communication between an expert secondary English teacher and a pre-service English teachers was important to counter the any problems. This result is in line with Thorsen (2016) who said that communication is essential to perceive the what teachers' role in teacher education programs.

The Role as an Evaluator

The third role observed from an expert secondary 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 shown of the evaluator role in microteaching class is presented in Table 3.

TABLE 3
The Result of Evaluator Role in Microteaching Class

	Questionnaire Statements (QS)	Score
QS_23	Tell me what is wrong with my teaching	4
QS_24	Identify the major faults of my teaching	4
QS_25	Criticize my classroom mannerism	3.7

QS_26	Emphasize the strong of my teaching	4
QS_27	Watch video recording and criticize my teaching for giving feedback	3.1
QS_28	Observe and criticize all my teaching performances in terms of where I need to make improvements	3.7
QS_29	Evaluate periodically the effectiveness of my teaching by telling me what I did wrong	3.8
QS_30	Make recommendations to me concerning teaching performances	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, ~~encompassing-consisting of~~ telling pre-service English teachers what was wrong with their teaching, identifying the major faults of their teaching, and emphasizing the ~~strong-strength~~ of their teaching. It means that an expert ~~secondary-English~~ teacher played her role well in terms of those three things. ~~Those were also crucial for them to determine the next better teaching~~ (Baseer et al., 2017). Next, the scores of 3.8, 3.8, 3.7, and 3.7 ~~are-were~~ obtained through the activities of evaluating periodically 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 ~~that-needed~~ to make improvements. ~~Meanwhile~~ Moreover, the lowest score of 3.1 ~~is-was~~ obtained ~~for the task of through~~ watching video recording for giving feedback. The feedback from an expert ~~secondary-English~~ teacher was commonly given directly after their teaching performances by emphasizing not only the weaknesses but also ~~both~~ the strengths of their teaching.

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

The descriptive results as illustrated in Table 4, shows 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 points i.e., instructor, counselor, and evaluator. From Table 4, it can be seen that the role as evaluator ~~is-has~~ the highest mean score (3.76) ~~among two others~~. 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 strengthens 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-

Marques (2015) who states that a supervisor in microteaching class needs to stimulate pre-service English teachers to reflect on their teaching including to solve the problems of teaching and make the 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 to on pedagogical actions. From this point, a supervisor has three important roles to runplay either as evaluator, as counselor, or as instructor. Pre-service English teachers expected that those three roles could be played well by a supervisor in microteaching class which was not only emphasized on the way she evaluated pre-service English teachers' teaching, but also teach them how to make effective teaching and help them to solve their teaching problems.

Conclusion

From these findings, we point out have determined that supervisors play the three roles of a supervisor as expected by pre-service English teachers 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 has played her role as is that of an evaluator, well in which this role is at the highest achievement. However, it was also found that the expert teachers she needs to use and watch video recordings together with pre-service English teachers to evaluate and give feedback of on their teaching. Second, regarding to the role of instructor, an expert secondary English teacher needs to teach pre-service English teachers with by using various teaching techniques including how to apply use them in the teaching and learning process. Third, concerning the role of counselor, an expert secondary school English teacher should interact more with pre-service English teachers intensively and assist them with through t their teaching problems. By discussing their teaching problems, it will help triggers them to think critically about how to solve their these own 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.

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Pre-Service English Teachers' Voices:

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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 English teacher. Her main role in microteaching class is as a supervisor, guiding and assisting pre-service English teachers in preparing their teaching. It is in line with He (2010) 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 is never 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; Russel & Russel, 2011, Thorsen, 2016). Thus, this study is an attempt to clarify pre-service English teachers' expectation towards a supervisor (an expert secondary English teacher) in a microteaching class.

Literature Review

Microteaching Guided by an Expert Secondary 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 practices. Therefore, an expert secondary English teacher is involved in microteaching class to assist pre-service teachers in changing their performance of teaching (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 secondary school English teacher provides feedback to pre-service teachers' performance of teaching simulation. When one pre-service English teachers is teaching, the others are playing their roles as students.

There are three phases of microteaching guided by an expert school secondary English teacher i.e., knowledge acquisition phase, skill acquisition phase, and transfer phase of microteaching (Banga, 2014). First, the knowledge acquisition phase means that the expert secondary school English 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 secondary school English 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) that a supervisor does not only have the responsibility of monitoring pre-service teachers' teaching practice, but also 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) in which a supervisor only plays 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 intensively 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 secondary school English 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 secondary school English 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 secondary school English 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 by through its internal consistency, and the Cronbach Alphas 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 English teacher in microteaching class. Furthermore, the interview was 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 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 the items number of 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 secondary school English 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 at the items number of 3 & 9. Pre-service English teachers explained that an expert secondary school English 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 by Dagget 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 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 an expert secondary school English teacher should let pre-service English teachers 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 respectively gained for the items covering an expert teacher's availability for consultation, giving general ideas about teaching, allowing them to explore their teaching ability, and allowing them to discuss their teaching problems with their own 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 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 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 is presented in Table 3.

TABLE 3
The Evaluator Role in Microteaching Class

	Questionnaire Statements (QS)	Score
QS_23	Tell me what is wrong with my teaching	4
QS_24	Identify the major faults of my teaching	4
QS_25	Criticize my classroom mannerism	3.7
QS_26	Emphasize the strong of my teaching	4
QS_27	Watch video recording and criticize my teaching for giving feedback	3.1
QS_28	Observe and criticize all my teaching performances in terms of where I need to make improvements	3.7
QS_29	Evaluate periodically the effectiveness of my teaching by telling me what I did wrong	3.8
QS_30	Make recommendations to me concerning teaching performances	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 things. The evaluator role is crucial for pre-service teachers to determine the next 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 evaluating periodically 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 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 points 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-Marques (2015) who states that a supervisor in microteaching class needs to stimulate pre-service English teachers to reflect on their teaching including to solve the problems of teaching and make the 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 supervisors 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 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 secondary school English 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.

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

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Introduction

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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 Dagget 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 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 teachers 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	Tell me what is wrong with my teaching	4
QS_24	Identify the major faults of my teaching	4
QS_25	Criticize my classroom mannerism	3.7
QS_26	Emphasize the strong of my teaching	4
QS_27	Watch video recording and criticize my teaching for giving feedback	3.1
QS_28	Observe and criticize all my teaching performances in terms of where I need to make improvements	3.7
QS_29	Evaluate periodically the effectiveness of my teaching by telling me what I did wrong	3.8
QS_30	Make recommendations to me concerning teaching performances	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-Marques (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 supervisors 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.

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

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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; Russel & Russel, 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 practices. 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.

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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.

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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".

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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
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QS_9	Offer instruction in preparing evaluation material	3.9
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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 Dagget 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 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.

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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 teachers 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	Tell me what is wrong with my teaching	4
QS_24	Identify the major faults of my teaching	4
QS_25	Criticize my classroom mannerism	3.7
QS_26	Emphasize the strong of my teaching	4
QS_27	Watch video recording and criticize my teaching for giving feedback	3.1
QS_28	Observe and criticize all my teaching performances in terms of where I need to make improvements	3.7
QS_29	Evaluate periodically the effectiveness of my teaching by telling me what I did wrong	3.8
QS_30	Make recommendations to me concerning teaching performances	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-Marques (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 supervisors 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.

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

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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 practices. 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 Dagget 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

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
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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 teachers 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.

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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

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QS_30	Make recommendations to me concerning teaching performances	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.

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The Descriptive Statistics of Supervisor Roles in Microteaching Class

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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-Marques (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 supervisors 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.

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