



# An Action Research Investigation of the Impact of Using Online Feedback Videos to Promote Self-Reflection on the Microteaching of Preservice EFL Teachers

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## Abstract

A growing number of researchers have investigated the potential of using video recordings to foster greater self-reflection in pre-service teacher preparation programs. However, at present, few investigations have explored secondary-level pre-service teachers' perceptions of in-the-moment video recorded feedback on their teaching. Thus, pre-service teachers taught video recorded microteaching lessons and were given video recorded feedback from their course instructor. The lessons were conducted during the Covid-19 lockdown so it was not possible for the course instructor to conduct more interactive face-to-face lessons. Each participant's lesson with instructor feedback was shared with their classmates. Qualitative data were collected and analyzed regarding their experiences and perceptions of the microteaching and feedback they received. Findings revealed that they learned general teaching principles, and identified several specific teaching practices (e.g., lesson planning). They also felt that the feedback was extensive and detailed and offered an objective perspective on their teaching that they could review many times. Some drawbacks of the video feedback included their nervousness about sharing it, some reservations they had regarding the authenticity of the process, and their requests for greater interaction with peers about the feedback.

**Keywords** Microteaching · Online feedback videos · Reflective practice · Preservice teachers · English language teaching

## Introduction

Many teacher education programs fail to make explicit connections between theory and practice (Grossman 2005) so pre-service teachers often do not feel like they are prepared for their practicum well enough in their training program (Yan and He 2010). A number of solutions to this problem have been implemented over the years. Two solutions that have proven to be relatively popular ways of helping student teachers connect theory to practice

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is through microteaching and encouraging student teachers' reflective practice by providing them with feedback on their microteaching.

More recently, video recording has been combined with microteaching so that instructors can review the microteaching lesson with student teachers and give them specific feedback that shows them exactly where they are having trouble during a lesson (Deneme 2020; Gungor 2016). However, the existing research in this area appears to be exclusively with pre-service teachers who only watched their own lesson and self-reflected or received feedback from their course instructor rather than studies of student teachers who saw others' microteaching lessons with feedback from the instructor. Thus, the problem remains that the student teachers are usually not left with a record of the feedback that they received and so it is difficult for them to remember the feedback that they or their peers received. Also, peers may not always have the chance to review the lesson with the instructor's feedback and thus they can lose out on being able to learn from the feedback given to their classmates. To address these oversights, the present study investigates pre-service teachers' perceptions of an intervention that provided them with access to video recorded instructor feedback on theirs and their peers' microteaching.

## Review of the Literature

### Theoretical Perspectives

This research is grounded within social constructivist theory which is primarily based upon the work of Lev Vygotsky. He contended that learning occurs in the zone of proximal development (ZPD) which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978, p. 86). In other words, learning is a social process whereby the teacher or a more capable peer can guide a students' learning if the new concept or content is sufficiently related to what the learner already knows.

Social constructivist theory provides the rationale for using online video feedback to scaffold pre-service teachers' understanding of the teaching strategies used in their lesson. Indeed, Güler and Özkan (2018) have argued that "social constructivism emphasizes the need for collaboration among the learners and instructors in the learning process..." (p. 132). In this instance, candidates can collaborate to learn reciprocally from each other and the instructor as they observe each other's video lessons containing the feedback from the instructor.

Instructional techniques based on social constructivism are also argued to be a particularly effective aid for developing the kind of procedural knowledge that new teachers need to learn (Brophy 2006). Thus, through teaching a video lesson, receiving feedback on it, and observing peers do the same, learners can strengthen their understanding of how to use their growing methodological knowledge in their practice to plan and teach more effective lessons.

A second notion that supports using feedback videos is reflective practice theory. The notion of reflective practice grew out of the work of Dewey (1933) and Schon (1983) who argued that expertise in a range of various professions (e.g., architecture, medicine, education etc.) is developed gradually over time through reflective practice. Reflective practice

involves critical examination of our professional practice that allows us to arrive at a deeper understanding of our work. This reflection can also be done collaboratively.

Researchers within the field of language education have asserted that reflective practice can be a valuable professional development tool for both pre-service and in-service teachers to continue to refine their practice. Richards and Lockhart (1996) point out that reflective teaching encourages student teachers to gather data about their teaching to help them reflect critically on their thought processes and teaching practices. Through critical reflection, they can develop the skills to develop aspects of their teaching that need improvement. Reflective practice can expand our understanding of our beliefs, knowledge and attitudes about our practice as well as the teaching and learning process itself. We can use this increased knowledge for further self-evaluation and professional development in a “virtuous cycle” whereby our reflection improves our knowledge which in turn improves our reflection and so forth.

Citing Dewey (1933), Farrell (2018) argues that unreflective teachers are imprisoned by their mindless adherence to impulse, tradition and authority instead of their own informed professional judgement. He contends that in order to prevent this unreflective practice from resulting in eventual burnout, teachers have reflect on their practice. That way, they can strive to better understand and learn from their practice.

### Previous Research on Microteaching Video Feedback

Video recording has increasingly been used with microteaching in order to encourage the deeper reflection of both pre-service and in-service teachers. Teachers can freeze, review, and analyze the video allowing them to pay more attention to the details of their lesson (Hung et al. 2004; Snoeyink 2010) and notice particular features of it that they could not without the video recording (Zhang et al. 2010). Video can also be used to compare against teachers’ often fallible memory of what took place during the lesson. This can provide them with a more accurate basis upon which to begin their reflection (Snoeyink 2010).

Research into the use of video recording as a professional development tool in second and foreign language teaching has yielded mostly positive findings. Several researchers have produced evidence that it does in fact foster teachers’ professional growth. For instance, analysis of microteaching videos develops teachers’ ability to critically analyze their lessons (Akcan 2010) while also enabling them to focus their reflection on specific aspects of those lessons (Setyaningrahyu et al. 2019).

Others have reported that video analysis of their teaching helps language teachers to gain some emotional distance from their lesson (Gaudin and Chaliès 2015) so that they can see themselves from a more objective perspective (Akcan 2010). Pre-service teachers also become better able to assume the perspective of a teacher so they begin to pay attention to issues that teachers should be concerned about (Koc 2011). As a result, their perspective shifts from excessive anxiety about their subjective feelings to become better attuned to more actionable concerns that can actually improve their lessons (Orlova 2009).

Through analyzing videos of their teaching, teachers become better able to identify their strengths and weaknesses (Mercado and Baecher 2014; Serdar Tülüce and Çeçen 2018). For instance, several studies reported that opportunities for lesson video analysis helps improve their teaching skills (Agbayahoun 2017; Liu 2012; Susoy 2015). Other studies have isolated more specific skills that these analyses allow learners to focus on such as their target language use (Savas 2012a, b; Susoy 2015), materials design (Deneme 2020), and classroom management (Setyaningrahyu et al. 2019). With regard to classroom

management, Gungor (2016) has highlighted how pre-service teachers become more aware of their own difficulty in managing student behavior. Koc (2011) has similarly noted that video lesson analyses can make teachers more aware of their students' classroom behaviors and the social dynamics of the class.

Past research into peer feedback has likewise revealed that it provides a number of unique and specific benefits for pre-service teachers. These include helping them to become more aware of their strengths and limitations by providing them with other perspectives on their lessons that allowed them to rethink their practice (Fernandez 2010). This reflection helped them to more clearly distinguish between their current pedagogical practices and the theoretical frameworks that they were learning about in their coursework (Kourieos 2016). As a result, it improved their pedagogic and content knowledge (Okumuş and Yurdakal 2016) and their ability to develop better learning materials, encourage greater participation in their lessons, and understand of the value of peer feedback (Pratiwi 2016).

Nevertheless, findings from previous research were not always positive. Some studies have reported that the preparation for video-based lesson feedback was time-consuming for pre-service teachers (Savas 2012a, b) and for teacher educators to provide formative assessment on (Eröz-Tuğa 2013). Others have stated that they feel anxious or nervous to be filmed while teaching (Savas 2012a, b; Serdar Tülüce and Çeçen 2018) either because they feel uncomfortable being filmed (Hockly 2018) or because they fear making mistakes and receiving a negative evaluation from their peers or supervisor (Mercado and Baecher 2014).

A few researchers have noted some issues that appear to be based upon teachers' lack of experience with this form of evaluation. For instance, some have complained that videotaped microteaching is artificial in the sense that teachers will often rehearse with their students beforehand and miss the point of presenting an authentic class for which they could get honest and helpful feedback (Savas 2012a, b). As well, limited experience with self-evaluation leads some teachers to want to make excuses for their poor performance rather than see this as an opportunity for reflection and professional growth (Agbayahoun 2017). Concerns have also been raised over problems with teachers' limited technological literacy that may hinder their ability to record, edit or share the videos that are needed for their evaluation (Koc 2011; Liu 2012). These negative aspects of videotaped microteaching have not received as much attention in past research, but they certainly need to be identified and discussed so that workable solutions for moving beyond them can be put forward.

Previous investigations of video recordings of pre-service teachers' microteaching were based upon the pre-service teachers receiving face-to-face feedback on their performance rather than video-recorded feedback. In contrast, the current study investigated pre-service teachers' perceptions of video recorded feedback that they have received on their video recorded microteaching lessons. That is, the feedback given in the present study is asynchronous and recorded so that participants can watch it whenever they want as many times as they want. This can allow the teacher educator to give inexperienced pre-service teachers in-the-moment feedback on their teaching that they can learn from and that their colleagues can learn from as well. Thus, participants saw a recording of their instructor watching and their microteaching lesson and pausing it to react to it as it was being taught. This investigation aims to discover more about pre-service teachers' perceptions of video-recorded feedback on their microteaching. The findings from the current study can refine our understanding of what pre-service teachers can learn through an innovative form of using picture-in-picture screencast software to provide feedback on their teaching (i.e., in the style of "reaction videos" commonly found on YouTube) and learn more about how they think it helps them as well as its unique affordances and limitations. To that end, the

present investigation will ask the following research questions: (1) What did pre-service EFL teachers learn from the video feedback on their lesson presentations? (2) What were the pre-service EFL teachers' opinions of the video feedback they received on their lesson presentations?

## Methodology

### Context and Participants

The sample included 14 third and fourth-year pre-service teachers in an undergraduate English education program who took a practicum preparation course during the fall semester of 2020. They were pre-service teachers attending the college of education in a national university in the southern region of South Korea. Participants ranged in age from 21 to 27 years with a mean age of approximately 23 years old. Eleven of the 14 class members majored in English education. There were 10 females and four males in the class.

The course was an elective that was recently added to the curriculum to give the students an opportunity to prepare for their practicum and the demonstration lesson phase of the national teacher's exam. The course covered how to plan and deliver effective lessons for the four skills. The first few sessions reviewed various instructional techniques and strategies as well as discussed the traits of an effective English language teacher. Time in the course was also devoted to preparing for the interview component of the National Teachers Exam. The second half of the course focused on each student teaching a 20 min lesson presentation where he or she demonstrated an abbreviated lesson that will be discussed in the next section.

### The Feedback Video Lesson

Each student in the course prepared a 20 min lesson presentation where he or she demonstrated a shortened lesson that was based upon a lesson plan that he or she had previously submitted. This lesson presentation was also based upon instructional materials (e.g., textbooks) that were used in Korean public schools. Participants recorded their lesson presentation and submitted it online for feedback from the course instructor. Unfortunately, the course took place during the events of the Covid-19 quarantine so the participants could not teach their lesson to a "live" class. During the period that the practicum preparation course was offered, Korea was on lockdown so university classes had to be conducted online to ensure proper social distancing. Thus, they had to record a video of themselves simulating a face-to-face lesson. Although this form of microteaching was less authentic, participants simulating that they had students during microteaching did allow them to reveal a number of the common limitations that novice teachers often have that they could be given feedback on to help them more effectively manage that particular aspect of their lesson. For example, some classroom management issues that they had related to their ability to present confidently as well as provide comprehensible explanations of target language features and succinct instructions for classroom activities.

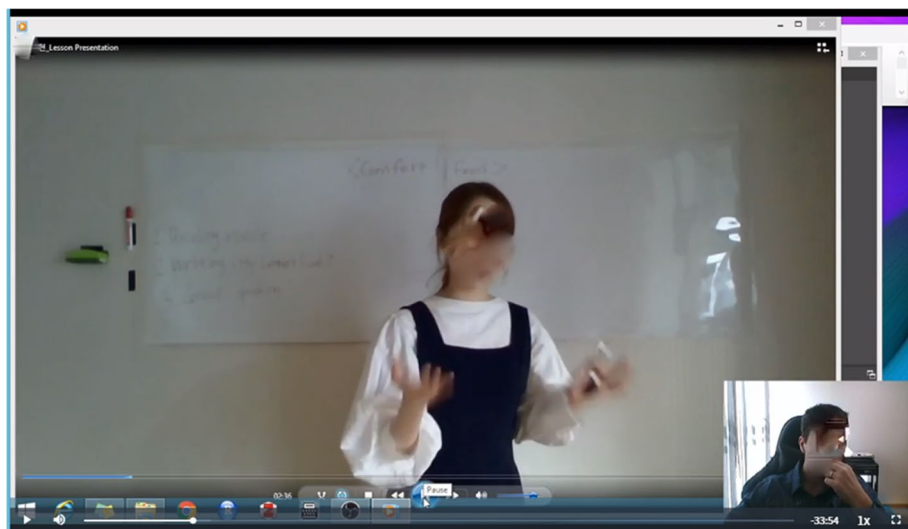
They then uploaded the completed video to the course management software where the course instructor then downloaded it, watched it and recorded himself watching and reacting to it using the Open Broadcaster Software. Only class members and the instructor had access to these videos. As the instructor was watching the video, he would pause

the video at moments during the lesson when he saw some aspect of the lesson that he felt deserved commentary and he then provided feedback in the recording. For example, if the lesson presenter had forgotten to introduce the objectives of the lesson. Figure 1 contains a screenshot of the instructor commenting on a participant's presentation. When the instructor had finished watching and commenting on the video, he uploaded it back onto the course management system for the presenter and other members of the class to watch.

## Data Collection

This action research study involved a thematic analysis of the qualitative data generated by the pre-service teachers who participated in the microteaching video feedback sessions. This kind of investigation of micro teaching can be conceptualized as action research in its encouragement of systematic inquiry and continuous instructor-student feedback for the purposes of guiding the student to improve their instructional practice (Mills 2000). It is also action-oriented in the participatory roles it offers for learning through participants engaging in practice instruction and peer observation of feedback on others' practice. Fourteen open-ended reflection forms, 14 microteaching lesson videos with instructor feedback, and personal reflections of the instructor (the author) were used to triangulate richer data regarding the pre-service teachers' perceptions of the instructor feedback microteaching videos that they accessed as part of their practicum preparation course. Instructor feedback generally related to their demeanor, lesson delivery, lesson organization and timing, use of English and Korean, instructional techniques and activities used, feedback they gave, classroom management, as well as other individual issues that arose during the course of the lesson.

The pre-service teachers were given a form with nine open-ended questions at the end of the semester. In the form, they were asked about the advantages and drawbacks of the feedback and what they learned about their teaching. They were also asked about their



**Fig. 1** A screenshot of the course instructor providing feedback on a lesson presentation

suggestions to improve the process, thoughts on seeing the feedback given to their classmates and how this feedback compared with the feedback they had gotten in face-to-face classes. They had the option of answering in English or Korean the responses that were written in Korean were translated by a Korean native speaker assistant.

## Data Analysis

The data were manually analyzed using grounded theory techniques. The reflection forms were read to get an overall sense of the data. They were then reread to inductively identify patterns within the data and generate the codes upon which the themes in the findings are based (Lichtman 2012). Codes were generated that addressed the research questions through the constant comparison method (Creswell 2013) by analyzing participants' responses through open, axial, and selective coding (Strauss and Corbin 1990). More carefully developed codes were then organized into related categories and themes that addressed the research questions (Bogdan and Biklen 2007).

## Results and Discussion

### What Participants Felt they Learned about their Teaching

#### Perception that they Learned New Teaching Skills

The majority of the participants stated that they felt as though they could learn new teaching skills as a result of the online individualized video feedback that they received. They mentioned that the course allowed them to observe themselves and reflect on how they can make their teaching better. Rie-ah<sup>1</sup> a fourth-year student, noted that it was the first time that she could get such specific feedback and have the chance to focus on her teaching skills. Several other candidates also expressed that the class is “necessary” for students to prepare for the demonstration lesson section of the Korean National Teachers' Exam.

Participants also said that they could get some teaching tips from observing their peers and the feedback that their peers received. Rie-ah said that she could see various kinds of teaching skills and styles which helped her to realize that every student has both good and weak points that she could learn from. Young-ha stated that watching the videos helped her to better understand how to organize a lesson. She also mentioned that she took notes as she watched her peers (which she was not required to do) and she “could steal some idea and activities that [she] couldn't even think of.” These findings generally correspond to those of earlier researchers who have reported that the student teachers they investigated similarly responded that reflecting on the basis of a video recording of their teaching positively influenced their teaching skills (Yatun 2017). Indeed, these pre-service teachers oftentimes come to realize how complex teaching is and how much more they need to learn. They can also gain some new insights into their own practice that are specific to their own specific situation (Orlova 2009).

Several participants also mentioned that they learned more about teaching from observing their peers' feedback lessons. Through observing their peers' lessons, they were able to

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<sup>1</sup> All names of participants in the study are pseudonyms.

observe the strengths and weaknesses of others as well as note peers' mistakes that were commented upon by the course instructor. Jae-yoon expressed that.

*"I think this is the biggest advantage of this class. Through the classes of other students, I became more aware of the strengths and weaknesses, and it greatly influenced my class. And because it is very difficult to have such an opportunity, I think it is a very valuable time".*

In other words, he believed that the greatest benefit of watching the online feedback videos was that he could become aware of the strengths and weaknesses of others' teaching and these insights could inform his own teaching. Da-jung agreed and mentioned that seeing others' lessons with feedback as well as her own allowed her to compare herself with them which she believed was the greatest advantage of the process.

Rie-ah and Do-won shared the same opinion that watching their classmate's presentation with the instructor's feedback allowed them to reflect more on their own teaching. They were able to learn not just from others' mistakes, but also from the positive aspects of their classmates' instructional practice. In particular, Jae-hyun, Dong-yeon and Ha-sun noted that they were able to perceive recurring patterns in the feedback over time which gave Ha-sun the opportunity to think about what mistakes her classmates had made in common.

The results of previous research reveal that reflection on teaching raises pre-service teachers' learning about instructional practice (Liu 2012) as well as their awareness of their strengths and weaknesses as teachers (Akcan 2010; Gungor 2016; Mercado and Baecher 2014). It also helps them to see the mistakes that they had unknowingly made while teaching (Serdar Tülüce and Çeçen 2018, p. 78) and "aspects of their teaching they wouldn't have thought about if they had not gone through the reflection task..." (Agbayahoun 2017, p. 80). For example, they were able to focus on facets of their teaching that they struggled with such as classroom management, using the target language and behaving appropriately themselves (Gungor 2016).

Similarly, watching video recordings of their lessons with their supervisor lead candidates in another study to be more engaged in critically analyzing their lessons to grasp what caused their behaviors during the lessons (Akcan 2010). As these findings and those of other past studies indicate, pre-service teachers in a variety of different contexts felt as though they learned new teaching skills as a result of watching and reflecting on the teaching videos of either themselves or their peers.

## Learned about General Teaching Principles

Participants mentioned several general principles of teaching that they learned from watching theirs and their classmates' feedback videos. One example of an important teaching principle that participants said they developed was a greater awareness of the importance of paying attention to how they present themselves. This included Do-won's realization that his explanations were sometimes difficult to understand or that Tae-hee tended to use fillers ('e.g., Uh-, Umm-') and repeat herself to an extent where it could be quite distracting for her learners. Da-jung also commented on feedback that she received on her non-verbal communication noting that:

*...the professor gave feedback that the greeting was too stiff to be like a robot. I wasn't sure if I was talking like that. However, as a result of observing while refer-*



*ring to other people's videos and comparing them, I could definitely find awkward parts in the expression and voice.*

This comment demonstrates that the feedback that she received from the instructor and having the ability to compare her own performance with that of her peers helped her to realize that her self-presentation was somewhat less natural than she initially thought. Thus, it appears that the instructor's feedback in combination with comparing her performance with her classmates encouraged her to reconsider her tone of voice when teaching. In this way, participants could realize that they needed to be aware of how their self-presentation can affect their students' learning.

Several researchers in previous studies also reported similar responses from participants that watching the videos of themselves helped them to notice aspects of their self-presentation and lesson delivery that were problematic and thus in need of additional attention. For instance, analysis of videos of their microteaching allowed pre-service teachers to notice the strengths and weaknesses in their language use (Deneme 2020). It also helped them to pay more attention to and improve their English proficiency as well as rehearse their use of classroom English before their actual lessons (Savas 2012a, b). Analyzing these lesson videos also helped teacher candidates to become more aware of the classroom atmosphere and how it can impact lesson delivery (Susoy 2015).

A second common teaching principle that several participants mentioned was classroom management. Participants identified several different aspects of classroom management that they learned about as a result of watching the feedback videos. For example, Rie-ah understood more about devising specific lesson objectives, activating students' background knowledge prior to having them read, and the advantages of using cooperative learning activities. Dong-yeon appreciated having the chance to see new activity ideas, classroom language use, student–teacher interaction styles and possible solutions to common problems experienced in the classroom. Jiyeon discovered the importance of making connections across lessons and the need to circulate enough to check in with students while they were doing activities. Ha-sun appreciated having the opportunity to think about how to maintain the learners' interest throughout the lesson.

Pre-service English teachers in one study created their own dramatizations of challenging classroom management scenarios. They then analyzed their peers' dramatizations. They stated that this assignment helped them to develop a clearer sense of how to behave like a teacher and see classroom situations from the perspective of a teacher rather than student which gave them more confidence in their teaching (Koc 2011). Another study praised video recording of micro teaching because it was found to focus pre-service EFL teachers' attention more upon teaching-related and actionable concerns like classroom management and self-management rather than their more subjective feelings about the experience which ultimately had minimal impact on their classroom practice (Setyaningrahayu et al. 2019).

Orlova (2009) similarly argued that teachers who use video to reflect of their practice become able to shift their perspective:

*Their initial concerns about their actions and egos...gradually changed, and their attention was redirected towards the learners' behavior and interaction. Thus the "actor's syndrome" was replaced by the "stage director's attitude" as the teachers realized that it is not they who need to practice English in the classroom but rather their students" (p. 33).*

Thus, through analyzing video of their own teaching as well as that of their peers, they can become able to see the classroom from a broader perspective.

Several participants also commented on how watching the feedback videos helped them to understand the structure of various kinds of lesson formats such as grammar, listening and speaking etc. More specifically, Da-jung remarked that she was able to learn that the timing of the various parts of her lesson was out of balance and that she spent too much time on the introduction. Likewise, the feedback video helped Do-won to realize that his lesson was too teacher centered.

Prior research similarly revealed how participants' self-reflective analysis of their video lessons allowed them to closely examine their performance in terms of their planning and execution of their lesson to help them see the positives and negatives of their teaching (Agbayahoun 2017). These self-reflection opportunities allowed them to question and alter their teaching practice (Susoy 2015). It also enabled them to see classroom problems from the perspective of the student which provided greater insight into the problems and helped them to arrive at workable solutions to those challenges (Koc 2011).

### Specific Teaching Practices they Learned About

Participants pointed out a number of more specific teaching techniques and practices that they learned from watching the online feedback video lessons. For instance, Ha-sun said that she drew ideas for good teaching methods from the class demonstration videos of other students. Jae-hyun also realized the importance of having clearly structured lessons from watching his peers' feedback videos.

Others mentioned some other methods that they learned including how to build rapport with students by remembering their names (Jae-hyun) and how to clearly use more targeted strategies to check student understanding (e.g., CCQs) than just asking them if they understand (Young-ha). Dong-yeon talked about realizing the importance of giving students "thinking time" before having them speak. She and Da-jung also commented on the necessity of letting students know when they had the wrong answer and giving them specific feedback about their performance. Jiyeon pointed out that *"...it was a great opportunity to set up various kinds of problem situations that students may face during class and think about how to respond flexibly."* That is, microteaching feedback videos can give the teachers the chance to anticipate some of the problems that they believe they will face in their teaching and then show how they might attempt to address those problems. For example, some teachers pretended that students did not understand their explanations or instructions. Others acted like their students were off task during group work.

These findings are generally in accordance with those reported in a number of other studies. These researchers have concluded that video feedback enabled teachers to see problematic aspects of their teaching of which they were unaware. These insights aided teachers in improving specific teaching strategies to address those previously unknown shortcomings (Mercado and Baecher 2014). They also improved their skills with regard to important facets of their teaching such as writing lesson plans, developing materials and employing a variety of teaching methods (Deneme 2020) as well as skill in teaching in the target language (Savas 2012a, b).

### Enhanced feedback Offered through Video

#### An Objective Perspective on Teaching

One of the main advantages that a few of the participants pointed out was that watching the feedback videos helped them to see their own teaching more objectively. For instance,

Ha-sun mentioned that the video feedback she received helped her to “improve [her] teaching methods a lot [because by] looking at the feedback from my class demonstration video, I could see if there were any unconscious mistakes or what was lacking...” That is, watching the feedback video helped her to notice any unintentional mistakes that she was making. Likewise, Boyeon thought that watching the videos helped her to learn “...what points in the class that I did not consider to be strengthened and improved.” This was because “In addition to direct feedback, [she] was able to objectively see non-verbal parts such as actions, speech, and gaze processing that [she needed] to correct while watching the video of [her] class demonstration.

Other prior studies also have also shared similar findings that participants felt as though analysis of their video lessons allowed them to view their lessons in a more objective way (Savas 2012a, b; Snoeyink 2010). That is, teacher candidates described how watching their videotaped lesson with their supervisor gave them an outsider perspective that made them more detached and critical to discern their mistakes and strive to do better. They also expressed that they might be able to maintain this objective stance toward their self-evaluation in the future (Akcan 2010).

Although they can be somewhat dissatisfied with their performance, “showing instead of telling” through videos of their microteaching lets teacher candidates actually see their own classroom practices rather than just hear about them from a mentor or evaluator (Eröz-Tuğ̃a 2013). This can give them a better chance to realize what problems they are having for themselves. As well, analyzing their teaching on the video removes them from the commotion of the actual lesson to help them develop their ability to pay attention to, notice and make sense of what they are seeing. Analyzing videos of their lessons over time can also stimulate them to alter their pedagogical practice if necessary (Gaudin and Chaliès 2015).

## Extensive and Detailed Feedback

A second advantage of the feedback video that several of the participants praised was that they were able to get extensive and detailed feedback on their lesson. Ha-sun commented that “it was very helpful to stop the feedback in the middle and explain in detail what was good and what should be improved.” Hae-young added that “it was good because the feedback time was relatively long and detailed.” She also expressed that “it was nice to be able to take time and give class presentations like in the real world, and to analyze in detail the habits and tone I did not know while watching the video filmed myself” (Hae-young). This comment seems to indicate that this kind of detailed analysis can help her see aspects of her teaching performance that she did not notice before. Jiyeon pointed out that the affordance of the feedback being online was that “it was nice to be able to receive meticulous feedback online one by one because there is a time limit when taking classes in the classroom.” That is, the student could take their time reviewing the detailed feedback outside the class because, unlike a face-to-face class, there was no time restriction on how long they needed to take to review the feedback.

## Targets Specific Parts of the Lesson

One feature of the online feedback videos that the majority of participants liked was that the video’s could be paused in the middle of the lesson. This allows the instructor to give feedback right at the moment when he or she wants to highlight a particular action taken

by the teacher candidate rather than having to wait until the end of the lesson. Boyeon liked this because the feedback was directly connected to a specific part of the lesson so she could “...know exactly which part the words correspond to by receiving feedback while playing the video of their class demonstration together, and to know what is lacking or well done in each part.” That is, she could see exactly which part of her lesson the feedback was referring to and what was wrong with it. With traditional feedback, it is not always so certain.

Others also appreciated being able to see exactly what part of their lesson the instructor was giving feedback on and this made the instructor’s feedback more relevant and convincing because they knew precisely what the feedback was referring to. Da-jung stated:

*“I think I can improve my class through online feedback. In order to give online feedback, I played the video and stopped at the part to give feedback, so I could see the scene and also gave specific feedback on the scene, which helped improve the class. If I had received the feedback on paper, it would have been difficult to know where I thought so, but I received the feedback online and it felt more vivid.”*

This mode of feedback allowed participants to have access to more detailed information. Dong-yeon said that he was able to receive the level of detail in the feedback that he did because the instructor could pause the video at the exact scene in the lesson where he wanted and comment right then which is “impossible in face-to-face classes.” Jiyeon added that if the instructor had given feedback after the lesson like in a face-to-face class “...there may be cases in which feedback on minor points or very specific areas may be omitted due to the focus on the presentation or the flow of the class is fast” (Jiyeon). Thus, some details did not get overlooked that might have been missed in a face-to-face lesson.

Hae-young made the point that having feedback delivered as the video lesson was occurring made it easier to understand. She said “it was possible to clearly understand where and what points to improve in detail. It was also a great opportunity to take notes and learn what the presenter did well or stood out while watching the feedback videos of other students’ class presentations.” She also said that feedback delivered in this way was easier to remember stating “...online feedback is more vivid [than face-to-face] because you can listen to the intermediate feedback while watching the class video with the professor, not after class, and it seems that the feedback will remain a bit longer.” Thus, in at least one participant’s view, this targeted feedback was easier to comprehend and remember in the longer term.

## Review the Lesson Multiple Times

Another feature of the feedback that the majority of participants valued was having the ability to re-watch it. The online feedback was convenient because it allowed them to re-watch parts that they missed or pause the video to take notes on the feedback that they received. Some preferred this kind of feedback over face-to-face because they could review the feedback multiple times to “review the mistakes I made several times...and listen to the professor’s advice again” (Da-jung). This comment illustrates how they can get more out of the video feedback by being able to go back over it multiple times.

Some participants mentioned that being able to replay the video feedback lesson several times allowed them to re-listen and catch the parts that they otherwise would have missed or failed to understand the first time they heard it. Jae-yoon remarked that this feature let him revisit the video to see more detail about the feedback that he was receiving. This is something

that they otherwise would not have been able to do in a face-to-face lesson. Ha-sun stated that being able to view the feedback on her and others' lessons repeatedly encouraged her to reflect more deeply on the content of the lessons so that "it became an opportunity to think about what was lacking and how to correct that part more effectively."

As with the findings of the present study, previous research has also shown that the use of video recorded lessons offers numerous benefits to both pre- and in-service teachers. For instance, video provides an audio-visual record of a teaching situation (Quigley and Nyquist 1992). It can focus a learner's attention and help them to better understand the events it contains by giving them the ability to pause, rewind and replay to review, annotate and analyze it in considerable detail (Hung et al. 2004; Setyaningrahyu et al. 2019; Snoeyink 2010). This enables review of the teaching and the ability to notice aspects of it that would ordinarily be overlooked (Zhang et al. 2010). If students cannot see video of their teaching, all they have to go on is their memory. The problem is that their memory of what happened may differ from what actually occurred. Video enables them to see the difference between what they remembered happening in the lesson and what actually occurred (Snoeyink 2010). This can then prompt teachers to reevaluate their practice with greater care.

Access to video recordings of language teachers' instruction encourages reflection from them that is "specific, focused and evaluative". This type of feedback is based on "rich and reliable data, especially for non-native pre-service teachers to reflect upon their communication skills and allows students to refer back to the recording" (Setyaningrahyu et al. 2019, p. 161). In other words, video of candidates' teaching offers language teachers the means to zero in on and scrutinize aspects of their teaching strategy or target language use that they would not be able to if they had to rely on their memory alone. A second advantage of this for lower L2 proficiency non-native speaking language teachers is that if they are receiving feedback in the target language they may have some difficulty understanding that feedback the first time that they hear it. As the participants point out, having a video recording of this feedback can allow them to revisit it as much as they would like until they feel that they understand it.

Having access to videos of their teaching also allowed student teachers to critically reflect on their pedagogical practice "by identifying their weaknesses, providing justifications for their actions, and considering alternatives for their previous decisions. They explored what they could have done to rectify their mistakes and how they could improve their micro lessons" (Serdar Tülüce and Çeçen 2018, p. 79). This self-evaluation can also become rather wide-ranging and detailed in that student teachers can assess their materials design ability, classroom management skill, and target language use through examining the videos of their microteaching (Gungor 2016).

## **Drawbacks of Receiving the Video Feedback**

### **Nervousness and Embarrassment**

Although the participants were unanimously in favor of receiving feedback in this way, they also pointed out several shortcomings with the feedback that they hoped might be addressed in future iterations of the class. For example, Hae-young, Boyeon, Da-jung and Do-won commented that they were nervous and embarrassed that their classmates could watch the video with the feedback and that initially they felt a bit burdened by this. However, they all also stated that while they were initially nervous or embarrassed, the benefits of having a more "objective" evaluation of their teaching and learning from other students' videos made it worthwhile.

## Concerns Regarding Authenticity

A second limitation of the feedback videos that was pointed out by several of the participants was that they do not reflect the conditions of the real classroom. Both Ha-sun and Do-won mentioned that submitting their demonstration lesson in video form online left them feeling as though the sense of realism might be lower than that of a face-to-face class. Tae-hee agreed adding that "...for demonstrating [the] lesson...and paying attention to other students' lesson, face-to-face classes are more appropriate for this course." As Do-won also pointed out that "...in the face-to-face class, there are students who are in front of me...and I think that the tension will increase even more because I can directly feel the gaze of the professor watching me." Ha-sun also did not feel that this video microteaching feedback will prepare her as well for more high-stakes lesson demonstrations like that of the National Teacher's Exam because in online demonstration lessons a lot of tension and realism of an actual class is lost.

## Limited Interaction with Peers

A third disadvantage of this kind of lesson feedback video was that some participants thought that it was not interactive. For example, Rie-ah regretted that she could not directly explain or justify some of the decisions she made during her lesson that were questioned by the instructor and she could not ask questions about others' lesson demonstrations. However, Dong-yeon expressed a contrary view stating that "It was like a real interaction because I could see your facial expressions and gestures as if I were receiving actual feedback in face-to-face." Thus, it appears that their satisfaction with how interactive the feedback was depended on their expectations. Some wanted the chance to speak directly with the instructor about the feedback while others were satisfied just to see the instructor's feedback.

Jae-yoon, Ha-sun, Tae-hee, and Hae-young also indicated that they would have liked to have had the chance to share their feedback on each other's lessons in addition to receiving feedback on their lesson from the instructor. Hae-young expressed disappointment that she "couldn't exchange various opinions because [she] didn't have time to listen to other students' thoughts or feedback on [her] presentation." Ha-sun added that she wondered if it would have been better if she could get feedback on her demonstration "from the perspective of the professor as well as from the perspective of my fellow learners." This comment suggests that she believes that her peers could offer a different perspective than that of the course instructor that she believes she could have benefitted from hearing. Tae-hee and Ha-sun also claimed that being asked to give peer feedback could have compelled them to pay closer attention to her peers' lesson presentations than they actually did.

A number of disadvantages related to video-recorded microteaching have also been described in previous research. Several other studies have reported that pre-service teachers were nervous or anxious to be recorded. This was often because they were afraid of making mistakes (Savas 2012a, b). Similarly, some pre-service teachers in Mercado and Baecher's (2014) research expressed their reluctance to share the footage of their teaching with others such as their peers or supervisors, but if they eventually did, they found the feedback that they received to be generally helpful. Serdar Tülüce and Çeçen (2018) likewise observed that while participants were nervous at the beginning of their filmed microteaching, those feelings dissipated soon after they began to teach. Participants in that study were also initially nervous about watching video of their own lesson but that nervousness also subsided shortly after they began to watch themselves. Hockly (2018) recommended

that to lessen pre-service teachers' anxiety, a mutually-supportive classroom community must be fostered.

Savas (2012a, b) also noted two other participant complaints about the video-recorded microteaching. The first was that the assignment itself was time consuming to prepare for and complete and thus created apparently unnecessary extra work for the student teachers. Another complaint was that the video microteaching lessons were perceived by some as being "artificial" although the author of the study did not elaborate on specifically what was artificial about them.

Peer feedback was discussed in several previous studies and like the participants in the current study the authors noted that peer feedback offers much to enhance video microteaching for pre-service teachers. As those researchers pointed out, peer feedback exposes teachers in training to other viewpoints that can illuminate the positive and negative aspects of on their instructional practice (Fernandez 2010) in addition to allowing them to draw connections between the theory discussed in their educational content courses and their actual teaching experiences (Kourieos 2016). They can then use these insights (Okumuş and Yurdakal 2016) to improve their pedagogical practice and seek peer feedback as a helpful resource in the future (Pratiwi 2016).

## Conclusions and Implications

The findings of this research provided three answers to the research questions regarding what preservice EFL teachers learned from the video feedback on a video recording of their microteaching lesson presentations and their opinions of the video feedback they received on their presentations. First, they believed that they learned new teaching skills, principles, and practices as a result of participating in the video-recorded feedback sessions. A second theme that was generated from the data related to the enhanced feedback offered through video. For instance, participants felt that the feedback provided an objective perspective on their teaching. They also appreciated receiving extensive and detailed feedback that targeted specific parts of their lesson. A final positive benefit that they mentioned was that they could review the lesson multiple times. The unique feature of the video-recorded feedback is that unlike typical feedback that student teacher receive after the lesson, it is given in the moment so that they can see exactly where and when they made a mistake.

In addition to the benefits of the video feedback for their microteaching, participants also pointed out several drawbacks of receiving the video feedback. First, they initially felt nervousness and embarrassment about sharing their teaching video with others. A couple of participants also voiced reservations regarding authenticity of the process. Lastly, a few complained that they had limited interaction with peers and they expressed a need to include an opportunity for peer review. These comments highlight the importance of future lessons incorporating some adaptations to the structure of the microteaching such as ensuring that class participants have "students" for their lesson, as well as setting reflective questions that incorporate more peer reflection and feedback. Peers could also work together to examine and critique other online lesson videos that demonstrate examples of classroom management issues that they are likely to experience themselves when they begin teaching.

Teacher educators should use these kinds of feedback videos because pre-service teachers claim to benefit from them in various ways and this type of video appears to offer unique advantages over other similar types of videos. For example, student teachers can get targeted feedback that they are able to review multiple times. This can facilitate their ability to



receive feedback and process the feedback on a deeper level especially if it is in the target language as it was in the present study. While this microteaching adaptation was initially developed to adjust to the Covid-19 lockdown, it has proven itself to be a valuable experience that should be incorporated into future post-lockdown iterations of the course. This could be done by having students teach a lesson to their peers or students at the university high school and recording their microteaching. This microteaching could then be viewed by the instructor who provides video feedback in the same manner that it was given in this study. Additionally, peer feedback should be incorporated into future face-to-face iterations of the course through providing students with opportunities to complete a peer evaluation form to give to the lesson presenter and offer some video recorded feedback on the strengths and limitations of the microteaching lesson that might be useful for all class members to hear immediately after the microteaching. As well, while learners did have to teach a lesson that was based on a lesson plan that they had written, future versions of the microteaching could be linked with the lesson plan by providing peers with access to the lesson plan and including questions on the peer evaluation form that specifically address the written lesson plan.

This kind of video feedback is valuable and not any more time-consuming to do than the typical in-class microteaching feedback. However, when implementing this kind of feedback, it is important to be mindful of the importance of demonstrating its usefulness for those learners who may doubt its authenticity. As well, as participants requested in the present study, it is worthwhile to incorporate time for student teacher self-reflection and peer feedback in order for the lesson presenters to get other perspectives besides the course instructor on their teaching performance. This can allow them to see their teaching from a variety of different perspectives which may prompt them to reconsider aspects of their teaching they otherwise might have ignored.

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