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# THE REFLECTIVE JOURNEY: INVESTIGATING EFL PRE-SERVICE TEACHERS' REFLECTIVITY ACROSS MICROTEACHING STAGES

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**Abstract:** Microteaching serves as a practical method in teacher education that helps pre-service teachers develop pedagogical competence through structured teaching practice, reflection, and feedback. This study explores the conduct of pre-service teachers in English as a Foreign Language (EFL) program, and evaluate their teaching practice during microteaching sessions at an Islamic State university in Indonesia. Drawing on Amobi's (Amobi, 2005) four-stage framework of reflectivity: describing, informing, confronting, and reconstructing. The study explores patterns of reflection emerging from student teachers' self-reflections and peer evaluations. The participants consisted of 12 sixth-semester undergraduate students (three males and nine females) enrolled in a compulsory microteaching course. Using a qualitative grounded theory approach, data were composed from written self-reflections and peer feedback, and analyzed through content analysis. Findings revealed that participants demonstrated varying levels of reflective engagement across the four stages, showing progress from descriptive awareness of teaching actions to reconstructive insights for future practice. The dominant themes included awareness of teaching design, critical responses to peer feedback, and explicit strategies for improving classroom instruction. The results also indicated that reflective microteaching encouraged professional self-awareness and pedagogical growth among student teachers. The study concludes that reflective teaching practice in microteaching benefits student teachers, lecturers, and institutions by enhancing the quality of teacher preparation and fostering continuous professional development.
**Keywords:** *microteaching reflective practice; EFL teacher reflection; Amobi framework; pre-service teacher*

## INTRODUCTION

Teacher education is a central factor of educational systems and plays a vigorous part in shaping the quality of instruction and learning outcomes. Even when learning environments are well-resourced and students are motivated, effective education cannot be achieved without well-prepared and professionally competent teachers (Özkan, 2019). Effective teaching is crucial in influencing future generations, providing students with the knowledge and skills needed to navigate an increasingly complicated world (Iliasova et al., 2025). As a result, teaching practices that promote reflection, creativity, and problem-solving, such as project-based and experiential learning, are widely regarded as crucial to preparing students for the changing world of work (Toole et al., 2026). Microteaching and teaching practicum as classroom teaching activities are crucial training practices in teacher education throughout countries (Erdemir & Yeşilçınar, 2021; Ishino & Ro, 2025). Pre-service teachers therefore need structured opportunities to develop pedagogical knowledge, classroom management skills, and reflective awareness before entering real classrooms. Microteaching allows potential instructors to experiment with teaching strategies, receive feedback, and enhance their competences before joining the real classroom (Adi & Ambarini, 2025; Ishino & Ro, 2025). One widely used approach to achieve these goals is microteaching**,** which places authentic teaching practice and reflection at the heart of teacher preparation programs (Grossman & McDonald, 2008; Amobi, 2005).

Microteaching is a simulated teaching practice that provides pre-service teachers with prospects to

advance and refine specific instructional skills in a controlled environment. Originating in the 1960s, microteaching remains a basis of teacher education programs (Cavanaugh, 2022). Micro-teaching focuses on the development of teaching abilities through expert modelling, with the novice observing, deconstructing, and repeating (O'Flaherty et al., 2024). According to Richards (2015), it involves quick, focused teaching performance trailed by detailed feedback and reflection, allowing student teachers to experiment with pedagogical strategies without the full pressure of real classrooms. The purpose is to strengthen pedagogical abilities and prepare potential instructors for actual teaching circumstances (Holstein et al., 2022; Luo & Li, 2024). Research has shown that microteaching promotes self-awareness, teaching confidence, and the ability to link theory with practice (Kilic, 2010; Otsupius, 2014; Hidayat, 2026). Amobi (2005) further emphasized that microteaching strengthens reflective practice when combined with systematic observation and feedback. The process typically includes three feedback sources: self-evaluation, peer assessment, and instructor feedback, which collectively deepen reflective engagement (Kokkinos, 2022) .

Microteaching provides pre-service teachers with controlled and focused teaching experiences where specific teaching skills are practiced, observed, and evaluated (Hidayat, 2026). It involves delivering short lessons often to peers and followed by structured feedback from both instructors and fellow student teachers (Richards, 2015). Since its inception in the 1960s, microteaching has been regarded as an effective strategy for developing teaching competencies (Anh, 2023). It enables student teachers to apply theoretical knowledge, experiment with teaching techniques, and receive constructive feedback through self-evaluation, peer review, and instructor guidance (Kilic, 2010; Otsupius, 2014; Kokkinos, 2022). This feedback loop is crucial for nurturing reflective practitioners who continuously analyze and improve their teaching. A quantitative meta-analysis conducted by Iliasova et al. (2025) revealed that microteaching is connected with positive outcomes in teacher education, allowing aspiring teachers to successfully practice pedagogical skills.

Recent studies confirm that microteaching is not only effective for skill acquisition but also for developing reflective habits. As student teacher need to acquire pedagogical teaching skills and reflective ability. The ability to reflect on one's actions is widely recognized as vital for managing the obstacles and complexities of the teaching profession (Thompson, 2022; Bj, 2025). Batman and Saka (2021) found that microteaching using reflective practices improved professional progress of pre-service physics teachers while VanLone ( 2018) and Zilka (2020) demonstrated that video-based self-reflection enhances awareness and teaching improvement. Park (2022) similarly reported that EFL pre-service teachers' reflective engagement during microteaching significantly influenced the teaching performance because emerging inquires through various feedback.

The thought of reflective teaching is rooted in John Dewey's (Dewey, 1933) philosophy, which views reflection as a thoughtful and active method of learning from experience. Later, Schön (Schön, 1983) expanded this idea through his notions of reflection-in-action and reflection-on-action, emphasizing the importance of analyzing professional teacher preparation both during and after teaching. These ideas have been widely adopted in teacher education, where reflection is seen as a significant process that bridges theory and practice (Farrell, 2024). Reflective practice encourages teachers not only to evaluate their instructional decisions but also to question underlying assumptions and improve their professional judgment.

Reflective practice has converted a central paradigm in contemporary teacher education, emphasizing teachers' ability to critically analyze their own teaching experiences to enhance professional learning. The origins of reflective teaching are generally traced to John Dewey (1933), who definite reflection as an active, deliberate, and continuous progression of exploratory one's beliefs and activities to advance practice. Dewey viewed reflection as essential for transforming experience into genuine learning. Constructed on Dewey's ideas, Schön (1983) later presented the perceptions of reflection-in-action and reflection-on-action, which distinguish between thinking that occurs during teaching and reflective thinking that takes place after teaching. Reflective practice is the process of creating a habit or routine in which a person constantly thinks about and evaluates his or her experiences in a deliberate and analytical manner (Aksu, 2023). These concepts underscore reflection as both a real-time problem-solving tool and a retrospective learning process.

Over the past three decades, reflective practice has evolved from an abstract concept to a structured professional competence. Farrell (2007,

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2019, 2024) and Wallace (2001) argued that reflective practice empowers teachers to link the gap between philosophy and training, helping them make informed pedagogical decisions and engage in ongoing self-evaluation. Reflective teaching, therefore, not only improves instructional effectiveness but also nurtures teachers' professional identity and autonomy. According to Thi & Loan (2019), reflection encourages teachers to become active agents of change rather than mere implementers of prescribed methods.

Scholars have proposed various frameworks to conceptualize and assess reflection in teaching. Lane et al. (2014) described reflective practice as a developmental continuum comprising of four stages: descriptive, evaluative, reflective, and creative. At the descriptive level, teachers recount events without interpretation. The evaluative level adds value judgment, while reflective and creative levels require deeper analysis and innovation in teaching practice. Similarly, Leo (1990) emphasized reflective teaching as a developmental process where teachers systematically review their classroom experiences to identify what works and what does not. Among these frameworks, Amobi's (2005) model is particularly relevant to microteaching Various frameworks have been proposed to operationalize reflection in teacher education. For instance, (Lane et al., 2014) identified four progressive levels of reflective teaching: descriptive, evaluative, reflective, and creative, while Wallace (2001) and Farrell & Kennedy (2019) have emphasized reflection as a cyclical process of professional development. Among these, Amobi's (2005) framework provides a practical structure for analyzing pre-service teachers' reflection in microteaching contexts through four distinct stages: describing**,** informing**,** confronting**,** and reconstructing**.** This model captures how student teachers move from describing what they planned and did, to confronting challenges, and finally reconstructing their teaching for future improvement.

Amobi developed a four-stage framework: describing involves articulating pre-teaching intentions and lesson design decisions, informing refers to reflecting on classroom events and outcomes, confronting occurs when student teachers integrate external feedback and critically examine their performance, and reconstructing represents the application of reflective insights to plan future improvements, The stages to trace how pre-service teachers move from initial planning to post-teaching insights. This structured approach helps teacher educators assess the depth of student teachers' reflection and contributes the development of reflective thinking as a professional habit.

Previous studies have explored aspects of reflection in teacher education and within microteaching contexts, though most have focused on specific aspects of teaching rather than comprehensive reflective cycles, such as Maguire (2023) examined reflection on content knowledge and identified themes such as collaboration, validation of knowledge, and compensating for content unfamiliarity. Al-Khamisi et al. (2025) applied the lesson study approach to analyze reflective thinking and found that teachers' reflective depth increased progressively across teaching cycles. Deocampo (2024) examines microteaching reflective practices in enhancing the teaching efficacy, the study revealed that pre-service teachers' awareness of the importance of feedback, their ability to reflect on and embrace teaching limitations, the development of teaching competence, the cultivation of a positive attitude toward teaching, fostering self-discipline and responsibility, learning from peers, positioning students as the heart of the lesson, understanding the importance of lesson planning, and autonomy in selecting materials. These findings suggest that reflective thinking evolves with guided practice and iterative feedback.

However, few studies have comprehensively examined pre-service teachers' reflective patterns across all stages of Amobi's framework, particularly in EFL contexts within Islamic higher education institutions**.** Understanding how student teachers reflect on their teaching actions, interpret feedback, and plan for improvement can provide valuable insights for teacher educators and curriculum designers aiming to strengthen reflective teaching practices.

To report this gap, the present study investigates the reflective processes of EFL student teachers during their microteaching experiences at an Islamic State university in Indonesia. Specifically, it applies Amobi's (2005) four-stage framework to analyze the nature and depth of student teachers' reflections before, during, and after microteaching sessions. By analyzing student teachers' self-reflections and peer feedback, the study aims to uncover patterns of reflective engagement and the extent to which reflection leads to pedagogical reconstruction. This investigation contributes to a deeper understanding of reflective teaching as a developmental process that supports professional growth in teacher education programs.

The investigation proposes to answer these detailed research questions: (1) What are the most frequent trends of reflection in pre-service teachers' teaching performances before and after microteaching? (2) How do pre-service teachers engage in confronting reflections founded on peer evaluations of their microteaching performance? (3) In what ways do pre-service teachers reconstruct their teaching performance for future practice?

## METHOD

This research used a qualitative research design using content analysis within the framework of grounded theory (Glaser & Strauss, 2017). The approach was selected to explore in complexity how student teachers reflect on their teaching performance during microteaching sessions. Grounded theory enables patterns and themes to emerge inductively from the participants' reflections, while content analysis allows for systematic categorization of qualitative data. The study specifically adopted Amobi's (2005) four-stage reflectivity framework: describing, informing, confronting, and reconstructing. The stages as the conceptual lens to analyze the data.

The participants were 12 sixth-semester undergraduate students (three males and nine females) enrolled in the English Language Education Department at an Islamic State university in Indonesia. All participants were enrolled in a compulsory Microteaching course, which serves as a prerequisite for the subsequent teaching practicum. Their ages ranged from 20 to 22 years. This research used voluntary participant, and informed consent was obtained from all students. To ensure confidentiality, pseudonyms were used throughout the analysis and reporting process.

The study was conducted within an obligatory Microteaching course offered in the sixth semester of the English Language Education program at an Islamic State university in Indonesia. The course is a core factor of the teacher education curriculum and serves as a prerequisite for the teaching practicum. It is intended to help pre-service teachers bridge theory and practice by giving them with chances to plan, deliver, and evaluate short teaching sessions in a simulated classroom environment. The course emphasizes the development of pedagogical and reflective competencies through a combination of theoretical instruction, practical teaching, and feedback-based reflection.

Throughout the semester, the course covered several key topics, including the formulation of learning objectives, lesson planning based on various teaching models, classroom management, instructional questioning techniques, time management, and strategies for reflective practice (Arends, 2012). Students were required to demonstrate their understanding of lesson design and teaching implementation by applying selected teaching models such as direct instruction, presentation, and concept teaching. Each student joined in two microteaching cycles during the semester. In the first cycle (Weeks 1–7), students designed and delivered a 15-minute microlesson following a lesson cycle model of their choice. In the second cycle (Week 8), they taught a 20-minute microlesson that integrated one of the specified teaching models.

During each session, the student teacher presented the lesson to their peers, who acted as students and observers. The sessions were video-recorded to facilitate self-analysis and post-teaching reflection. After completing each microteaching performance, participants engaged in a structured reflection process, which included both self-reflection and peer evaluation. Peers provided feedback using standardized forms prepared by the course instructor, focusing on aspects such as lesson organization, instructional clarity, classroom interaction, and time management. These reflections and evaluations formed the primary data for the present study, allowing the researchers to examine the participants' patterns of reflection across the four stages of Amobi's (2005) framework—describing, informing, confronting, and reconstructing.

The data for this study were composed from two main sources: the participants' written self-reflections and their peer evaluation forms. These data sources were designed to capture student teachers' reflective engagement throughout the two microteaching cycles. After each microteaching session, participants completed an individual self-reflection guided by structured prompts adapted from Amobi's (2005) four-stage reflectivity framework, which includes describing, informing, confronting, and reconstructing. Each reflective prompt encouraged student teachers to articulate their lesson planning decisions, analyze their teaching implementation, respond to challenges or feedback, and suggest improvements for future lessons. In addition to self-reflection, each participant received written feedback from three to four peers who observed their microteaching performance. These peer

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evaluations were collected using standardized forms developed by the course instructor, which included open-ended questions targeting teaching effectiveness, clarity of instruction, classroom interaction, and overall delivery. All teaching sessions were video-recorded to support more accurate self-assessment and deeper reflective analysis. The self-reflection narratives and peer critics were submitted to the researcher at the end of each microteaching cycle and served as the main qualitative data corpus for this study. This combination of data sources provided a comprehensive view of how student teachers perceived, analyzed, and reconstructed their teaching performance across multiple reflective stages.

The data were examined using qualitative content analysis subsequent the procedures delineated by Glaser and Strauss (2017). The analysis process involved several stages: (1) Initial Coding: All reflections were read multiple times to identify recurring ideas related to the four stages of reflectivity. (2) Categorization: Codes were clustered into broader categories and themes that represented the nature of reflection (e.g., descriptive awareness, defensive response, self-criticism, reconstruction strategies). (3) Thematic Mapping: Themes were organized according to Amobi's (2005) framework to reveal dominant patterns of reflection across participants. (4) Cross-Verification: Peer evaluations were compared with self-reflections to ensure interpretive validity and triangulate findings. (5) Interpretation: Emerging patterns were interpreted in relation to existing literature on reflective teaching and teacher development.

To enhance trustworthiness, the researcher employed triangulation across data sources (self- and peer reflections) and conducted member checks by allowing participants to review summaries of their coded reflections. An experienced colleague in teacher education also reviewed a subset of the data to verify coding consistency

## RESULTS AND DISCUSSION

### *The dominant patterns of reflection in student teachers' teaching performance before and after microteaching*

Reviews of self-reflections were repeated until participants' reflectivity related themes on the sequencing of teaching acts, both before and after microteaching, starts to appear.

The analysis of student teachers' self-reflections revealed distinct patterns of reflectivity in both pre- and post-microteaching phases. As can be seen in Table 1, the pre-microteaching sequence of teaching acts revealed four distinct themes of reflectivity, labelled as D(a), D(b), D(c), D(d) : naming the teaching model, establishing the content, identifying learning outcomes, presage instruction.

Table 1. *Descriptive and informative themes*

| Themes | Reflections | Frequency | |
|---|---|---|---|
| Descriptive (D) | Instructional model (Da) | 3 | |
| | provided content (Db) | 7 | |
| | Defined learning Outcome (Dc) | 5 | Pre |
| | presage instruction(Dd) | 8 | |
| Informative (I) | Examined the events of the lesson (Ia) | 12 | |
| | showed good perceptions on instructor performance. (Ib) | 7 | |
| | Showed mixed impression of teaching performance (Ic) | 5 | Post |
| | recollected the first microteaching experience (Id) | 4 | |

Student teachers' pre-microteaching reflections were mostly practical and procedural, focusing on lesson content (D[b]) and how to conduct the lesson (D[d]), while fewer considered the teaching model (D[a]) or learning outcomes (D[c]). This is supported by reflections such as

> "First, I looked for the material from the lesson plan in the Merdeka curriculum textbook. Then,

> decided the class, yesterday I chose 7th grade. After that, I selected the unit, which was about describing people, and I put together the lesson plan and the materials. And for the learning materials, I also made a PowerPoint to support the teaching process in the class I was going to teach next" (S7)

> "When practicing a new skill in the microteaching lesson, I started by understanding the lesson objectives and organizing the key points I wanted to present. I prepared a lesson plan, created simple materials like worksheets, and practiced my delivery. I also wrote a script and trained hard on how to speak, because I'm still not very confident, I tend to stutter, and I'm not yet fluent or skilled in speaking English, especially in front of others. The main sources I used were materials I searched for using Chrome, and most of them were supported by reliable references from my lecturer"(S4)

> "When learning new skills in microteaching, I go through several steps. First, I start by selecting and studying the learning material I will teach, choosing the grade level I will teach, and determining the learning objectives. Then, I develop a teaching module that aligns with the learning objectives I have determined. After that, I look for additional resources to enrich the material, such as student textbooks, articles, and YouTube learning videos."(S5)

This suggests that before microteaching, students prioritize immediate lesson preparation over deeper pedagogical thinking. For teacher education, this highlights the need to guide students in integrating teaching models and learning outcomes into their planning, using scaffolding to connect model to content, outcomes, and instruction for more comprehensive reflection.

Following microteaching, the sequence of teaching acts resulted in four illuminating reflection topics. Table 1 shows themes I(a), I(b), I(c), and I(d): reviewing lesson events, expressing positive or mixed impressions of teaching performance, and recalling first microteaching experience.

Post-microteaching reflections focused on evaluating actual teaching experiences rather than planning. All participants reflected on reviewing lesson events (I[a]), indicating that they paid close attention to what happened during their lessons. Many also expressed positive perceptions of their teaching (I[b]), while fewer noted mixed perceptions (I[c]) or recalled their first microteaching experience (I[d]). For example, S1 reflected:

> "What happened in my class was that I taught the topic of telling time. I used a game-based learning method, so the atmosphere in the class was fun and enjoyable. The students were active. I started with an ice-breaking activity to get the students more excited. Then, I gave a brief explanation of the material. After that, I created a quiz based on the lesson and divided the students into two groups. The winning group received a prize. There was also an individual quiz with prizes afterward……I felt that the students were happy and enthusiastic during my lesson. Although a few of them seemed less interested, I believe the overall engagement was sufficient, and the material I delivered was understandable for them." (S1)

> I start the lesson with a greeting and ask how the students are, I start the lesson by praying together, in class I use the lecture learning method where I predominantly explain the material about "Describing people" after that the students discuss and work on listening questions in groups.(S2)

This shows that after teaching, student teachers shift from practical preparation to assessing their performance, recognizing both successes and areas for improvement. In summary, pre-microteaching reflections focused on planning and preparation (Describing), while post-microteaching reflections emphasized evaluating actual teaching experiences and performance (Informing). There is relation between planning and implementation as well as stated by S12

> When I practice microteaching, I follow the steps outlined in the teaching module in a sequential manner, starting with the opening, main activity, and closing. I also don't forget to provide prompt questions before starting the lesson, play YouTube videos, explain the material, and provide a review at the end.The resources I use include YouTube, online teaching modules, and Kahoot for quizzes.(S12)

The informing reflectivity is derived from the post microteaching activity. Pre -service teacher looked back the teaching experienced that they had conducted in the class with their friend as they teach in the real class that can be perceived in figure 1.

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Figure 1. *Performance of teaching practice*

Teaching performance was conducted in the real class with twelve participants, there 2 observers in each practice to give evaluation or peer feedback in every performance. based on the documentation it can be seen that the class used discussion and game-based activity that the class is classified the seat into some groups.

*Pre-service teachers' engagement in confronting reflections based on self and peer evaluations of their microteaching performance*

To explore how participants engaged with reflectivity in response to peer evaluations of their microteaching, both their written self-reflections and completed feedback forms were analyzed. In order to ensure a thorough and precise interpretation of the evolving themes related to confronting reflection, it was considered essential to compare participants' secondary account on peer feedback with the original feedback documents.

In Table 2, the themes represent the consistent patterns of facing reflectivity: passive, defensive, positive, and self-critique.

Table 2. *Distribution of confronting and reconstructing reflectivity*

| Confronting Themes (C) | Frequency | Reconstructing Theme (R) | Frequency |
|---|---|---|---|
| Passive (Ca) | 1 | No reconstructing (Ra) | 1 |
| Defensive (Cb) | 5 | Implicit reconstructing (Rb) | 3 |
| Affirmative (Cc) | 10 | Explicit reconstructing (Rc) | 9 |
| Self-Critique (Cd) | 11 | | |

The scrutiny of how pre service teachers reflected on their teaching performances, constructed on peer criticism and video reviews of their teaching practice in microteaching course, revealed six distinct clusters of confronting reflectivity: (1) passive, (2) defensive, (3) a mix of passive and defensive, (4) both defensive and affirmative, (5) affirmative, and (6) a combination of affirmative and self-critical responses. These groups reflect a combination of the four patterns commonly found in reflective responses: passive, defensive, affirmative, and self-critical. According to Table 2, passive confronting was identified only once. Ahmad, the first participant, demonstrated this self-congratulatory passive confronting style, as exposed in the following extract:

> "I felt that the students were happy and enthusiastic during my lesson. Although a few of them seemed less interested, I believe the overall engagement was sufficient, and the material I delivered was understandable for them" (Ahmad)

While this participant's written feedback from peers maintained the notion of higher teaching performance, one of the two peer assessors stated, " The speaker presents in simple terms that the audience can comprehend" There are games that make the audience excited to follow the lesson. However, there is a critic form other toward his performance "everything is good, just lacking in time management." The participant ignored the second portion of the remark, which was less than positive.

Defensive confronting comes up from 5 participants. The themes can be comprised by delivering the material, questioning, performing, and giving teaching strategies.

> "I delivered the material to the students and gave the students the opportunity to practice directly

> what I had delivered by delivering their own recount text stories. I asked students about their understanding of the recount text material. I try to discuss with students about the assignment I gave. I checked and gave feedback to the students after the students delivered the results of the group task discussion (Sefia)

The confronting reflection rise from the critic from the peer criticism that is delivered after per service teacher perform teaching practice. The observers that give the feedback after performance and also other peers that write their journal peer reflection.



Figure 2. *Peer reflection and peer observation*

The figure shows that peer feedback was given after pre-service teacher performed teaching practice. They evaluated by seeing the video recording that was compiled in a cloud storage or google drive. The pre-service teachers gave the feedback in the written form. Another peer reflection was also given while they were teaching. The observers observed their performance and shared after finishing the performance.

*Pre-service teachers' reconstruction on their teaching performance for future practice*

Reconstructing reflectivity was analyzed using participants' answers to the prompt: "What would I do differently if I had to teach the lesson again?"

Three levels of reconstructing reflectivity were identified as seen table 3

Table 3. *Reconstructing reflectivity level*

| Theme | Reconstructing action | Frequency |
|---|---|---|
| R(a) | No reconstructing | 1 |
| R(b) | Implicit reconstructing – general statements of improvement without concrete strategies | 3 |
| R(c) | Explicit reconstructing – specific strategies and actionable plans for improvement | 9 |

The analysis of reconstructing reflectivity shows that most student teachers actively considered how to improve their future teaching. Only one participant (R[a]) did not show any reconstructive reflection, suggesting little engagement with applying feedback. Three participants (R[b]) made implicit reconstructions, reflecting on the need to improve but without specifying concrete strategies. For example,

> "I will reflect on myself and learn to improve. I need to consider what activities can build student enthusiasm." (S8)

> I need to be more prepared when teaching, starting with creating modules and improving the teaching process. If I want to use learning media or quizzes, I also need to ensure they will work well. I can also prepare other options so I don't get confused if the media I'm using experiences problems.

The majority, nine participants (R[c]), engaged in explicit reconstruction, identifying specific, actionable steps such as better lesson preparation, clearer learning objectives, and improved classroom management. For instance:

> "The lecturer suggested that the learning objectives I had written in the teaching module were too numerous, so I was asked to focus on one main objective to make it clearer and more focused. Furthermore, the lecturer also assessed

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that my presentation relied too much on lecturing. As an alternative, he suggested using short videos from YouTube to make the learning more engaging and interactive for students"(S2

"A significant change I noticed in my teaching after receiving feedback was that I began paying more attention to lesson planning, such as defining a single learning objective. Furthermore, I began experimenting with learning media like short videos to reduce lengthy explanations. Feedback from lecturers and friends also helped me realize the importance of varying methods to prevent students from getting bored quickly" (S1)

"To improve my next performance, I must prepare optimally, plan realistic learning objectives, create sparking questions, motivate students, choose appropriate assessments, and provide feedback effectively." (S9)

"One of the most important changes I've seen in my teaching is my growing confidence in speaking and delivering lessons, even though I still make mistakes. I also became more aware of how important it is to prepare simple and clear materials, use classroom English, and manage time well. The feedback helped me realize that teaching is not only about delivering content, but also about connecting with students and creating an engaging learning atmosphere. This experience has changed the way I see teaching, from something stressful to something meaningful and worth learning step by step" (S4)

Lecturer takes importance role in the pre service teachers' reflection relates to the future improvement. The lecturer gives feedback and suggests to the pre service teacher's performance to enhance their performance for the next teaching performance.



Figure 3. *Teacher's reflection*

This figure shows teacher reflection. Teacher gave feedback according pre-service teachers' performance by giving complete reflection and also feedback that is interrelated to pre-service teacher lesson plan and their performance.

Concerned with peer feedback and teachers' reflection, pre-service teachers make their self-reflection that indicates post-microteaching move beyond reflection on their current performance to planning deliberate improvements, demonstrating a strong orientation toward professional growth and the practical application of reflective insights.

The findings stranded in Amobi conceptual work of microteaching reflectivity demonstrated that the participants' teaching practices exhibited a variety of reflectivity themes, including explaining, informing, conforming, and reconstructing. The various and positive responses revealed from the reflection given. This research in line with previous research (Park, 2022; Amobi, 2005). The findings indicate that students' pre-microteaching reflections were predominantly practical and procedural, focusing on lesson content and instructional sequencing, while fewer students considered the teaching model or explicitly linked lessons to learning outcomes. This pattern aligns with Amobi (2005), who argued that descriptive reflection supports the quality of confronting reflection, suggesting that foundational planning enables meaningful engagement with peer feedback. Interestingly, one student who bypassed structured pre-microteaching sequencing still demonstrated affirmative and self-critical confronting reflection, indicating that reflective growth can occur even without formal planning. These results underscore

the importance of teacher education programs scaffolding both lesson planning and reflective skills to ensure integration of theoretical frameworks and practical preparation (Jita, 2018).

Post-microteaching, students engaged in informative reflection, reviewing lesson events and evaluating their performance. These reflections illustrate a shift from planning-focused reflection to evaluative and experiential reflection, consistent with studies highlighting microteaching as a valuable space for students to critically assess their teaching and gain insights from practice (Ismail, 2011; Ogeyik, 2009). For example, one student reflected on using game-based learning to engage the class, acknowledging both successes and areas for improvement. This demonstrates that informative reflection supports self-regulated learning, pedagogical development, and an awareness of classroom dynamics.

The study also revealed distinct patterns in confronting reflection. Students exhibited defensive, affirmative, and self-critical responses. Defensive reflection often emerged when students aimed to protect their self-image or highlight perceived gaps in their teaching, echoing findings from Amobi (2005) regarding novice teachers' initial responses to critique. In contrast, affirmative and self-critical reflections were more prevalent and closely linked to explicit reconstruction, indicating that students could acknowledge both strengths and weaknesses and translate insights into actionable improvements. This suggests that teacher education programs should cultivate safe, supportive environments that encourage constructive engagement with feedback, teaching students to move from defensive responses toward more affirmative and self-critical reflection. Such practices promote professional growth, critical self-evaluation, and lifelong reflective habits (Park, 2022; Hall, 2020; Zilka, 2020).

Reconstructive reflection further highlighted students' professional development. While one student exhibited no reconstructive reflection, three engaged in implicit reconstruction, reflecting on the need to improve without concrete strategies. The majority, nine students, demonstrated explicit reconstruction, detailing actionable plans such as thorough lesson preparation, realistic learning objectives, effective classroom management, and engaging teaching strategies. These findings indicate that structured reflection, particularly when combined with affirmative and self-critical confronting reflection, promotes deliberate planning for future teaching and strengthens pedagogical competence. The result of reflection that engages teaching strategies was in line with several studies that which indicated that over teaching practice, pre-service teachers reproduced on some teaching approaches they had attempted to implement, the issues that arose during the execution, the gap between theories and practices of those strategies, and recommendations for themselves or others when confronted with similar matters in the upcoming (Auliya et al., 2020; Jones & Ryan, 2014).

Reflection in microteaching constructed on the four stages emerge personal ideas and perceptions that have a significant impact on preservice teachers' understandings and actions throughout teacher education (Hart, 2002; Hattingh & De Kock, 2008; Fred, 2003; Minor et al., 2002). Self-reflection is seen as an essential activity in pre-service teacher preparation (Beauchamp, 2015). Student teachers should be motivated and capable of reflecting on their teaching and making required improvements; but, without a hands-on and accessible instrument to record and maintain their reflection, student teachers may be unable to reflect successfully (Pow & Lai, 2021). By using self-reflection contributed with video recording produce deep understanding enables preservice teachers to investigate how their ideas influence how they perceive and conduct teaching (Pailliotet, A. W., Semali, L., Rodenberg, R. K., Giles, J. K., & Macaul, 2016)

Finally, these results reinforce the broader role of reflective practice in teacher training. Reflective teaching positions students as active practitioners who critically analyze and adapt their own practice rather than simply implementing expert recommendations (Thi & Loan, 2019). While students' self-reflections often revealed both strengths and weaknesses, feedback from lecturers tended to emphasize positive aspects of performance (Al-Khamisi et al., 2025). This highlights the role of teacher educators as facilitators, building on students' prior experiences and beliefs to guide them in reconstructing knowledge of their professional roles, students' needs, instructional objectives, and teaching strategies (Farrell, 2007, 2019). However, a study conducted by Asregid et al. (2023) revealed that teacher educators frequently used evaluation criteria as preliminary feedback, provided feedback that lacked conversation regarding teaching practices, and did not provide forward-looking feedback (feed-forward). Therefore, structured reflective activities, such as guided reflection questions and collaborative reflective discourse, have been found to improve teachers'

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pedagogical thinking and foster better informed instructional planning (Li, 2025).

Additionally, critical friends acknowledge and cherish each other's unique contributions, and they realize that meaningful discourse requires both give and take. They join collected for a single goal, and they form shared understandings of where the program is, the importance of its position, and where it had better go. They decide behaviors based on their new understandings (Rallis & Rossman, 2000). Peer feedback emphasizes students' strengths and deficiencies, providing objective insights into students' teaching practices and affording a considerable advantage in fostering their engagement in critical reflection on instruction, both in general education and language teaching (Odo, 2023). The reflection in microteaching also emphasizes the relevance of structured feedback opportunities in teacher education programs for instilling habits of continuous professional development in pre-service teachers (Karakas & Yükselir, 2025). As the findings conducted by Jeon ( 2025) highlight the usefulness of microteaching in teacher education, emphasizing the need for phase-specific support and continuous practice. Hence, microteaching provided student teachers with more than just an opportunity to practice pedagogical skills; it also allowed them to explore and experiment with new ideas about being language teachers and students (Lewis, 2024; Purwanti, 2024). Research conducted with prospective Physical Education teachers indicated that developing reflective thinking skills can improve both theoretical knowledge and teaching practice (Salman & Şenel, 2024).

In summary, the findings demonstrate that structured reflective practices including pre-microteaching descriptive reflection, post-microteaching informative reflection, and affirmative/self-critical confronting reflection collectively enhance students' professional growth. These reflective processes enable students to give evaluation to their teaching, recognize areas for enhancement, and advance actionable plans, illustrating the essential role of reflection in fostering effective and adaptive teachers.

## CONCLUSION

With the aim exploring student teachers' reflection from microteaching performance, student teachers are able to give reflections based on their actions. The stage of reflection shows that the important of every step of microteaching stage that is begun with description conducted before the practice. The important part in the first step in preparation before performance. Then it is followed by the event or action then comprised with confronting and reconstructing reflection. This study reveals the different reflections guided by Amobi's in reflective teaching framework. It contributes a lot to the state Islamic university that run the microteaching course. The reflection should be elaborated in the curriculum in the microteaching course. Since microteaching course is a practicum class, reflection is being integrated in the implementation to get good understanding and evaluation. It is needed to developing the curriculum. Student teachers need a guidance how they applied the reflection during or after the course.

The study's findings have educational consequences at three levels: student teachers, lecturers, and institutes. First, student teachers must be able to determine and capable in reflecting on microteaching in order to incorporate academic knowledge into actual practical teaching abilities in the real classroom. Second, lecturers should use microteaching sessions to obtain insights about their responsibilities and prospects as successful professional mentors to student teachers through fruitful conversations and feedback. The Third is institution. It should completely assist student teachers and lecturers in developing successful microteaching programs or sessions by offering infrastructures, equipment, and financial supports.

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