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Towards More Effective Feedback Strategies to Enhance Microteaching for Pre-service Teachers at ISEAH Mahdia

Najla Fki[1]
Faculty of Letters and Human Sciences of Sfax, University of Sfax

ABSTRACT

This exploratory practice study examined the effectiveness of the feedback strategies currently in use at the Higher Institute of Applied Studies in the Humanities of Mahdia in relation to the practice of microteaching for Tunisian pre-service teachers. Qualitative and quantitative data from third-year students majoring in Education and Teaching were collected: 30 videotaped microteaching lessons, two in-class discussions, and teacher trainees' responses to a survey designed to track their progress in light of the feedback they had received from their trainer and peers. The analyses revealed traceable improvement in the trainees' understanding and performance, thereby establishing the efficacy of the current feedback strategies for enhancing the quality of students' microteaching.

Keywords: exploratory practice, feedback strategies, microteaching, TEYL, Tunisian pre-service teachers

INTRODUCTION

The practice of microteaching—one of the most acclaimed reforms in instructional training—was introduced in the early 1960s (Allen, 1967) with the aim of producing "quality teachers in classrooms" (Cotrell & Doty, 1971; Koc & Ilya, 2016; Fhaeizdhyall & Kazuma, 2017). Defined as a "teacher education technique," microteaching consists of conducting "constructed, but real teaching … to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten-minute encounters with a small group of students" (Allen, 1967, p. 1).

In keeping with the worldwide reforms in education, the Higher Institute of Applied Studies in the Humanities of Mahdia (henceforth ISEAHM) initiated the implementation of microteaching as part of the teacher training program for pre-service teachers majoring in Education and Teaching in Tunisia. At first, microteaching was adopted as a training technique within the TEYL II module to make up for the absence of opportunities to conduct English lessons in real Tunisian primary schools. TEYL II consists of four main units which aim to familiarize pre-service teachers with lesson planning and design, classroom

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[1] Najla Fki is an Assistant Professor of English language and Linguistics at the Faculty of Letters and Human Sciences, University of Sfax, Tunisia. She holds a PhD in Linguistics, completing a dissertation entitled *Adverbial clauses in legal discourse: A comparative study of international treaties and academic legal articles*. Her main research interests include corpus linguistics, systemic functional linguistics, genre analysis and academic discourse. Najla is also an active board member of the Systemic Functional Linguistics Association of Tunisia (SYFLAT). Correspondence should be sent to najla_fki@yahoo.com.

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management, and assessment by engaging them in reflective and practical activities, lesson model workshops, and weekly microteaching presentations.

Afterwards, the teacher trainers within ISEAHM decided to turn microteaching into an assessment strategy by assigning a formal mark that represents 30% of the final score in the TEYL II subject. This decision stemmed from the teachers' conviction that learners should be tested on their "ability to perform real-world competencies" (Purpura & Dakin, 2020, p. 7), and that preservice TEYL teachers need to be prepared accordingly.

In this context, the present exploratory study relied essentially on data collected from teacher trainees' microteaching to help make informed decisions for use in the real world and ultimately take actions that will benefit not only teachers but also stakeholders. Microteaching served as evidence for the learners' progress in acquiring teaching skills, and analysis and interpretation of it was meant to help derive useful implications for future teaching and learning.

THE PUZZLE

In order for the trainees to know how to improve their performance in microteaching, teachers should optimize feedback, a quintessential element in assessment and learning (Han & Lindhardsen, 2021). Feedback in the current context refers to the process of pointing out the strengths and weaknesses in teacher-trainees' use of English, and "suggesting ways to correct specific errors and reinforce [the] strengths" (Wangchuk, 2019, p. 135). To be most efficient, feedback should be collected from multiple sources (Brinko, 1993), including but not limited to peers, teachers and learners themselves, all of which have been found helpful for enhancing the quality of microteaching (Allen, 1967; Brinko, 1993; Ekşi, 2012).

However, the teacher trainers at ISEAMH have noticed that trainees were barely making any progress in their microteaching. This puzzle was revealed when two third-year students from the institute investigated the lack of efficiency of microteaching in their end-of-the-year project. They found that the quantity and quality of feedback was what was primarily responsible for this ineffectiveness (Hjiri & Saghrouni, 2020).

Following up on this observation, I, the teacher-researcher, started exploring new feedback strategies, aiming to improve my own input as an instructor and the output of my students. These strategies include developing an evaluation rubric (see Appendix A) based on the content of the TEYL II course to serve as a guide both for students while presenting their microteaching lessons and for the teacher and peers when providing feedback. Nonetheless, the quality of this setup of feedback and its relevance to the students' needs remain unknown.

Therefore, in this study, I decided to look into the quality and relevance of feedback, in the hope that the study would lead to insights that would benefit the practice of microteaching in the whole institute. I had three questions:

1. To what extent are the new feedback strategies adopted in microteaching useful/ helpful to the learners? (RQ1)
2. How can the current feedback strategies assist the teacher in optimizing the delivery of the TEYL II course as well as the performance of the learners? (RQ2)
3. What can be done to enhance feedback strategies in other teachers' classes? (RQ3)

THE DATA

This study was conducted at ISEAHM with third-year students majoring in Education and Teaching. These are pre-service teachers who take 1.5-hour English classes per week in a module called TEYL II in which they are expected to present fifteen-minute microteaching demonstrations twice in the semester, once at the onset of the module and again toward its end. Three groups from my own classes, a total of 76 students, took part in this exploratory practice study. Their age ranges from 20 to 22 and all of them are females. All of the participants completed one previous TEYL course which lasted for one semester in their second year at university.

I triangulated different data collection methods to gather insights from the different agents involved in the learning environment under study. This variety of analytic tools increased the reliability of the findings and their generalization as they were drawn from a mixture of quantitative and qualitative data and analyses.

First, video-taping was employed to record the learners' microteaching demonstrations. In total, 30 video-recorded microteaching lessons were sampled, 15 of which were carried out at the beginning of the course (first demo referred to as "Microteaching 1") and 15 by its end (second demo referred to as "Microteaching 2"). These recordings were later shared with the participants to help them write their self-reflections and ponder on their performances. I also used these recordings to finalize the scores for each performance. In this study, the sampled demos were coded as "ST" (student teacher) plus a number (e.g., ST1 = Student Teacher 1).

Thirty completed teacher evaluation forms that documented students' progress were collected (see Appendix A). I filled out one evaluation form for each microteaching to give systematic and detailed feedback on its strengths and weaknesses. The form had two main sections, adapted from the standard requirements for teacher-trainee evaluation. Section 1 contains four criteria: Structure, Delivery, Engagement and Materials, assessed according to a 3-point rubric: 3 for *strong*, 2 for *good* and 1 for *needs work*. The second section provides space for additional comments to specify what can be maintained in the learners' performance and what needs improvement in the second demo. The forms were shared on a social media platform for students to access.

Peer feedback forms are the third data collection instrument in this study. The forms encompass all of the elements discussed above in the teacher evaluation forms. In the comments section, however, peers were asked to specify "what they like" rather than what "aspects to maintain" in order to focus more on their reactions towards the demonstration while playing the role of young learners (see Appendix B). The peer feedback was carried out in pairs and each microteaching demo was evaluated by two to three students. A total of 30 peer feedback forms were collected on the first 15 microteaching demos. These forms were scanned and shared on a social media platform to be consulted by the teacher-trainees when needed.

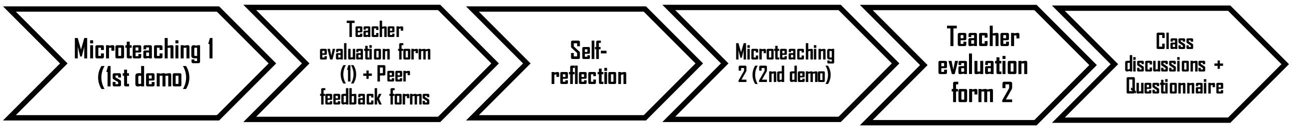
The fourth data source is students' self-reflections. The data were used to check if the feedback that participants received helped them plan better for their future demos. I collected 15 reflective essays from the first-round presenters. The trainees involved in the first microteaching demo were asked to write a short reflection on their performance, in light of the written feedback they got from their teacher and peers, and to send it to me via email. Each self-reflection was coded as SR plus a number (e.g., SR1) and archived (see Appendix C).

To have a broader and more accurate understanding of the effects of the feedback strategies on students' progress, I decided to collect extra data from students whose demos were not included in this study. I developed several open-ended questions for in-class discussions about feedback strategies in relation to microteaching. For 15 minutes, each of the three groups of participants shared their thoughts and perspectives on the general utility of feedback in microteaching (first discussion) and whether it was specifically helpful to them in the TEYL II course (second discussion). Their answers were recorded and transcribed using the automated transcription software Descript to help search for common themes in the analytic phase. Each answer was coded as the letter D plus a number (e.g., D1 for Answer 1) (see Appendix D).

The final tool of data collection adopted in this study is a questionnaire, to back the qualitative data retrieved from the discussions and self-reflections. Another reason for deciding to administer a questionnaire was to gather information from all 76 participants as it was not possible to listen to all of them in the discussion sessions because of time and/or participant personalities. The questionnaire (see Appendix E) consists of 10 questions related to the usefulness of feedback in microteaching. The questionnaire was administered using an online platform and all participants responded.

The study spanned a period of 7 weeks from September 30 to November 18, 2021, which correspond respectively to the first demonstration session of microteaching and the whole class discussions held after the second demo. The steps followed to collect data are chronologically presented in Figure 1.

Figure 1
Procedure of Data Collection


Microteaching 1 (1st demo)
Teacher evaluation form (1) + Peer feedback forms
Self-reflection
Microteaching 2 (2nd demo)
Teacher evaluation form 2
Class discussions + Questionnaire

ANALYSIS AND RESULTS

The data was analyzed qualitatively and quantitatively depending on the type of data in question. For the teacher and peer feedback forms, which include a section with pre-defined items, the scores for each scale were calculated manually. As for the second section in these forms, which include open ended responses, I coded the answers thematically according to the negative and positive comments of the respondents. The analysis of the students' self-reflections and class discussions was also carried out thematically by looking at common points or divergences in the participants' answers to different questions. Finally, the questionnaire data was analyzed quantitatively using Google Forms, which allowed for the automatic generation of percentages and graphs relevant to each closed ended question. The main results that these analyses yielded are presented below.

Learners' Performance Before and After Receiving Feedback

To answer RQ1 and find out if students' performance in microteaching improved after feedback provided between their first and second mini-lesson demonstrations, the final scores in the teacher's evaluation forms were calculated. The scores out of 54 total possible points are displayed in Table 1.

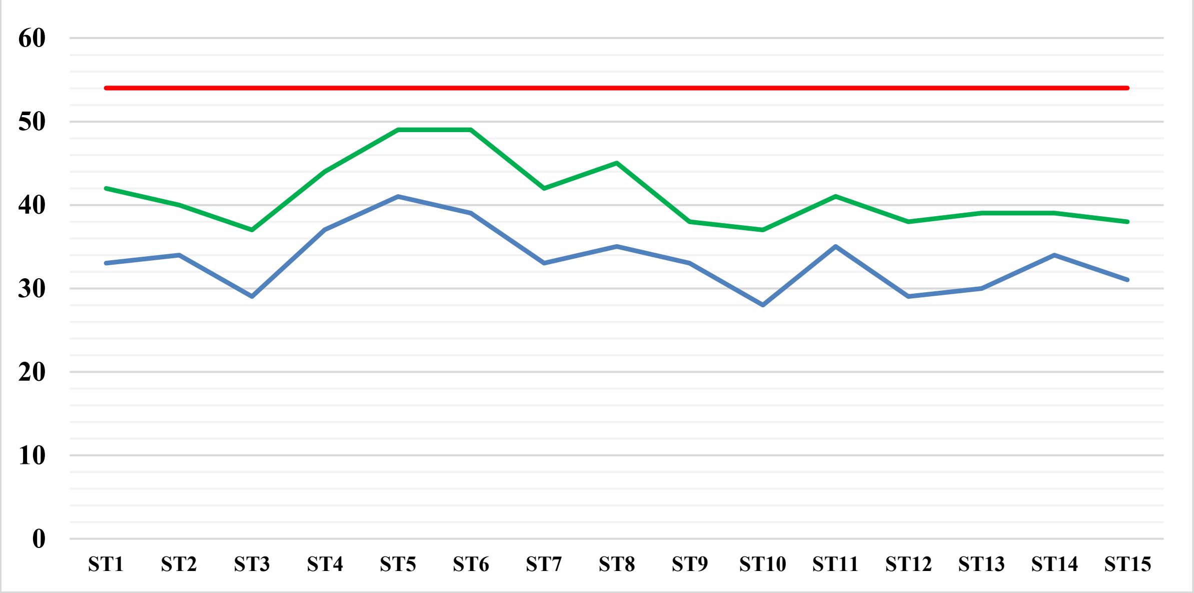
TABLE 1
Microteaching Scores Before and After Feedback

Student Teacher	Microteaching 1	Microteaching 2
ST1	33	42
ST2	34	40
ST3	29	37
ST4	37	44

ST5	41	49
ST6	39	49
ST7	33	42
ST8	35	45
ST9	33	38
ST10	28	37
ST11	35	41
ST12	29	38
ST13	30	39
ST14	34	39
ST15	31	38

It is evident from Table 1 that all 15 participants sampled for data analysis scored higher in their second microteaching demonstration compared to the first. In other words, their performance improved after receiving feedback. Figure 2 visualizes the progress.

FIGURE 2
Comparative Graph of Student Teachers' Scores Before and After Feedback



According to Figure 2, although the scores rose from one demonstration to the other, the quality of the demos is still far from ideal for many student teachers. This suggests that improvement takes time and continuous feedback. It is likely that the more exposure the trainees have to the multiple types of feedback, the more their scores are going to move closer to the ideal score (i.e., the red line).

Table 2 shows that the feedback strategies adopted in microteaching have been helpful in boosting the second microteaching performance of the 15 participants. Indeed, there is a remarkable drop in the number of demonstrations which received the lowest score (*needs work*) for many areas within the criteria of evaluation.

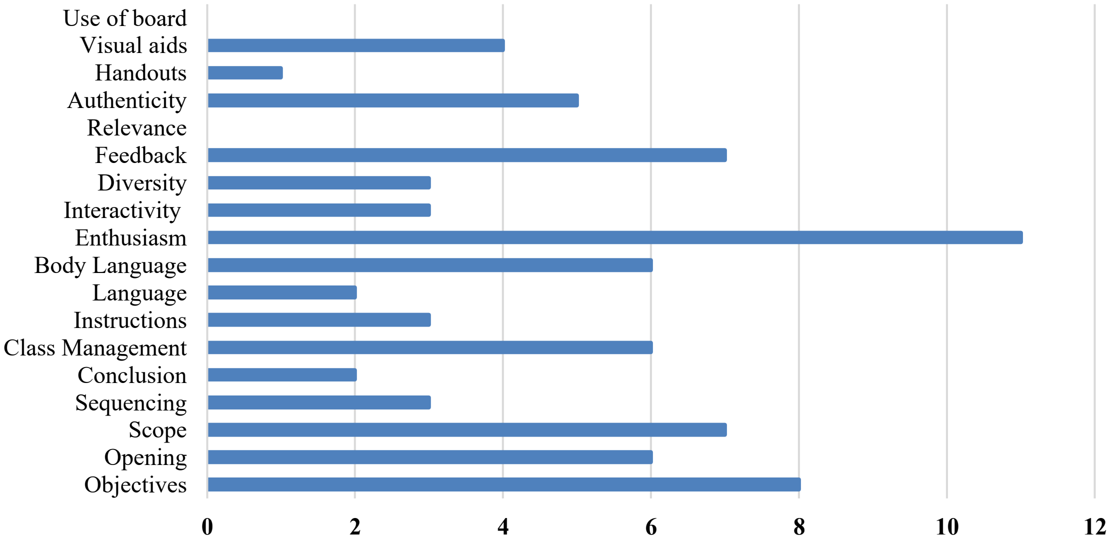
TABLE 2
Number of Student Teachers who Received the Lowest Score[a] in Microteaching Evaluation

Features	Microteaching 1	Microteaching 2
Objectives	1	0
Opening	2	0
Scope	2	0
Sequencing	8	0
Conclusion	7	0
Class management	3	0
Instructions	2	1
Language	10	3
Body language	1	0
Enthusiasm	2	0
Interactivity	3	0
Diversity	5	1
Feedback	0	0
Relevance	8	2
Authenticity	7	1
Handouts	0	0
Visual aids	2	3
Use of board	1	4

[a]“Lowest score” refers to receiving *needs work* on the evaluation.

More than one conclusion can be drawn from the results displayed in Table 2 and these in turn answer both RQ1 and RQ2. First, it seems that feedback was taken seriously by the pre-service teachers as most of them avoided making the same mistakes in their second microteaching (see Appendix A comparing the evaluation forms before and after feedback). Additionally, the student teachers were adamant on reaching the highest score in the rubric (3=Strong) by working on the areas where they had scored *good* in their first demo (Microteaching 1). The results indicate that except for “relevance” and “use of board,” in all other areas students achieved the highest score in their second microteaching, as illustrated in Figure 3.

FIGURE 3
Frequency of Student Teachers Progressing from *Good* to *Strong* Per Area



At the same time, Table 2 and Figure 3 both show areas in microteaching where student teachers struggled the most and the extent to which they improved after receiving feedback. It is notable that "Language" is the number one weakness as 67% of the teacher trainees scored the least in it. My feedback notes point to pronunciation, word choice and grammar as the recurrent language problems in most demos. These issues were addressed after feedback, but grammatical errors still persisted in 20% of the student teachers' microteaching in the second demo. Moreover, as shown in Figure 3, only 2 (15%) out of the 15 student teachers moved from *good* to *strong* in Microteaching 2 in Language. This can be attributed to the nature of the TEYL II course which is exclusively content-based with little attention to language. This can be seen in the improvement in areas dealt with in separate lessons in the TEYL II module, such as authenticity, sequencing of tasks, class management and feedback.

Learners' Perceptions of the Effectiveness of Feedback Strategies

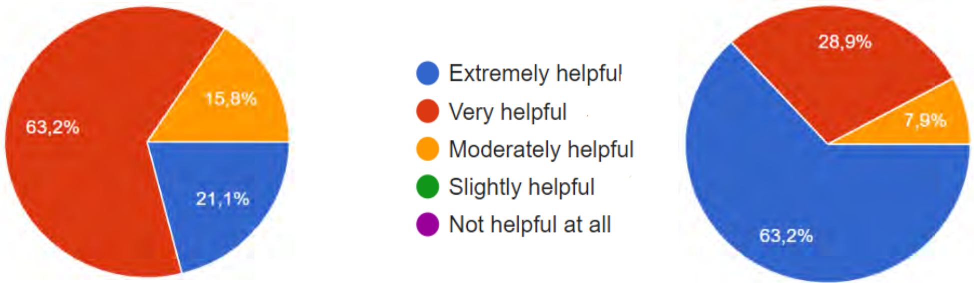
What the first part of the analysis has shown is mostly the efficacy of the teacher feedback forms. To check the efficacy of the remaining feedback strategies, this section describes and analyzes the data obtained from the questionnaire, discussions and self-reflections.

Starting with the importance of feedback in microteaching (see Appendix D, Q1), all 76 participants expressed their conviction that feedback is a pivotal element to the success of microteaching. The majority agreed that the usefulness of feedback lies in its potential outcome of betterment of performance. One participant, for example, regarded it as "the best method to evaluate [themselves]" (D13). Some, like D8, D9 and D19, praised feedback for its utility in training them on how "to accept being criticized" and manage their emotions. D19 likened feedback to a mirror:

> We need another eye to see ourselves. Feedback is like a mirror. It's like we are putting ourselves in front of it. It's kind of a self-confrontation. Human beings always reject negative perceptions about themselves, so this is a way of training ourselves to accept criticism.

Regarding the usefulness of the feedback strategies currently in use in TEYL II, participants kept the same positive attitude. Indeed, their responses to Q8 and Q10 in the questionnaire are indicative of the direct relationship between feedback and the progress in their scores as reported in part one of the analysis.

FIGURE 4
Feedback Usefulness for Learners Inside and Outside of Class



Q8: To what extent were the currently-used feedback strategies helpful to improve your micro-teaching?

Q10: To what extent will the current feedback strategies be helpful when you are in-service?

As Figure 4 indicates, the feedback strategies were considered helpful in improving teaching practices both in the TEYL II classroom and in real teaching situations. In the class discussions, some participants mentioned how, though "teaching in primary schools would be different from what we've seen in the university" (D82), it is still a great way to "predict future learners' reactions to [our] own teaching. It gives [us] an image about the future; it prepares [us] emotionally and psychologically to accept [our] weaknesses and plan [our] lessons with the target audience in mind" (D83).

Elaborating on their favorable stance towards the feedback strategies, participants explained why they found the newly-adopted feedback techniques more effective than the ones used in the previous TEYL I course. Some participants (e.g., D21, D30) described them as more "formal" and "professional," and believed that they could even be useful later when they became in-service teachers to monitor their progress. D22 referred to the authenticity and transparency that accompany the suite of feedback since the forms were made available to everyone interested in reading and processing the feedback. Participants (D24, D27) also commented on how "detailed" and "precise" the written forms were, and this made them more efficient. D36, for instance, noted:

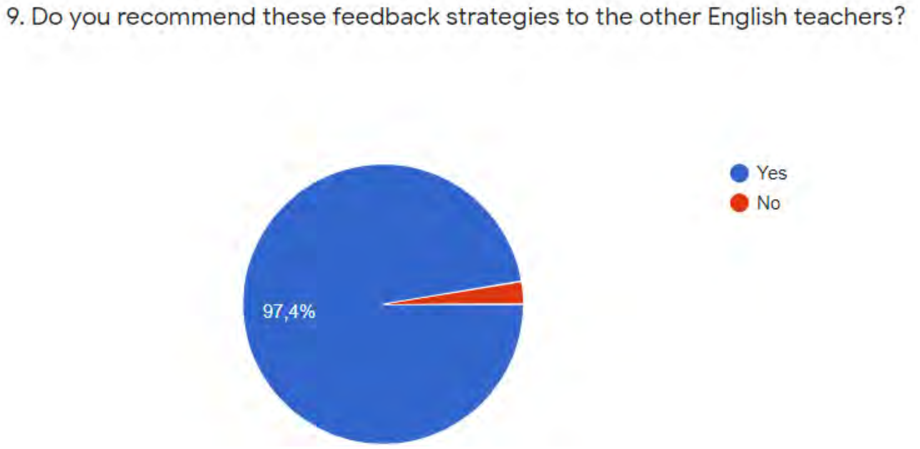
> The students know exactly what they should evaluate while observing the micro-teaching sessions. They will also take those criteria into consideration when they plan their own lessons and when they present them. It's a way to keep [them] always attentive and mindful of these criteria.

Trainees' self-reflections largely confirm the positive effect of feedback on their microteaching. Checking the sampled journals, most of them appear to be compatible with the notes of the teacher and peers in the feedback forms. This suggests that the teacher feedback on the first microteaching was used in planning and implementing the second microteaching.

For example, ST1 received feedback on how to improve "time management" and "language" following Microteaching 1. The presenters of this microteaching stated this explicitly in their SR1, specifying that they "learned how [they] can manage time better next time" and how they "took note of some pronunciation and grammar mistakes that [they] tried to avoid in [the] second demonstration". The group increased their score from *good* to *strong* for their second microteaching (see Appendix A, ST1).

Overall, the new set of feedback strategies was effective in improving the quality of microteaching. Although most respondents did not seem to favor one strategy over another, the vast majority recommended adoption by other instructor of these strategies for TEYL II (see Figure 5).

FIGURE 5
Learners' Attitudes Toward Using Feedback Strategies in Other TEYLII Classes

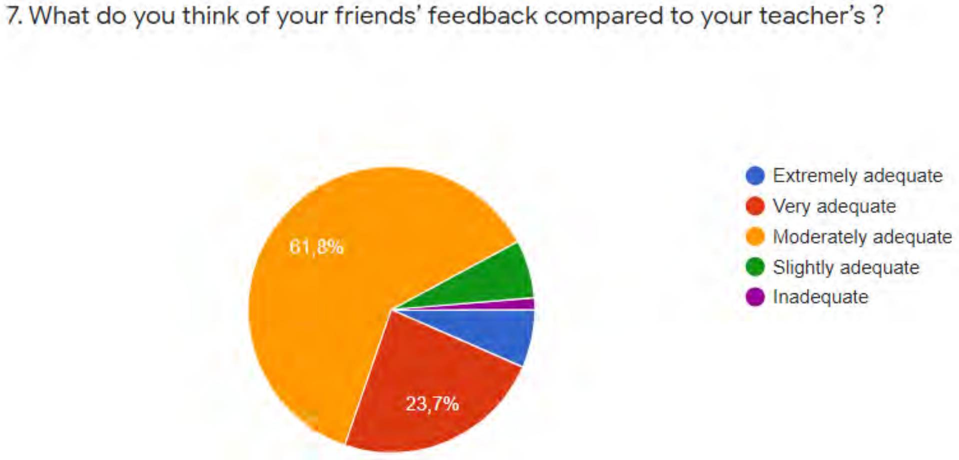


Contrary to what some of my colleagues have claimed, the preservice teachers did not think of feedback strategies as a waste of time or an additional burden if they could benefit from them. D74, for instance, openly said:

> I want other teachers to use those forms. Some teachers prefer the oral feedback strategies because they think the written waste a lot of time. On the opposite, we worked with them this year and we are seeing how helpful they are. We write down our comments while our friends present so there is no time wasted. As for the self-reflections, we also write them at home so this will not take from the time of the TEYL module in class.

In spite of the empirical evidence that the current feedback strategies in TEYL II are efficient in boosting students' performance in microteaching, the data also shows some weaknesses that leave room for adjustment. Specifically, while comparing my own feedback forms with those of the trainees, I saw a discrepancy in several areas, where the trainees and I differed in our assessment of what needed work or not. This is the most noticeable on ST1, ST2, ST4 and ST14 where peers made comments about weaknesses, yet without checking the box of *needing work* (see Appendices A and B). The inconsistency was, however, infrequent, as displayed in Figure 6.

FIGURE 6
Questionnaire Responses Regarding Peer Feedback vs. Teacher Feedback



When asked about peer feedback, most of the participants thought it was moderately adequate. This point was confirmed in participants' discussions. For example, participants D62 and D64 thought that most of the notes from peers were accurate and that providing positive comments was not a sign of inaccuracy but rather a way of "encouraging us by starting with the positive side and with what they liked in our performance." Indeed, I have observed that peers tended to refrain from writing negative comments; instead, they made them orally when they got the chance to or they relied on their teacher to do that. Accordingly, though they regarded their teacher's feedback as more professional, they did value their peers' feedback for complementing the teacher's perspective and for bringing a different and enriching voice that is more "similar to that of YLs as they are playing their role throughout the micro-teaching" (D60).

From these discussions and my own observations (of the forms), it appears that there were two main reasons why peers did not always explicitly recommend *needing work*. First, they were considerate of their friends' feelings and supportive of each other. This issue can be solved by removing their names from the forms, as suggested by D75, which would provide more freedom while pointing to peers' weaknesses. Second, the detected inaccuracy could be due to peers' own weaknesses in some areas. For example, language issues in microteaching were often not caught by peers, and this indicates a need for integration of more language work in the TEYL II classroom.

PEDAGOGICAL IMPLICATIONS

The findings from the present study provided answers to the main research questions, thus solving a puzzle that came out of my own classes. This puzzle relates to the usefulness of the currently-adopted feedback strategies for enhancing the quality of microteaching in the TEYL II course for pre-service teachers at ISEAHM. The findings have implications for future teaching.

Starting with the implications for my own teaching, I now see many pointers on how to improve the quality of my feedback strategies as well as my input for students in my TEYL II class. The main finding related to the traceable progress in the preservice teachers' performance affirms the efficiency of my currently-used set of feedback strategies. Thus, I can continue to use these strategies while introducing a few changes. In light of students' concern about the quality of peer feedback, I will change the process of administration for the peer feedback form, by, for example, making it anonymous.

Relatedly, I will encourage student observers to specify the nature of language mistakes (spelling, pronunciation, word choice, etc.) and give examples in the Comments section of the form. This would make them more attentive while evaluating the microteaching demonstrations. Some participants in the discussion sessions suggested turning the forms into an opportunity to practice writing skills by asking student evaluators to write a coherent paragraph or a short essay. I, the teacher, could later use corrective feedback to address common mistakes in their writing. This, however, would solve the problem partially; rather, remediation should start earlier in the previous English courses (in students' first and second years).

This point leads to broader implications of this study for the practice of microteaching in the institute in general, and in other fellow English teachers' courses. First, the increase in participation rates revealed by the questionnaire should allay TEYL teachers' concerns about students' indifference and reluctance toward feedback in TEYL I. The issue of time constraints can be solved by resorting to various types of written feedback, which can be provided even after class. Using online platforms is an additional strategy of saving time as it keeps the process of feedback going after leaving class, allowing students to check any details they missed during oral feedback.

To keep the wheel of progress rolling, I have shared the results of this study with my colleagues. They, in turn, expressed their willingness to implement the feedback strategies. They also suggested some changes in the evaluation forms, including putting more focus on the "language" and "authenticity" and other teaching skills, which should also be introduced in the TEYL II course proper. For the new academic year, the teaching staff is working on reforming the English program for Education and Teaching to focus more on improving the students' language proficiency by creating more opportunities for language use during the first two years of instruction.

To conclude, encouraged by the positive effects of the new set of feedback strategies on preservice teachers' microteaching, I intend to continue my exploratory practice research on feedback with a view towards reaching better results. My next step is to reach out to collaborate with colleagues from other institutes in Tunisia. Together we can devise more ways to effectively integrate feedback strategies in teacher training programs.

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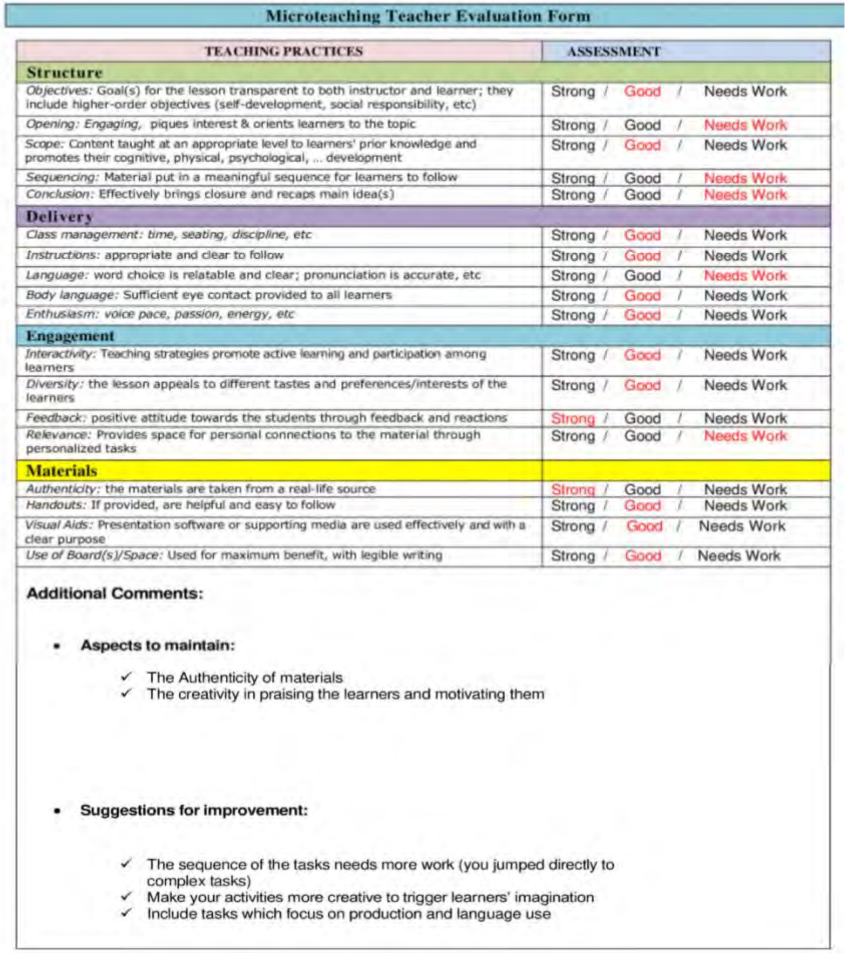
APPENDIX A

Student Teachers' Feedback Forms in Microteaching 1 & Microteaching 2

ST1

Microteaching 1



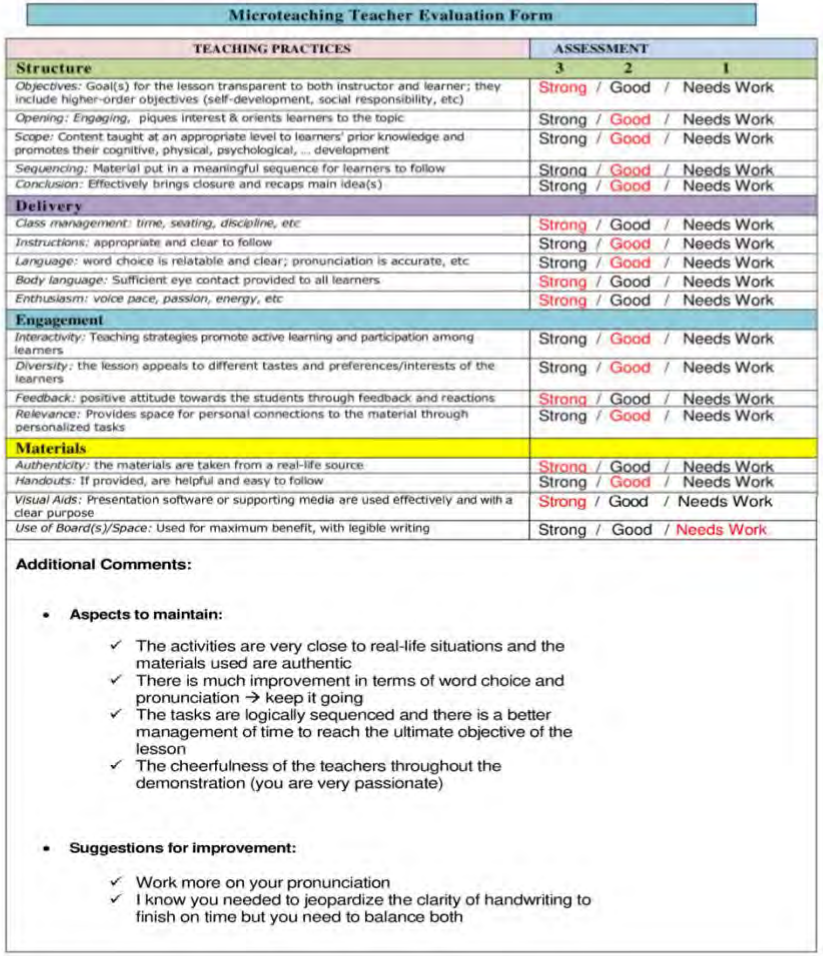
Microteaching Teacher Evaluation Form

TEACHING PRACTICES	ASSESSMENT
Structure	
Objectives: Goal(s) for the lesson transparent to both instructor and learner; they include higher-order objectives (self-development, social responsibility, etc)	Strong / [✓ Good] / Needs Work
Opening: Engaging, piques interest & orients learners to the topic	Strong / Good / [✓ Needs Work]
Scope: Content taught at an appropriate level to learners' prior knowledge and promotes their cognitive, physical, psychological, ... development	Strong / [✓ Good] / Needs Work
Sequencing: Material put in a meaningful sequence for learners to follow	Strong / Good / [✓ Needs Work]
Conclusion: Effectively brings closure and recaps main idea(s)	Strong / Good / [✓ Needs Work]
Delivery	
Class management: time, seating, discipline, etc	Strong / [✓ Good] / Needs Work
Instructions: appropriate and clear to follow	Strong / [✓ Good] / Needs Work
Language: word choice is relatable and clear; pronunciation is accurate, etc	Strong / Good / [✓ Needs Work]
Body language: Sufficient eye contact provided to all learners	Strong / [✓ Good] / Needs Work
Enthusiasm: voice pace, passion, energy, etc	Strong / [✓ Good] / Needs Work
Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	Strong / [✓ Good] / Needs Work
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	Strong / [✓ Good] / Needs Work
Feedback: positive attitude towards the students through feedback and reactions	[✓ Strong] / Good / Needs Work
Relevance: Provides space for personal connections to the material through personalized tasks	Strong / Good / [✓ Needs Work]
Materials	
Authenticity: the materials are taken from a real-life source	[✓ Strong] / Good / Needs Work
Handouts: If provided, are helpful and easy to follow	Strong / [✓ Good] / Needs Work
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / [✓ Good] / Needs Work
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ The Authenticity of materials
  - ✓ The creativity in praising the learners and motivating them
- **Suggestions for improvement:**
  - ✓ The sequence of the tasks needs more work (you jumped directly to complex tasks)
  - ✓ Make your activities more creative to trigger learners' imagination
  - ✓ Include tasks which focus on production and language use

Microteaching 2



Microteaching Teacher Evaluation Form

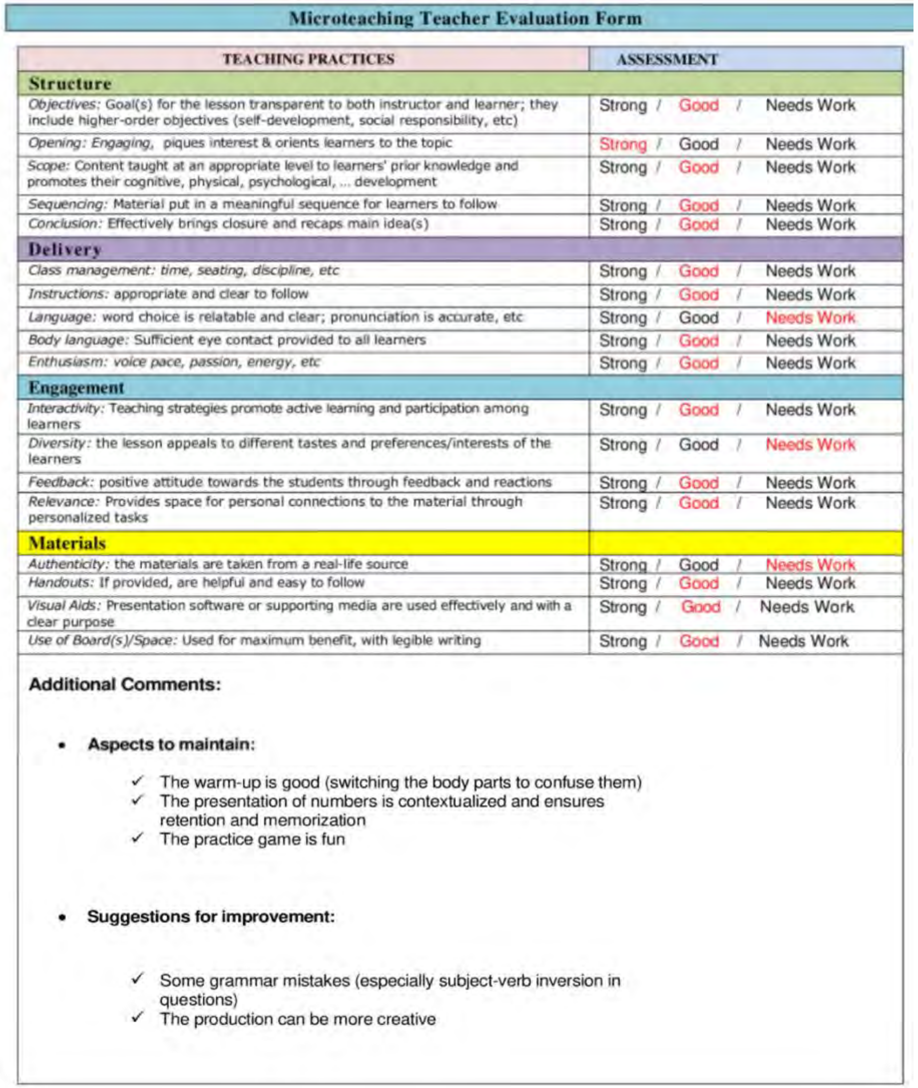
TEACHING PRACTICES	ASSESSMENT
Structure	3 2 1
Objectives: Goal(s) for the lesson transparent to both instructor and learner; they include higher-order objectives (self-development, social responsibility, etc)	[✓ Strong] / Good / Needs Work
Opening: Engaging, piques interest & orients learners to the topic	Strong / [✓ Good] / Needs Work
Scope: Content taught at an appropriate level to learners' prior knowledge and promotes their cognitive, physical, psychological, ... development	Strong / [✓ Good] / Needs Work
Sequencing: Material put in a meaningful sequence for learners to follow	Strong / [✓ Good] / Needs Work
Conclusion: Effectively brings closure and recaps main idea(s)	Strong / [✓ Good] / Needs Work
Delivery	
Class management: time, seating, discipline, etc	[✓ Strong] / Good / Needs Work
Instructions: appropriate and clear to follow	Strong / [✓ Good] / Needs Work
Language: word choice is relatable and clear; pronunciation is accurate, etc	Strong / [✓ Good] / Needs Work
Body language: Sufficient eye contact provided to all learners	[✓ Strong] / Good / Needs Work
Enthusiasm: voice pace, passion, energy, etc	[✓ Strong] / Good / Needs Work
Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	Strong / [✓ Good] / Needs Work
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	Strong / [✓ Good] / Needs Work
Feedback: positive attitude towards the students through feedback and reactions	[✓ Strong] / Good / Needs Work
Relevance: Provides space for personal connections to the material through personalized tasks	Strong / [✓ Good] / Needs Work
Materials	
Authenticity: the materials are taken from a real-life source	[✓ Strong] / Good / Needs Work
Handouts: If provided, are helpful and easy to follow	Strong / [✓ Good] / Needs Work
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	[✓ Strong] / Good / Needs Work
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / [✓ Needs Work]

Additional Comments:

- **Aspects to maintain:**
  - ✓ The activities are very close to real-life situations and the materials used are authentic
  - ✓ There is much improvement in terms of word choice and pronunciation → keep it going
  - ✓ The tasks are logically sequenced and there is a better management of time to reach the ultimate objective of the lesson
  - ✓ The cheerfulness of the teachers throughout the demonstration (you are very passionate)
- **Suggestions for improvement:**
  - ✓ Work more on your pronunciation
  - ✓ I know you needed to jeopardize the clarity of handwriting to finish on time but you need to balance both

ST2

Microteaching 1



Microteaching Teacher Evaluation Form

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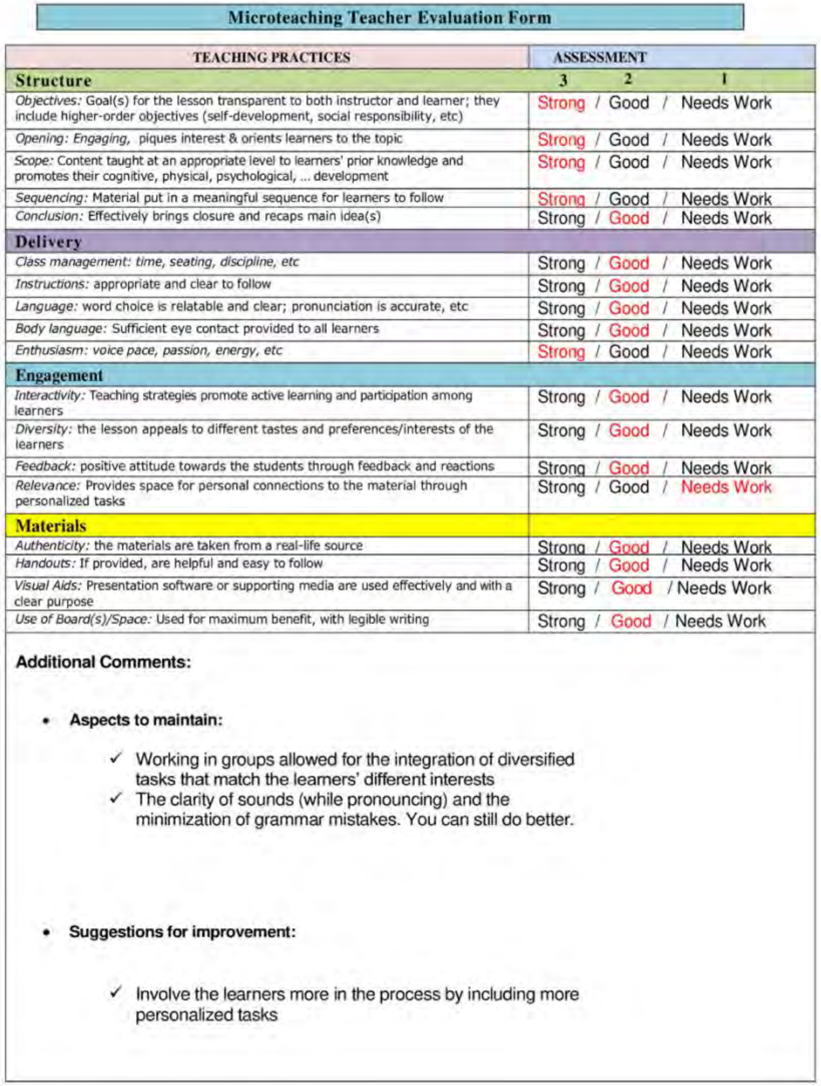
Additional Comments:

- **Aspects to maintain:**
  - ✓ The warm-up is good (switching the body parts to confuse them)
  - ✓ The presentation of numbers is contextualized and ensures retention and memorization
  - ✓ The practice game is fun
- **Suggestions for improvement:**
  - ✓ Some grammar mistakes (especially subject-verb inversion in questions)
  - ✓ The production can be more creative

Microteaching 2



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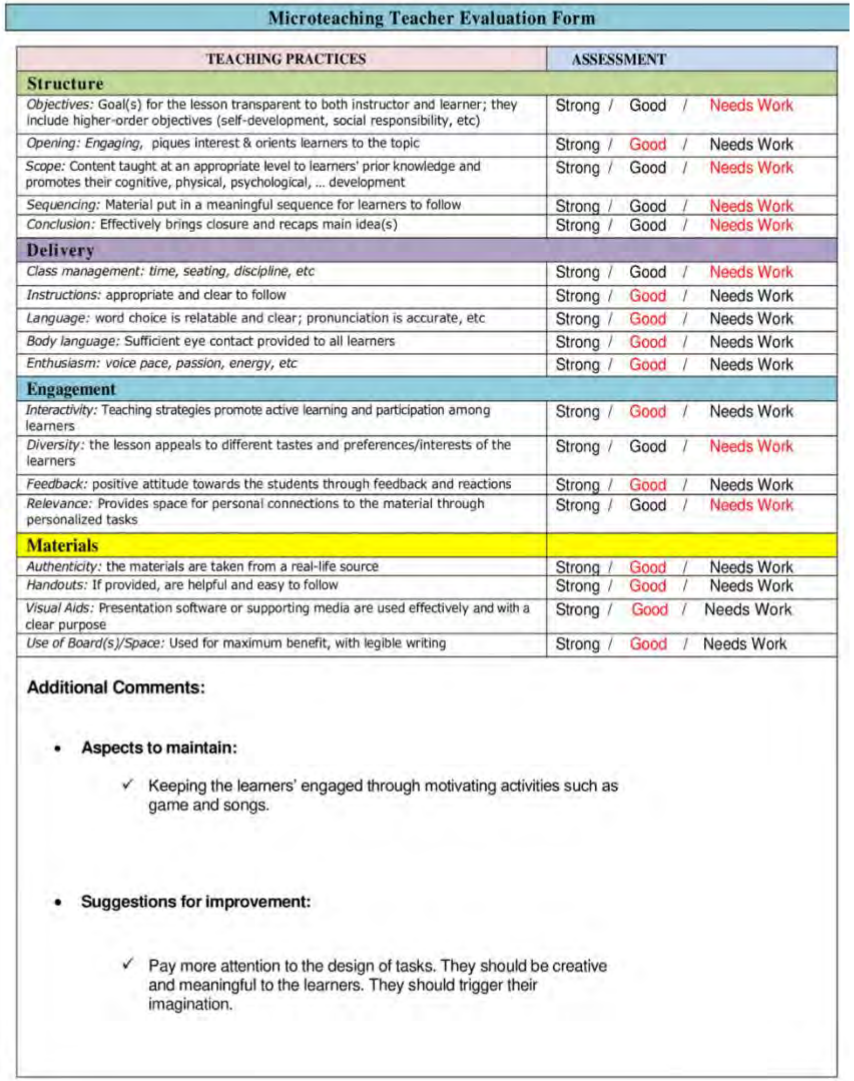
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ Working in groups allowed for the integration of diversified tasks that match the learners' different interests
  - ✓ The clarity of sounds (while pronouncing) and the minimization of grammar mistakes. You can still do better.
- **Suggestions for improvement:**
  - ✓ Involve the learners more in the process by including more personalized tasks

ST3

Microteaching 1



Microteaching Teacher Evaluation Form

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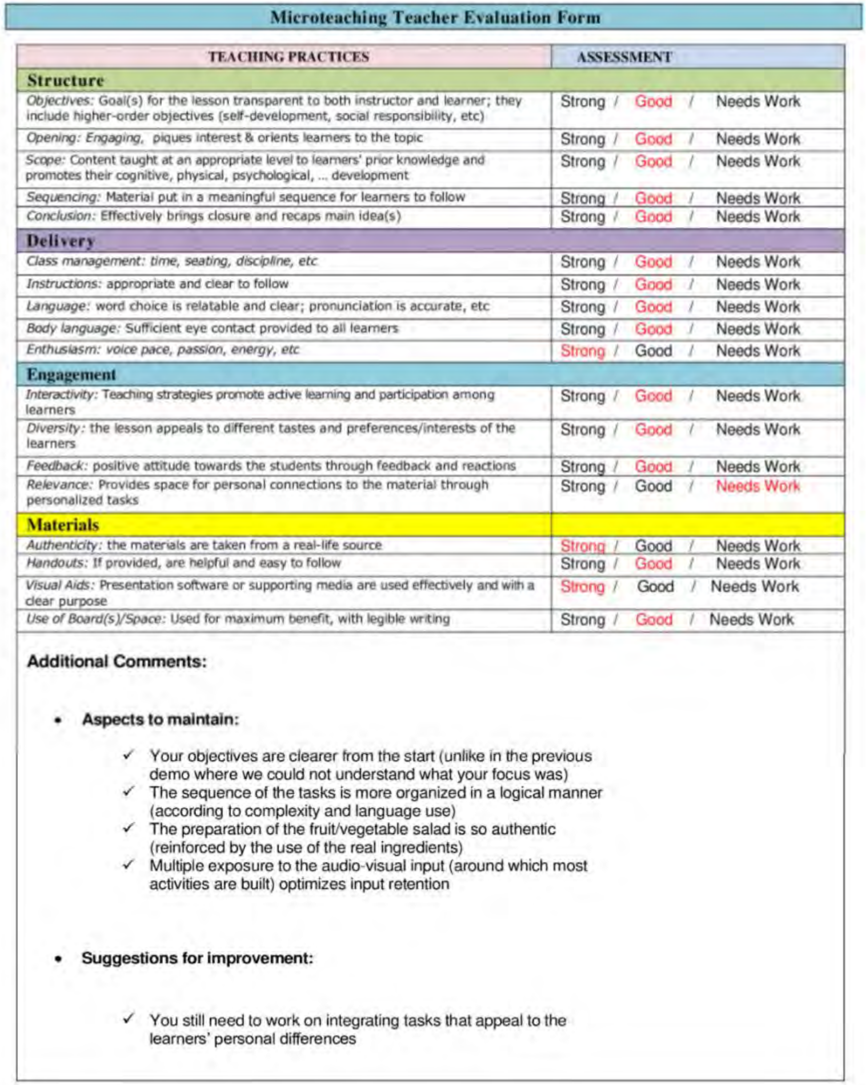
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ Keeping the learners' engaged through motivating activities such as game and songs.
- **Suggestions for improvement:**
  - ✓ Pay more attention to the design of tasks. They should be creative and meaningful to the learners. They should trigger their imagination.

Microteaching 2



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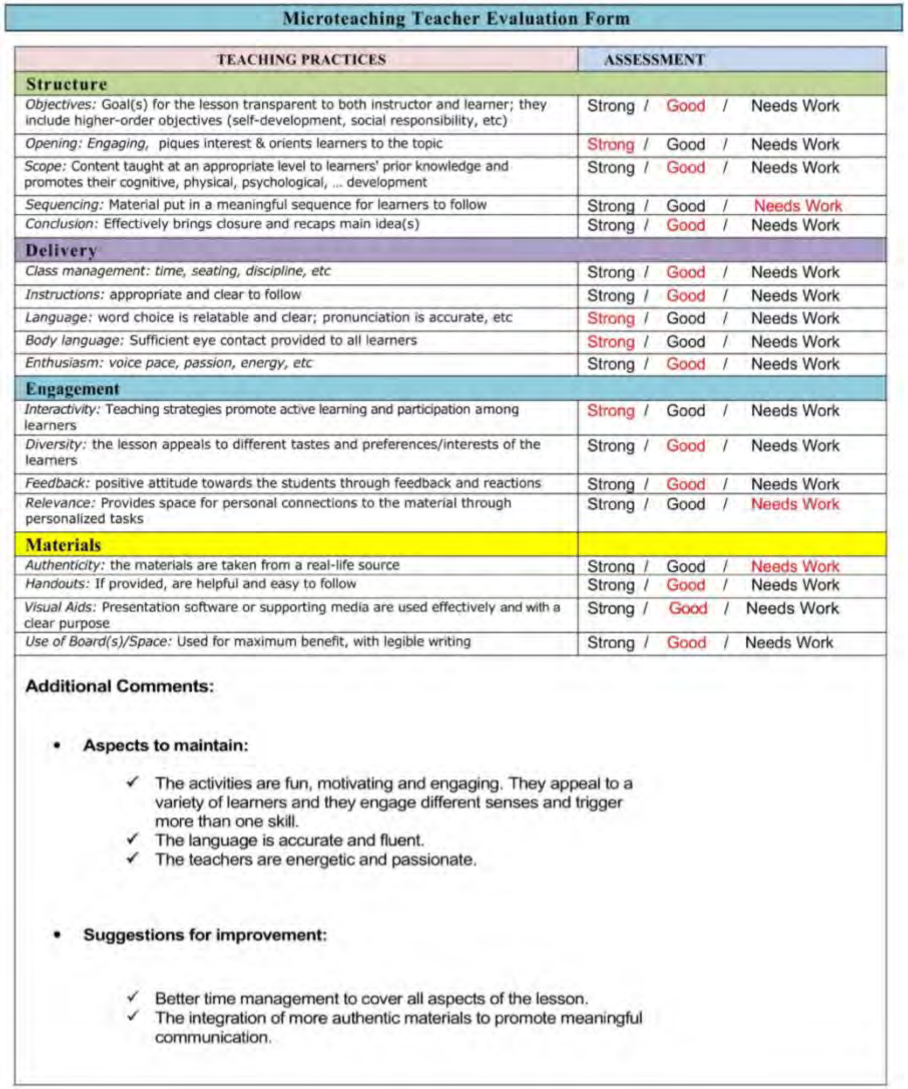
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ Your objectives are clearer from the start (unlike in the previous demo where we could not understand what your focus was)
  - ✓ The sequence of the tasks is more organized in a logical manner (according to complexity and language use)
  - ✓ The preparation of the fruit/vegetable salad is so authentic (reinforced by the use of the real ingredients)
  - ✓ Multiple exposure to the audio-visual input (around which most activities are built) optimizes input retention
- **Suggestions for improvement:**
  - ✓ You still need to work on integrating tasks that appeal to the learners' personal differences

ST4

Microteaching 1



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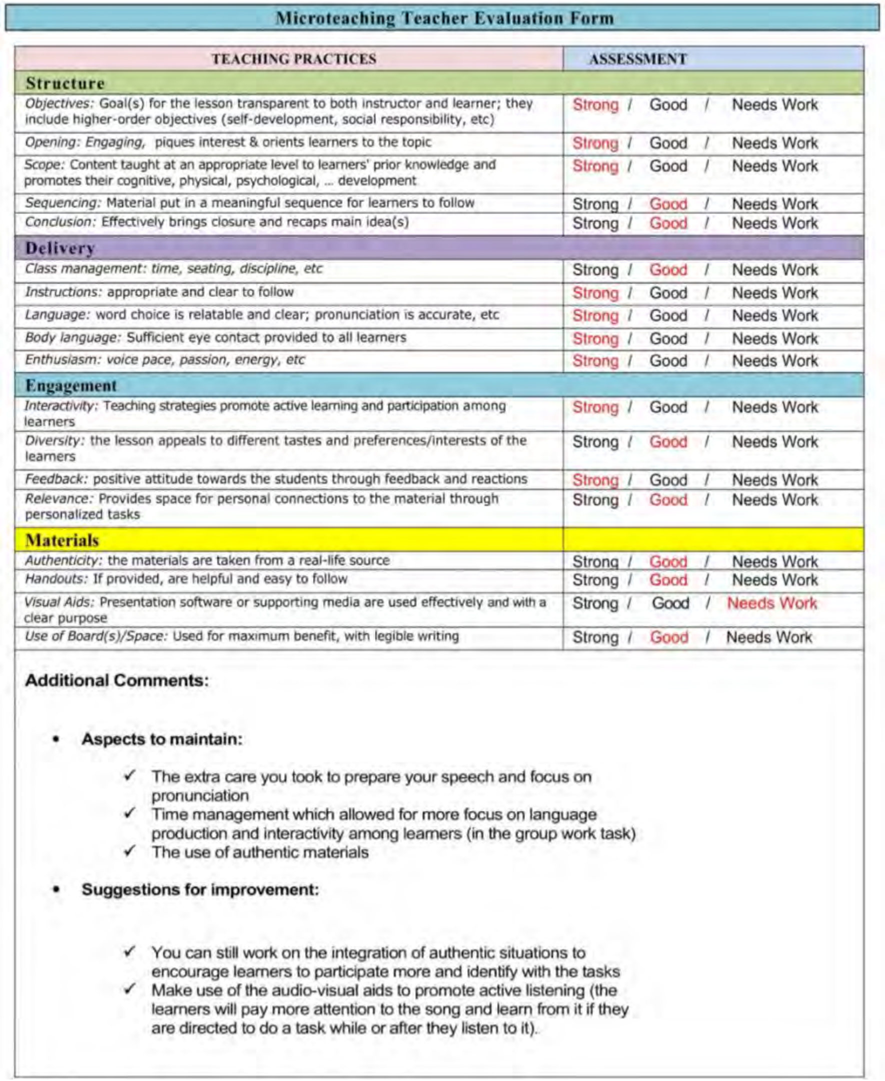
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
    - ✓ The activities are fun, motivating and engaging. They appeal to a variety of learners and they engage different senses and trigger more than one skill.
    - ✓ The language is accurate and fluent.
    - ✓ The teachers are energetic and passionate.
- **Suggestions for improvement:**
    - ✓ Better time management to cover all aspects of the lesson.
    - ✓ The integration of more authentic materials to promote meaningful communication.

Microteaching 2



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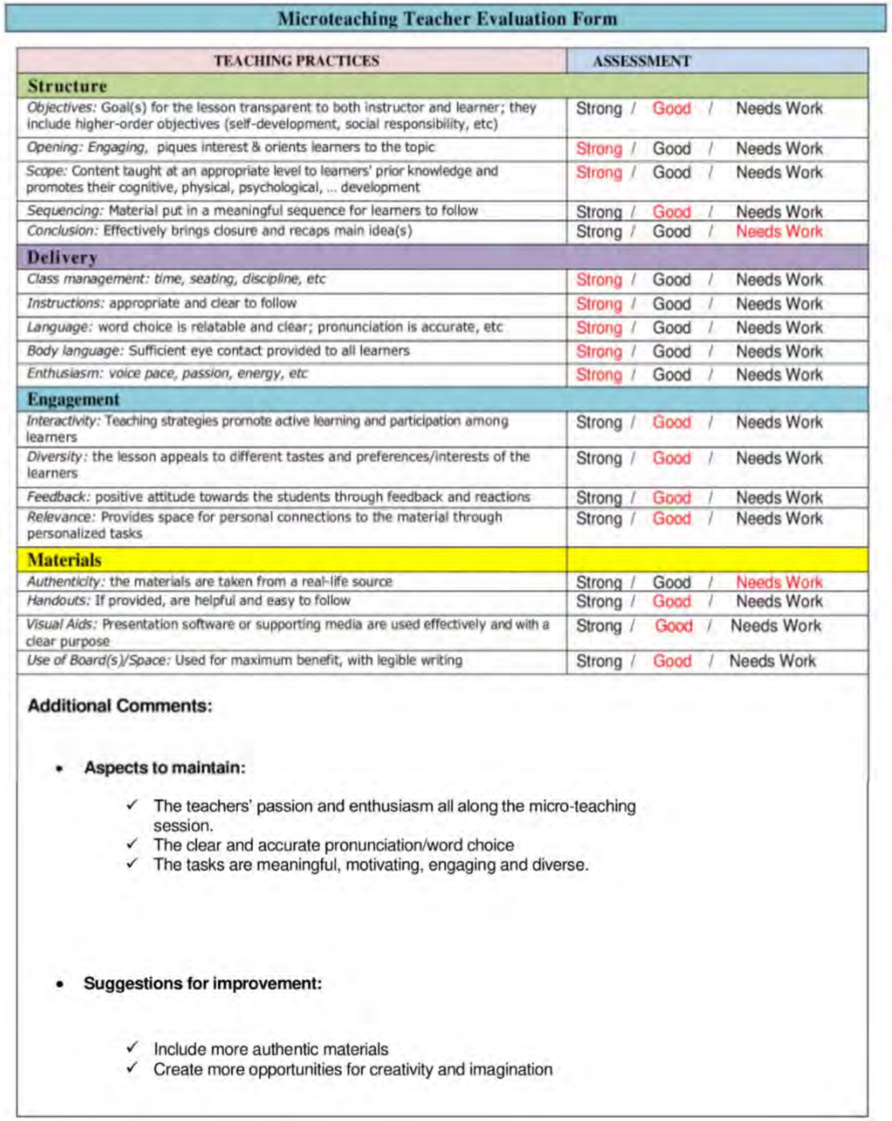
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
    - ✓ The extra care you took to prepare your speech and focus on pronunciation
    - ✓ Time management which allowed for more focus on language production and interactivity among learners (in the group work task)
    - ✓ The use of authentic materials
- **Suggestions for improvement:**
    - ✓ You can still work on the integration of authentic situations to encourage learners to participate more and identify with the tasks
    - ✓ Make use of the audio-visual aids to promote active listening (the learners will pay more attention to the song and learn from it if they are directed to do a task while or after they listen to it).

ST5

Microteaching 1



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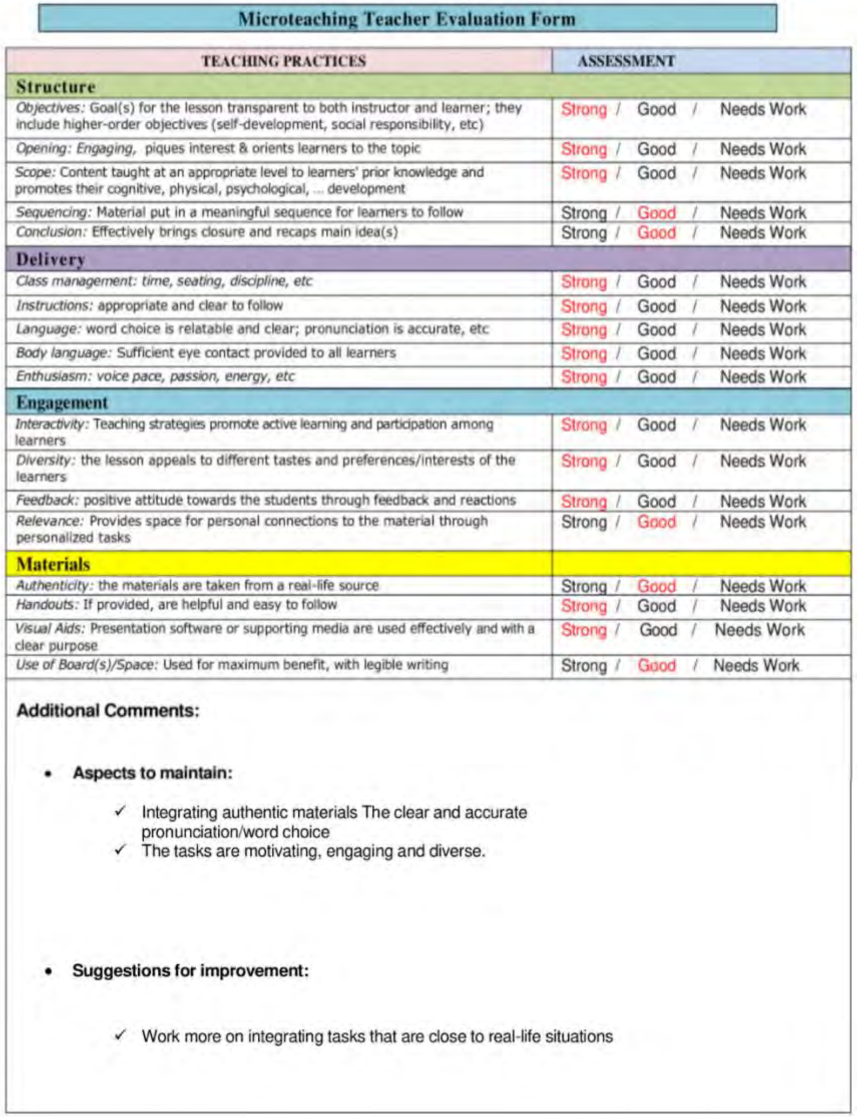
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ The teachers' passion and enthusiasm all along the micro-teaching session.
  - ✓ The clear and accurate pronunciation/word choice
  - ✓ The tasks are meaningful, motivating, engaging and diverse.
- **Suggestions for improvement:**
  - ✓ Include more authentic materials
  - ✓ Create more opportunities for creativity and imagination

Microteaching 2



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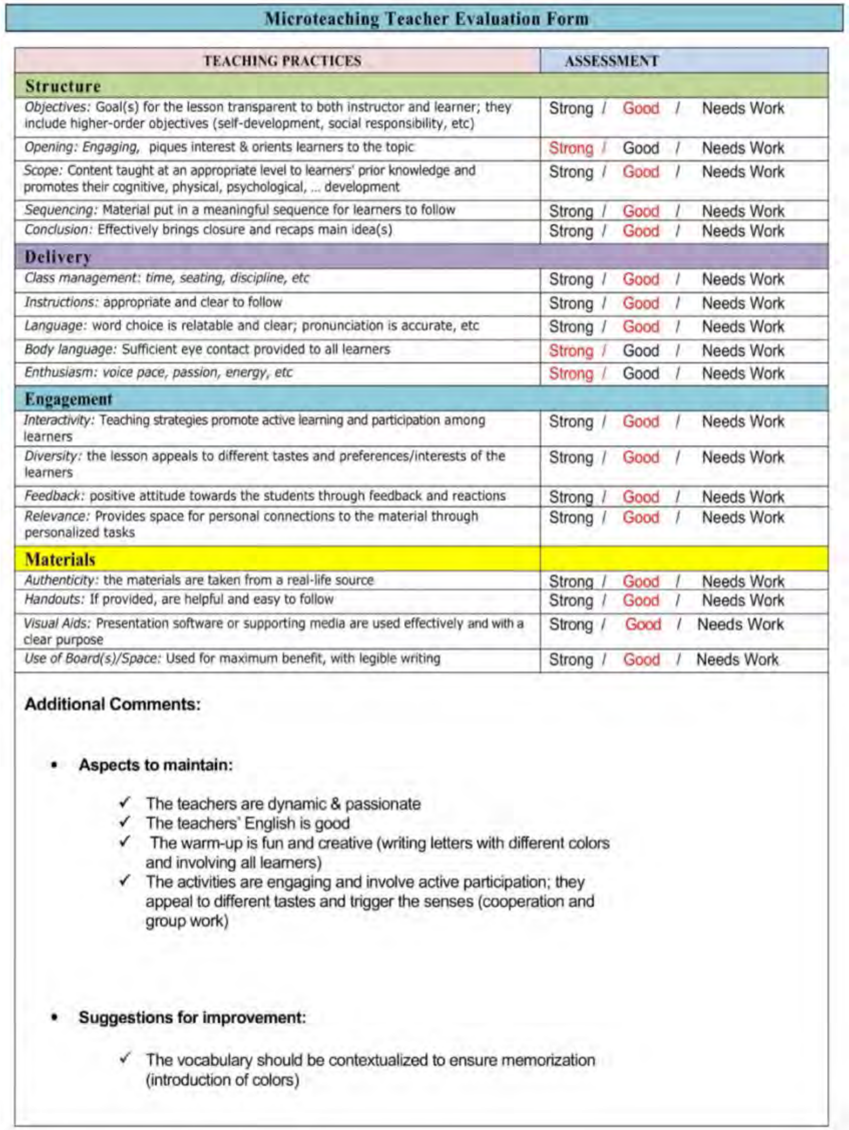
Additional Comments:

- **Aspects to maintain:**
  - ✓ Integrating authentic materials The clear and accurate pronunciation/word choice
  - ✓ The tasks are motivating, engaging and diverse.
- **Suggestions for improvement:**
  - ✓ Work more on integrating tasks that are close to real-life situations

ST6

Microteaching 1



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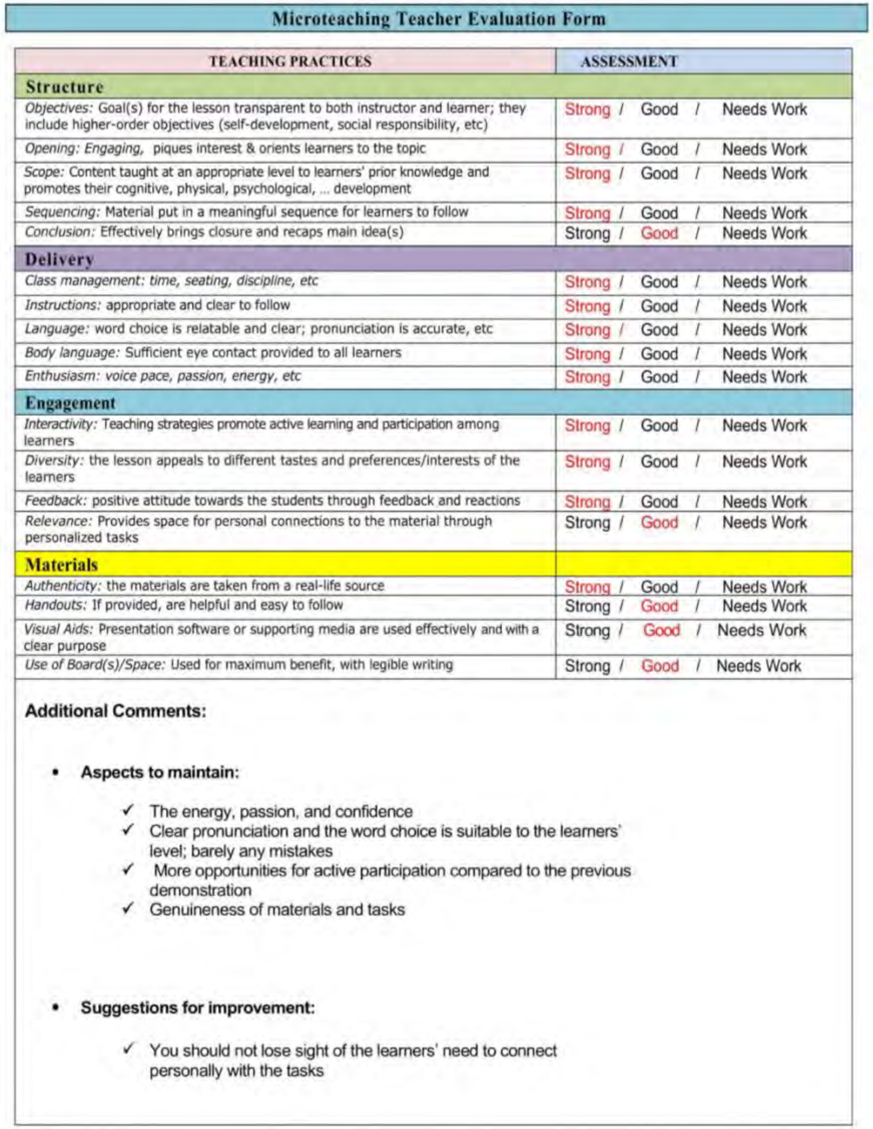
Additional Comments:

- **Aspects to maintain:**
  - ✓ The teachers are dynamic & passionate
  - ✓ The teachers' English is good
  - ✓ The warm-up is fun and creative (writing letters with different colors and involving all learners)
  - ✓ The activities are engaging and involve active participation; they appeal to different tastes and trigger the senses (cooperation and group work)
- **Suggestions for improvement:**
  - ✓ The vocabulary should be contextualized to ensure memorization (introduction of colors)

Microteaching 2



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Language: word choice is relatable and clear; pronunciation is accurate, etc	[✓ Strong] / Good / Needs Work
Body language: Sufficient eye contact provided to all learners	[✓ Strong] / Good / Needs Work
Enthusiasm: voice pace, passion, energy, etc	[✓ Strong] / Good / Needs Work
Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	[✓ Strong] / Good / Needs Work
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	[✓ Strong] / Good / Needs Work
Feedback: positive attitude towards the students through feedback and reactions	[✓ Strong] / Good / Needs Work
Relevance: Provides space for personal connections to the material through personalized tasks	Strong / [✓ Good] / Needs Work
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Authenticity: the materials are taken from a real-life source	[✓ Strong] / Good / Needs Work
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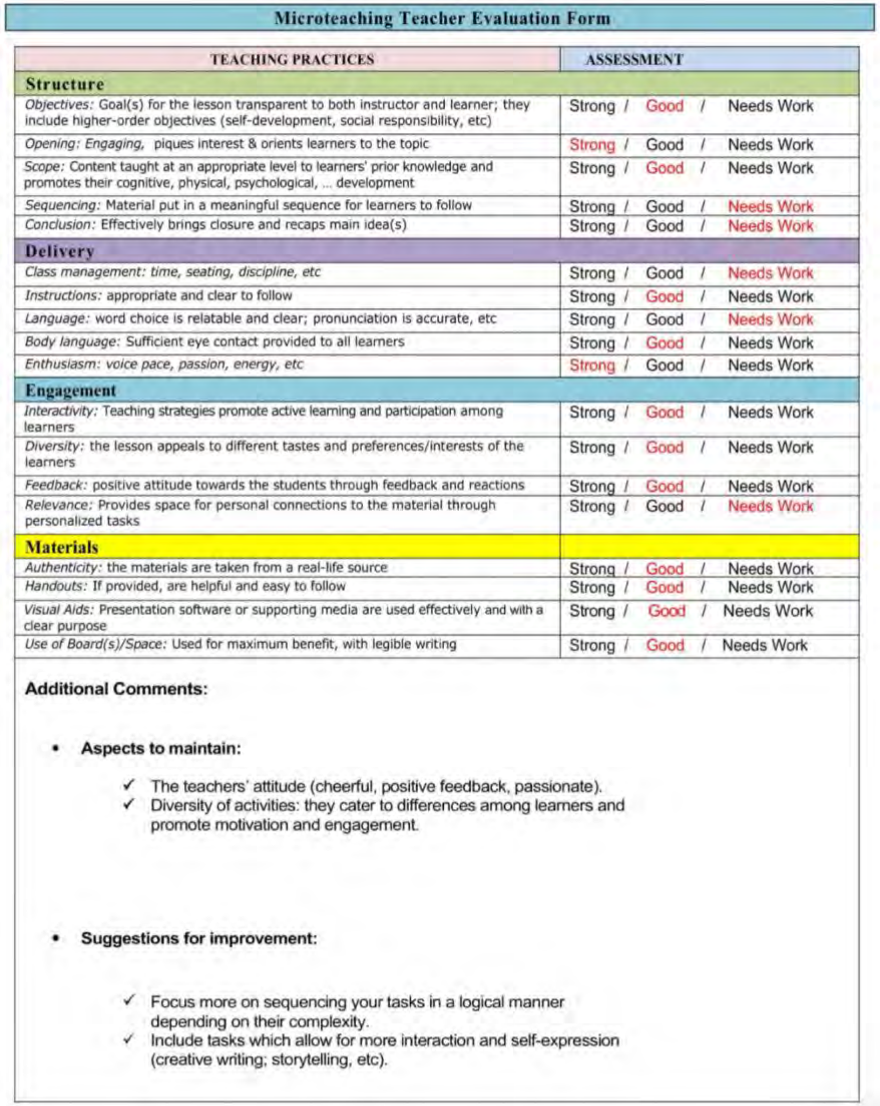
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / [✓ Good] / Needs Work
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ The energy, passion, and confidence
  - ✓ Clear pronunciation and the word choice is suitable to the learners' level; barely any mistakes
  - ✓ More opportunities for active participation compared to the previous demonstration
  - ✓ Genuineness of materials and tasks
- **Suggestions for improvement:**
  - ✓ You should not lose sight of the learners' need to connect personally with the tasks

ST7

Microteaching 1



Microteaching Teacher Evaluation Form

TEACHING PRACTICES	ASSESSMENT
Structure	
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Sequencing: Material put in a meaningful sequence for learners to follow	Strong / Good / [✓ Needs Work]
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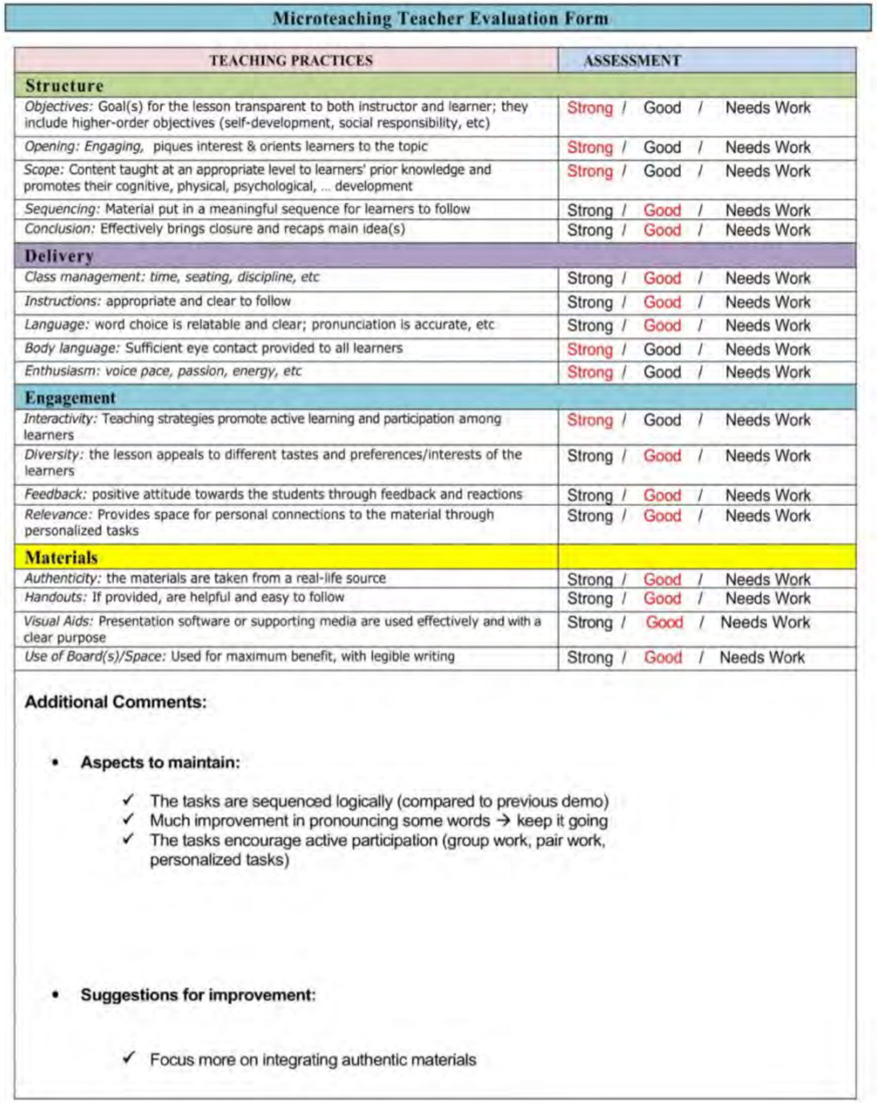
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ The teachers' attitude (cheerful, positive feedback, passionate).
  - ✓ Diversity of activities: they cater to differences among learners and promote motivation and engagement.
- **Suggestions for improvement:**
  - ✓ Focus more on sequencing your tasks in a logical manner depending on their complexity.
  - ✓ Include tasks which allow for more interaction and self-expression (creative writing; storytelling, etc).

Microteaching 2



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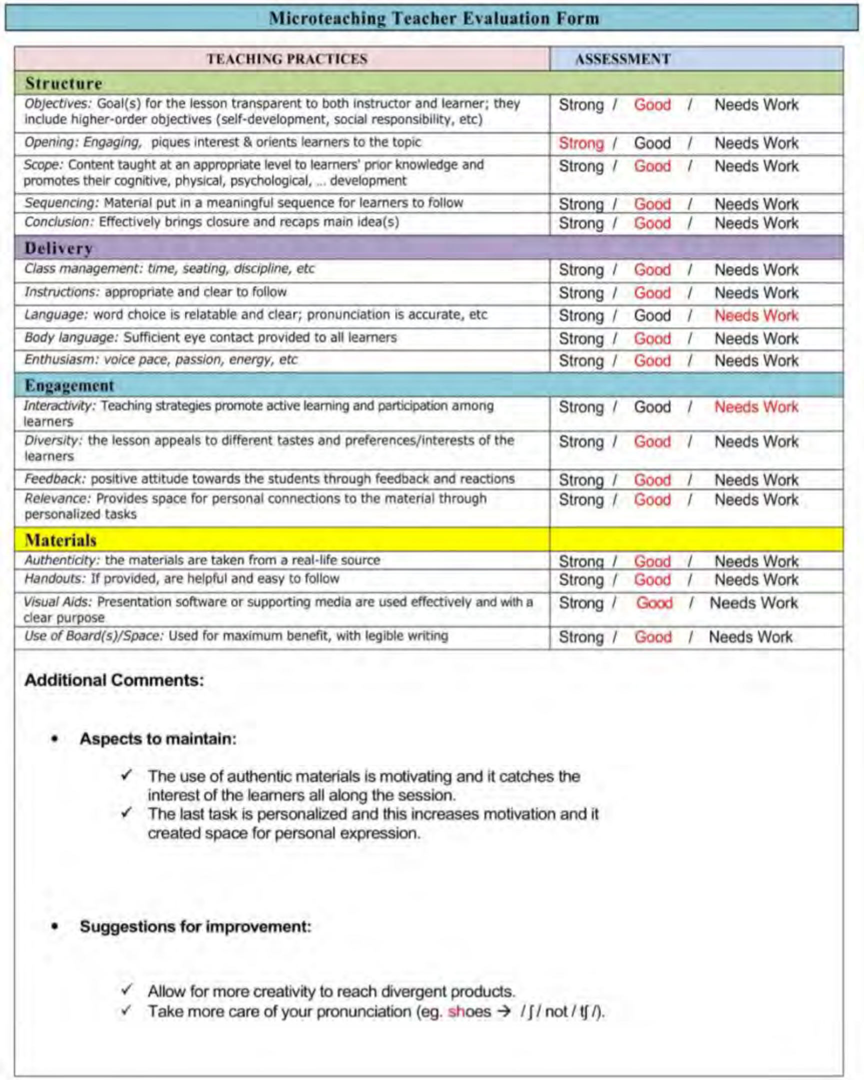
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ The tasks are sequenced logically (compared to previous demo)
  - ✓ Much improvement in pronouncing some words → keep it going
  - ✓ The tasks encourage active participation (group work, pair work, personalized tasks)
- **Suggestions for improvement:**
  - ✓ Focus more on integrating authentic materials

ST8

Microteaching 1



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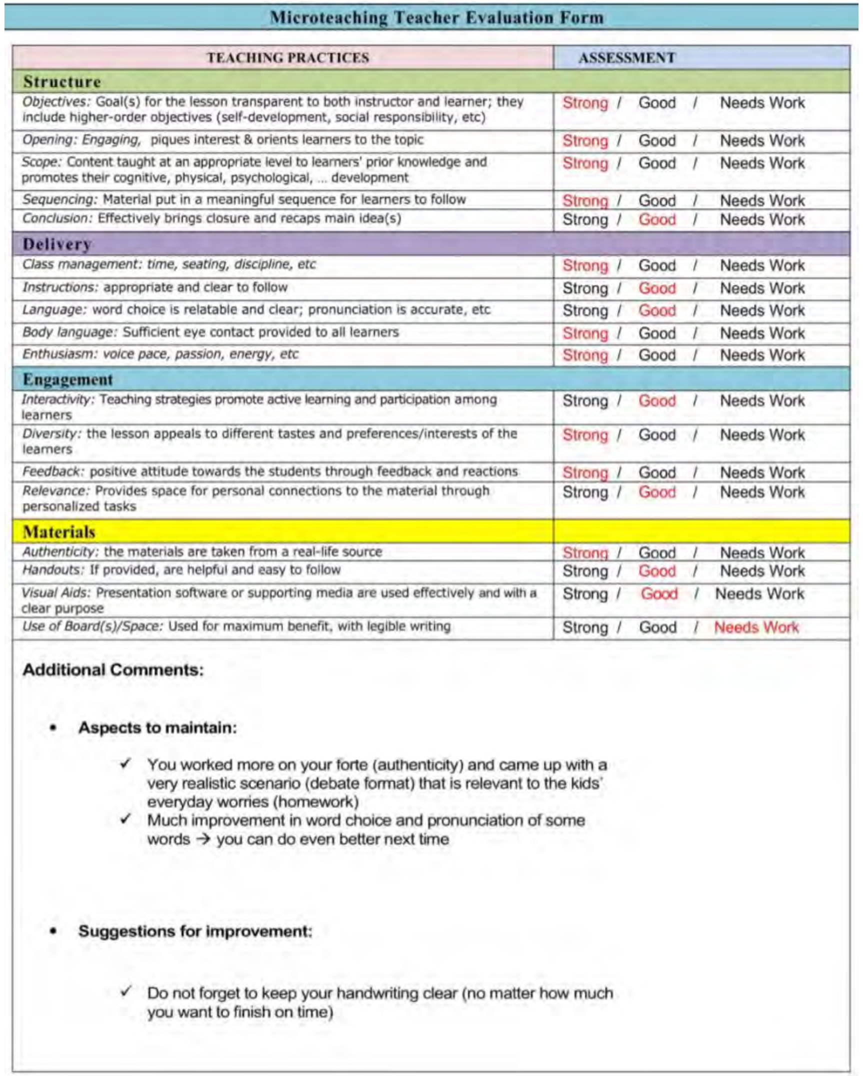
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ The use of authentic materials is motivating and it catches the interest of the learners all along the session.
  - ✓ The last task is personalized and this increases motivation and it created space for personal expression.
- **Suggestions for improvement:**
  - ✓ Allow for more creativity to reach divergent products.
  - ✓ Take more care of your pronunciation (eg. shoes → / ʃ / not / tʃ /).

Microteaching 2



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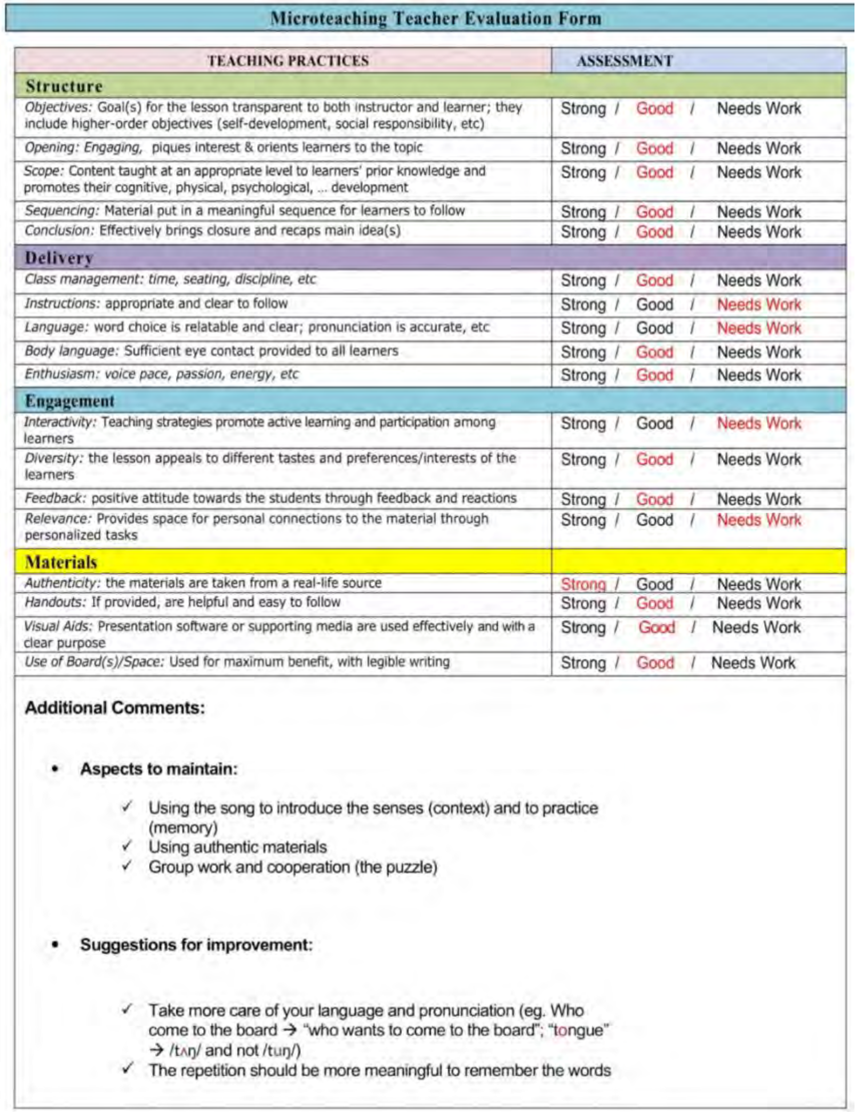
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / [✓ Needs Work]

Additional Comments:

- **Aspects to maintain:**
  - ✓ You worked more on your forte (authenticity) and came up with a very realistic scenario (debate format) that is relevant to the kids' everyday worries (homework)
  - ✓ Much improvement in word choice and pronunciation of some words → you can do even better next time
- **Suggestions for improvement:**
  - ✓ Do not forget to keep your handwriting clear (no matter how much you want to finish on time)

ST9

Microteaching 1



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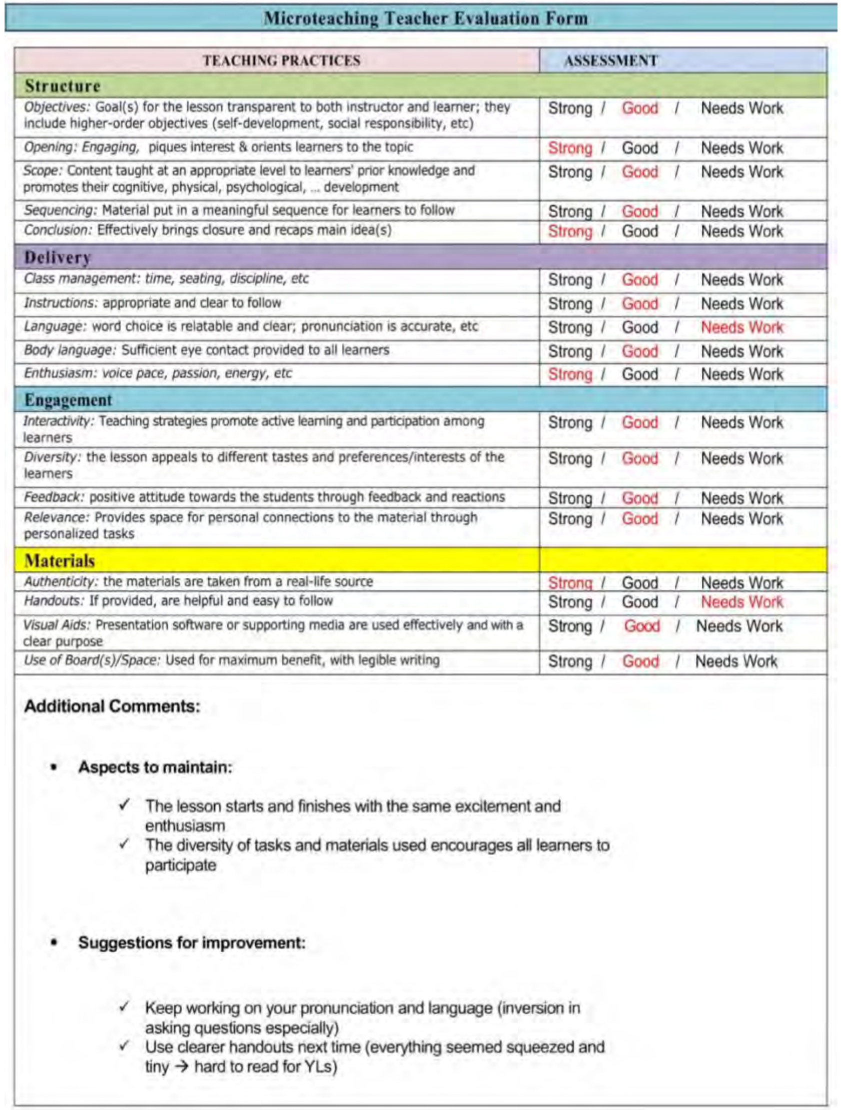
Additional Comments:

- **Aspects to maintain:**
  - ✓ Using the song to introduce the senses (context) and to practice (memory)
  - ✓ Using authentic materials
  - ✓ Group work and cooperation (the puzzle)
- **Suggestions for improvement:**
  - ✓ Take more care of your language and pronunciation (eg. Who come to the board → "who wants to come to the board"; "tongue" → /tʌŋ/ and not /tuŋ/)
  - ✓ The repetition should be more meaningful to remember the words

Microteaching 2



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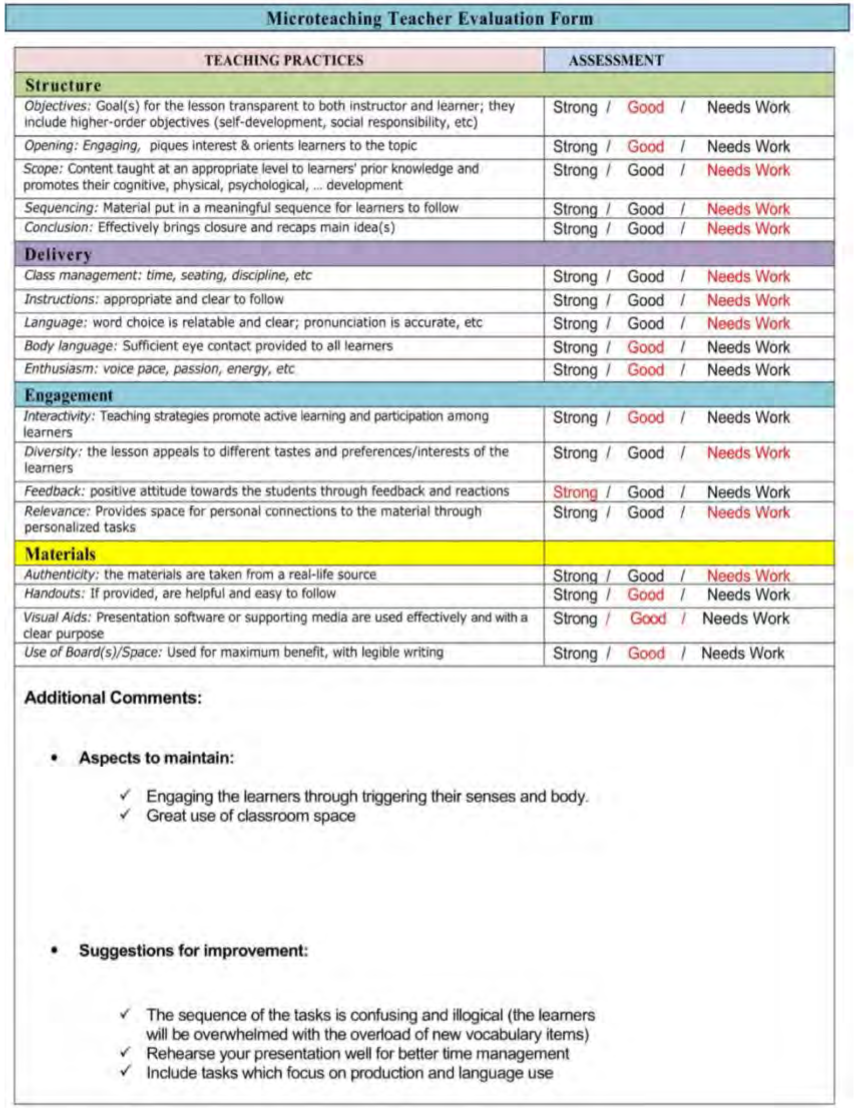
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ The lesson starts and finishes with the same excitement and enthusiasm
  - ✓ The diversity of tasks and materials used encourages all learners to participate
- **Suggestions for improvement:**
  - ✓ Keep working on your pronunciation and language (inversion in asking questions especially)
  - ✓ Use clearer handouts next time (everything seemed squeezed and tiny → hard to read for YLs)

ST10

Microteaching 1



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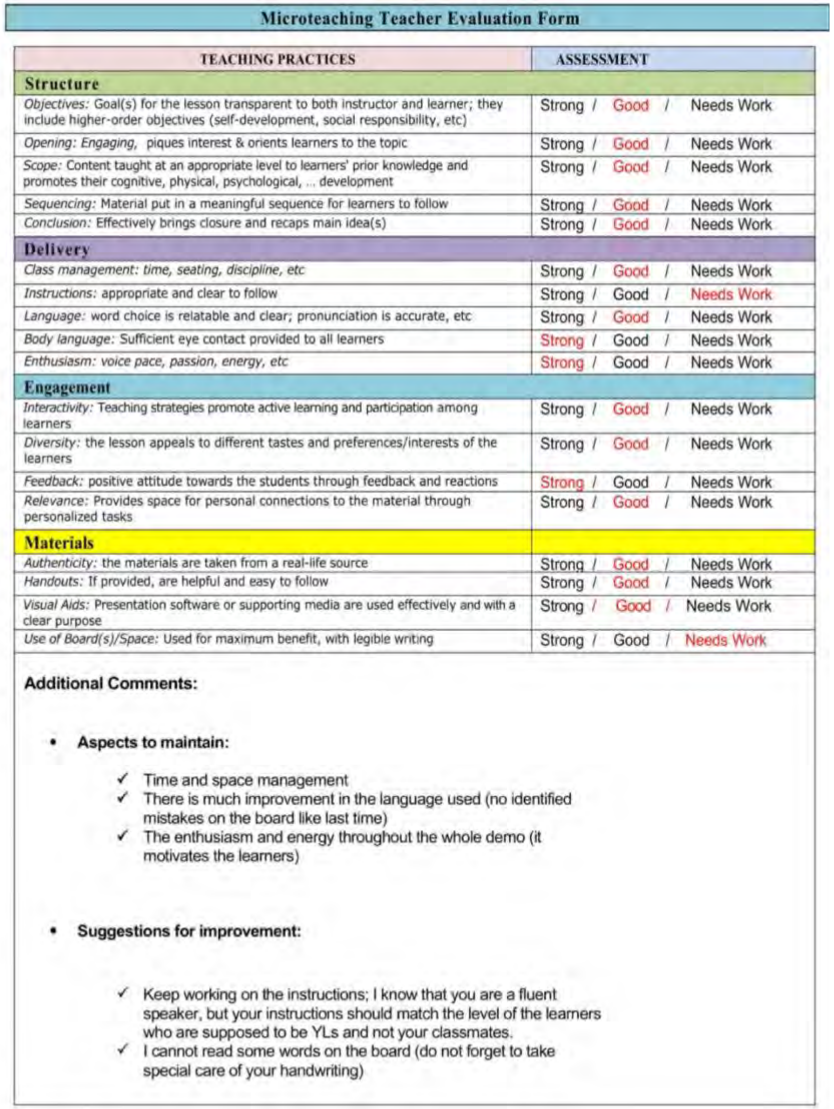
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ Engaging the learners through triggering their senses and body.
  - ✓ Great use of classroom space
- **Suggestions for improvement:**
  - ✓ The sequence of the tasks is confusing and illogical (the learners will be overwhelmed with the overload of new vocabulary items)
  - ✓ Rehearse your presentation well for better time management
  - ✓ Include tasks which focus on production and language use

Microteaching 2



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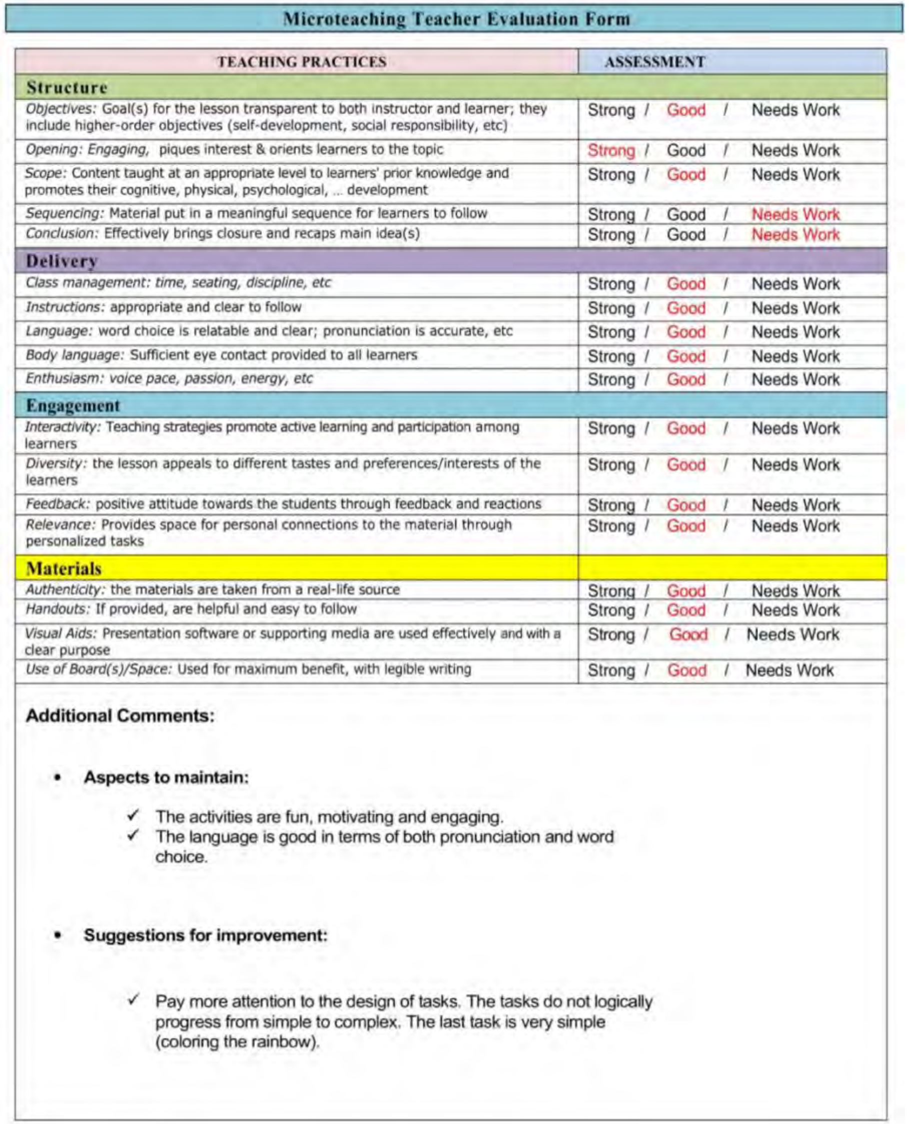
Additional Comments:

- **Aspects to maintain:**
  - ✓ Time and space management
  - ✓ There is much improvement in the language used (no identified mistakes on the board like last time)
  - ✓ The enthusiasm and energy throughout the whole demo (it motivates the learners)
- **Suggestions for improvement:**
  - ✓ Keep working on the instructions; I know that you are a fluent speaker, but your instructions should match the level of the learners who are supposed to be YLs and not your classmates.
  - ✓ I cannot read some words on the board (do not forget to take special care of your handwriting)

ST11

Microteaching 1



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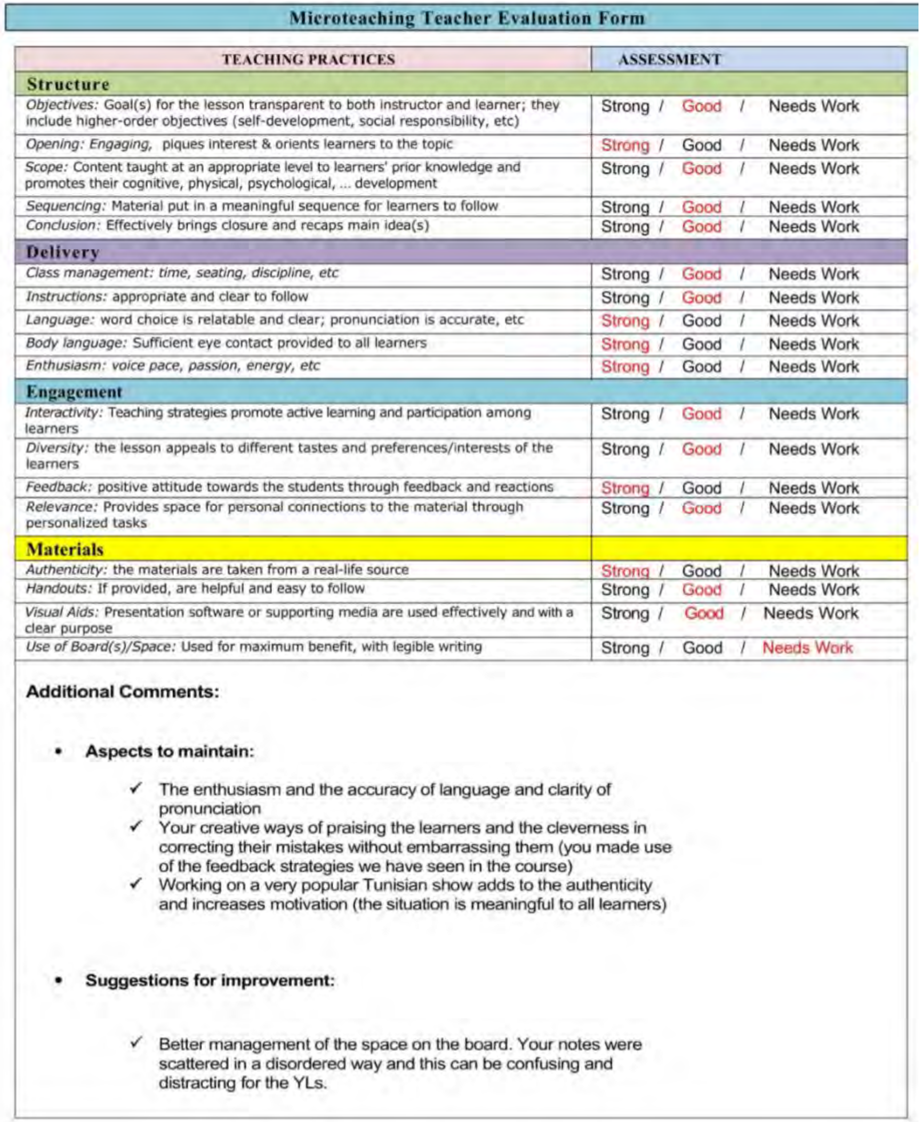
Additional Comments:

- **Aspects to maintain:**
  - ✓ The activities are fun, motivating and engaging.
  - ✓ The language is good in terms of both pronunciation and word choice.
- **Suggestions for improvement:**
  - ✓ Pay more attention to the design of tasks. The tasks do not logically progress from simple to complex. The last task is very simple (coloring the rainbow).

Microteaching 2



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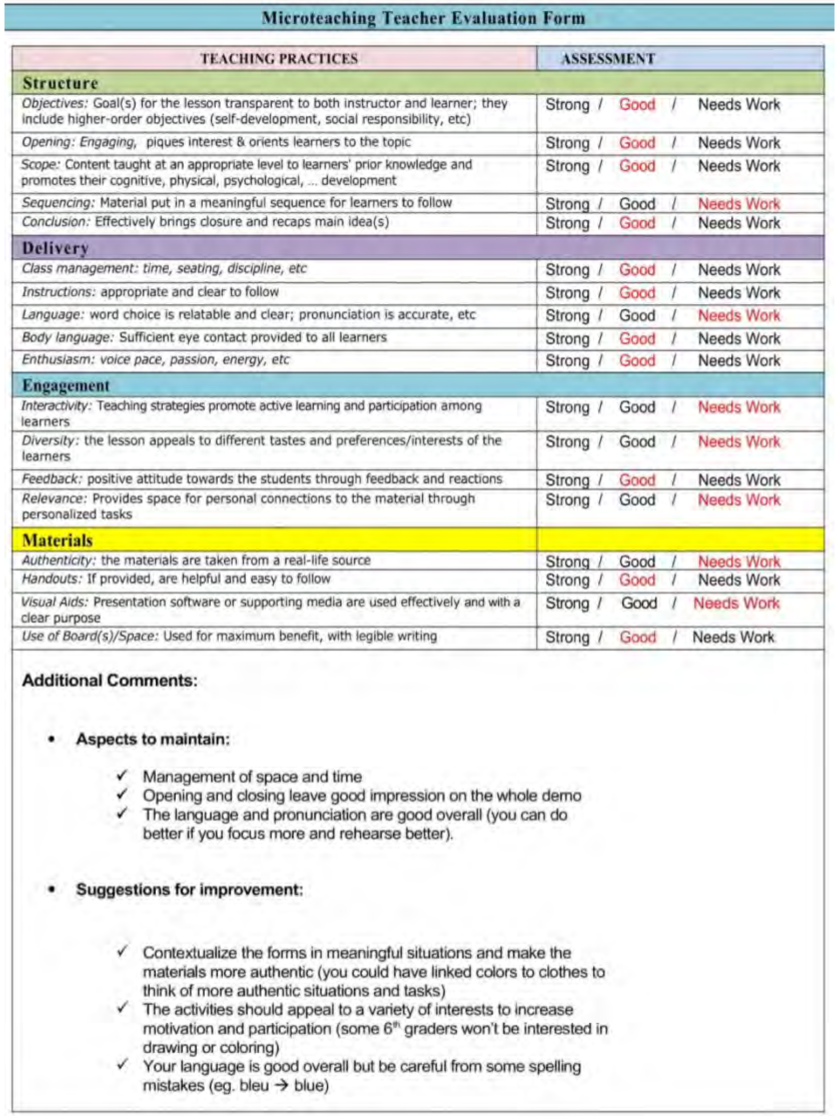
Authenticity: the materials are taken from a real-life source	[✓ Strong] / Good / Needs Work
Handouts: If provided, are helpful and easy to follow	Strong / [✓ Good] / Needs Work
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / [✓ Good] / Needs Work
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / [✓ Needs Work]

Additional Comments:

- **Aspects to maintain:**
  - ✓ The enthusiasm and the accuracy of language and clarity of pronunciation
  - ✓ Your creative ways of praising the learners and the cleverness in correcting their mistakes without embarrassing them (you made use of the feedback strategies we have seen in the course)
  - ✓ Working on a very popular Tunisian show adds to the authenticity and increases motivation (the situation is meaningful to all learners)
- **Suggestions for improvement:**
  - ✓ Better management of the space on the board. Your notes were scattered in a disordered way and this can be confusing and distracting for the YLs.

ST12

Microteaching 1



Microteaching Teacher Evaluation Form

TEACHING PRACTICES	ASSESSMENT
Structure	
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Opening: Engaging, piques interest & orients learners to the topic	Strong / [✓ Good] / Needs Work
Scope: Content taught at an appropriate level to learners' prior knowledge and promotes their cognitive, physical, psychological, ... development	Strong / [✓ Good] / Needs Work
Sequencing: Material put in a meaningful sequence for learners to follow	Strong / Good / [✓ Needs Work]
Conclusion: Effectively brings closure and recaps main idea(s)	Strong / [✓ Good] / Needs Work
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Class management: time, seating, discipline, etc	Strong / [✓ Good] / Needs Work
Instructions: appropriate and clear to follow	Strong / [✓ Good] / Needs Work
Language: word choice is relatable and clear; pronunciation is accurate, etc	Strong / Good / [✓ Needs Work]
Body language: Sufficient eye contact provided to all learners	Strong / [✓ Good] / Needs Work
Enthusiasm: voice pace, passion, energy, etc	Strong / [✓ Good] / Needs Work
Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	Strong / Good / [✓ Needs Work]
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	Strong / Good / [✓ Needs Work]
Feedback: positive attitude towards the students through feedback and reactions	Strong / [✓ Good] / Needs Work
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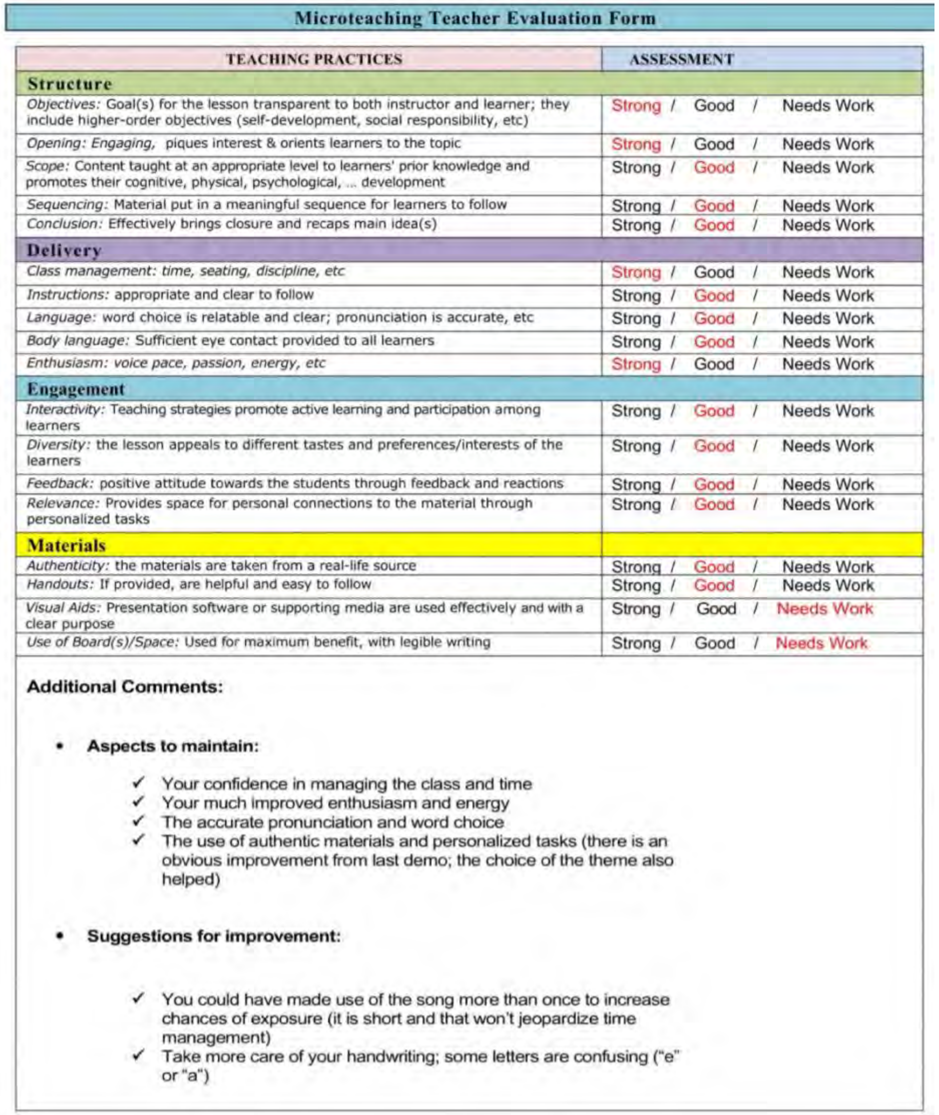
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / Good / [✓ Needs Work]
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ Management of space and time
  - ✓ Opening and closing leave good impression on the whole demo
  - ✓ The language and pronunciation are good overall (you can do better if you focus more and rehearse better).
- **Suggestions for improvement:**
  - ✓ Contextualize the forms in meaningful situations and make the materials more authentic (you could have linked colors to clothes to think of more authentic situations and tasks)
  - ✓ The activities should appeal to a variety of interests to increase motivation and participation (some 6th graders won't be interested in drawing or coloring)
  - ✓ Your language is good overall but be careful from some spelling mistakes (eg. bleu → blue)

Microteaching 2



Microteaching Teacher Evaluation Form

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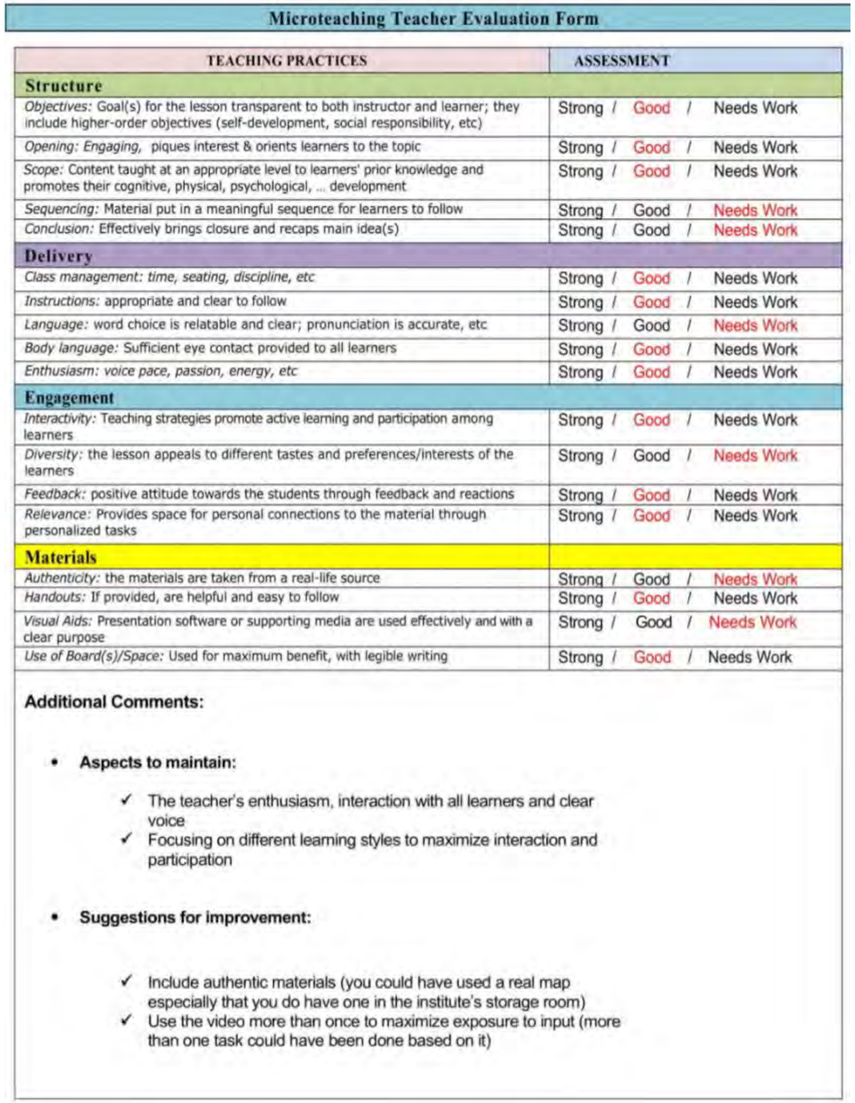
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / Good / [✓ Needs Work]
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / [✓ Needs Work]

Additional Comments:

- **Aspects to maintain:**
  - ✓ Your confidence in managing the class and time
  - ✓ Your much improved enthusiasm and energy
  - ✓ The accurate pronunciation and word choice
  - ✓ The use of authentic materials and personalized tasks (there is an obvious improvement from last demo; the choice of the theme also helped)
- **Suggestions for improvement:**
  - ✓ You could have made use of the song more than once to increase chances of exposure (it is short and that won't jeopardize time management)
  - ✓ Take more care of your handwriting; some letters are confusing ("e" or "a")

ST13

Microteaching 1



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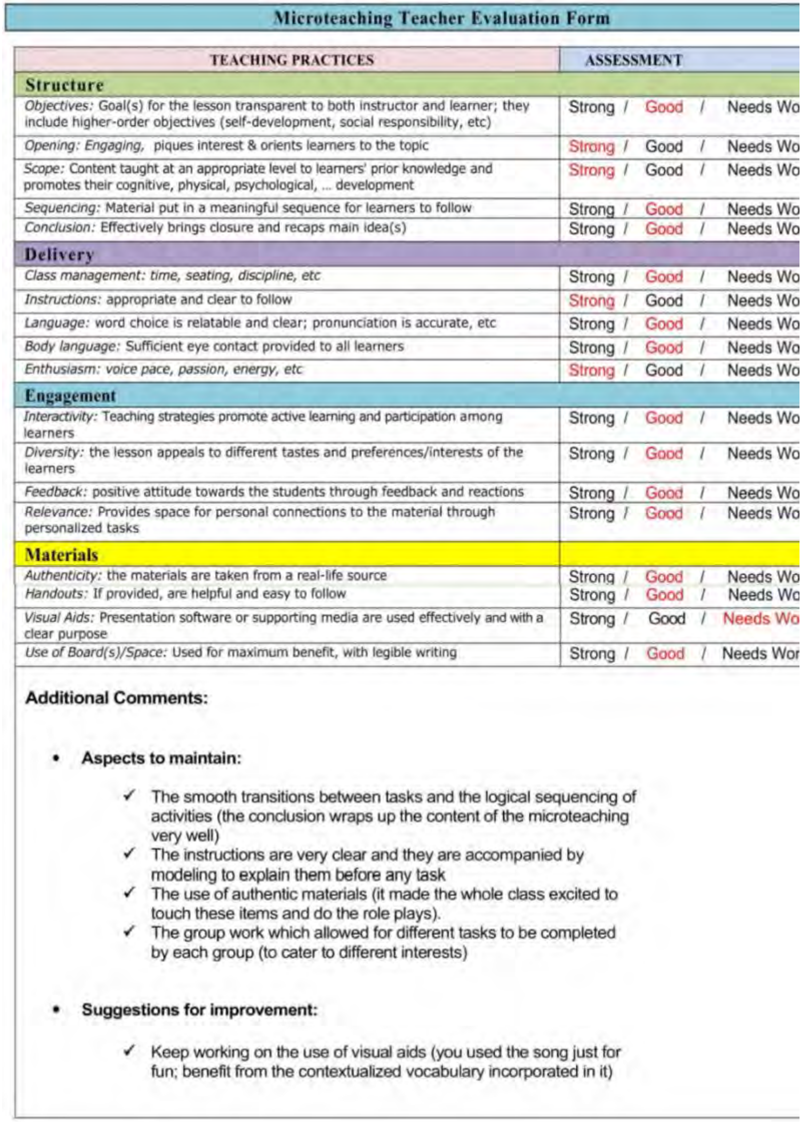
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / Good / [✓ Needs Work]
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ The teacher's enthusiasm, interaction with all learners and clear voice
  - ✓ Focusing on different learning styles to maximize interaction and participation
- **Suggestions for improvement:**
  - ✓ Include authentic materials (you could have used a real map especially that you do have one in the institute's storage room)
  - ✓ Use the video more than once to maximize exposure to input (more than one task could have been done based on it)

Microteaching 2



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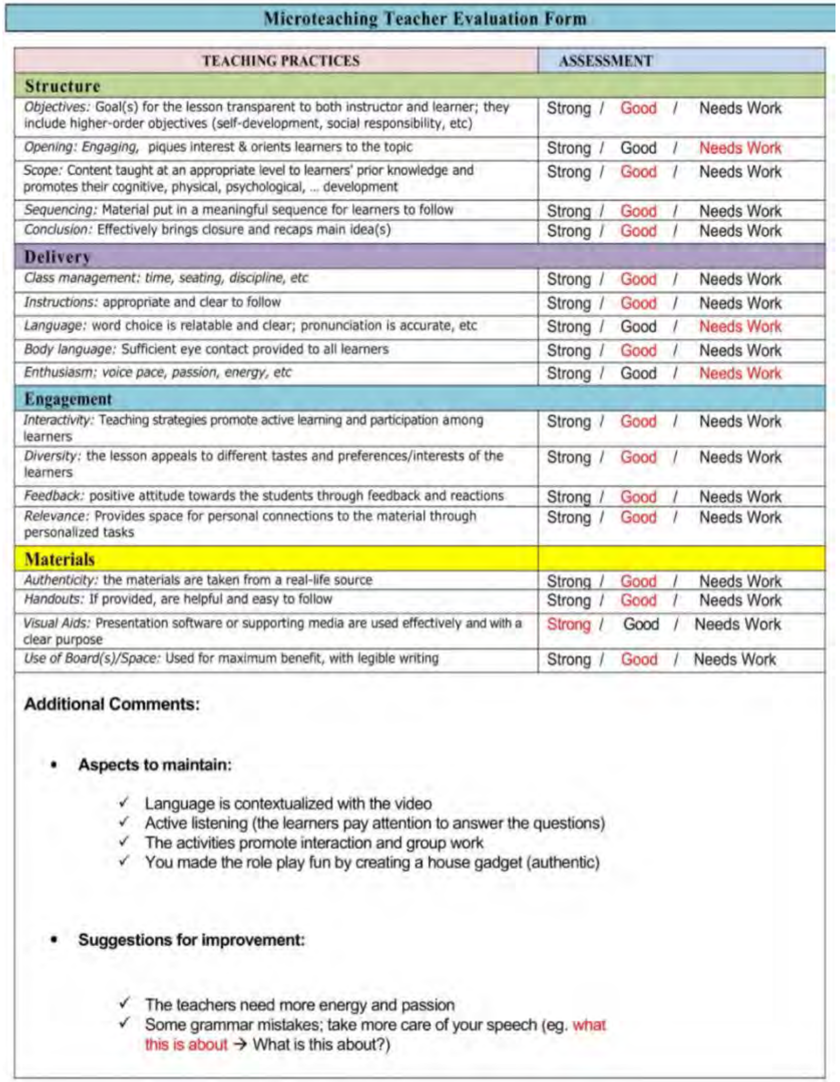
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Wor

Additional Comments:

- **Aspects to maintain:**
  - ✓ The smooth transitions between tasks and the logical sequencing of activities (the conclusion wraps up the content of the microteaching very well)
  - ✓ The instructions are very clear and they are accompanied by modeling to explain them before any task
  - ✓ The use of authentic materials (it made the whole class excited to touch these items and do the role plays).
  - ✓ The group work which allowed for different tasks to be completed by each group (to cater to different interests)
- **Suggestions for improvement:**
  - ✓ Keep working on the use of visual aids (you used the song just for fun; benefit from the contextualized vocabulary incorporated in it)

ST14

Microteaching 1



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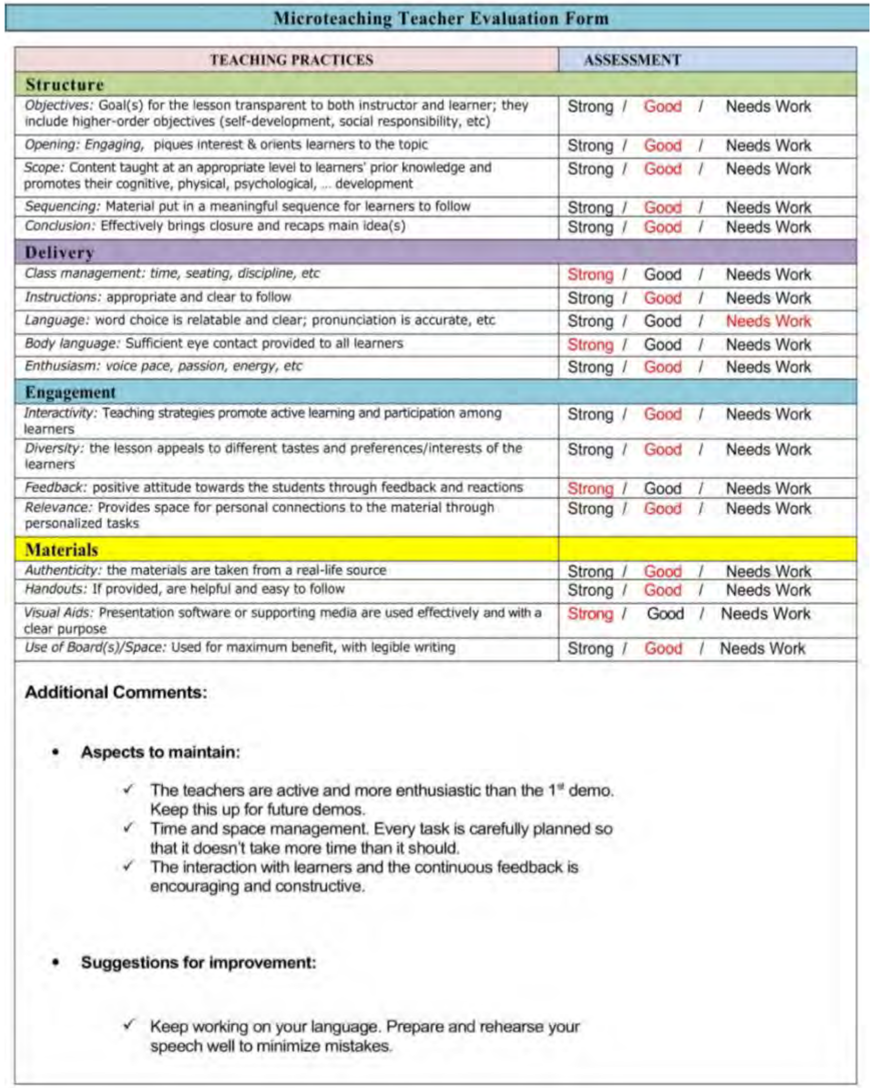
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ Language is contextualized with the video
  - ✓ Active listening (the learners pay attention to answer the questions)
  - ✓ The activities promote interaction and group work
  - ✓ You made the role play fun by creating a house gadget (authentic)
- **Suggestions for improvement:**
  - ✓ The teachers need more energy and passion
  - ✓ Some grammar mistakes; take more care of your speech (eg. what this is about → What is this about?)

Microteaching 2



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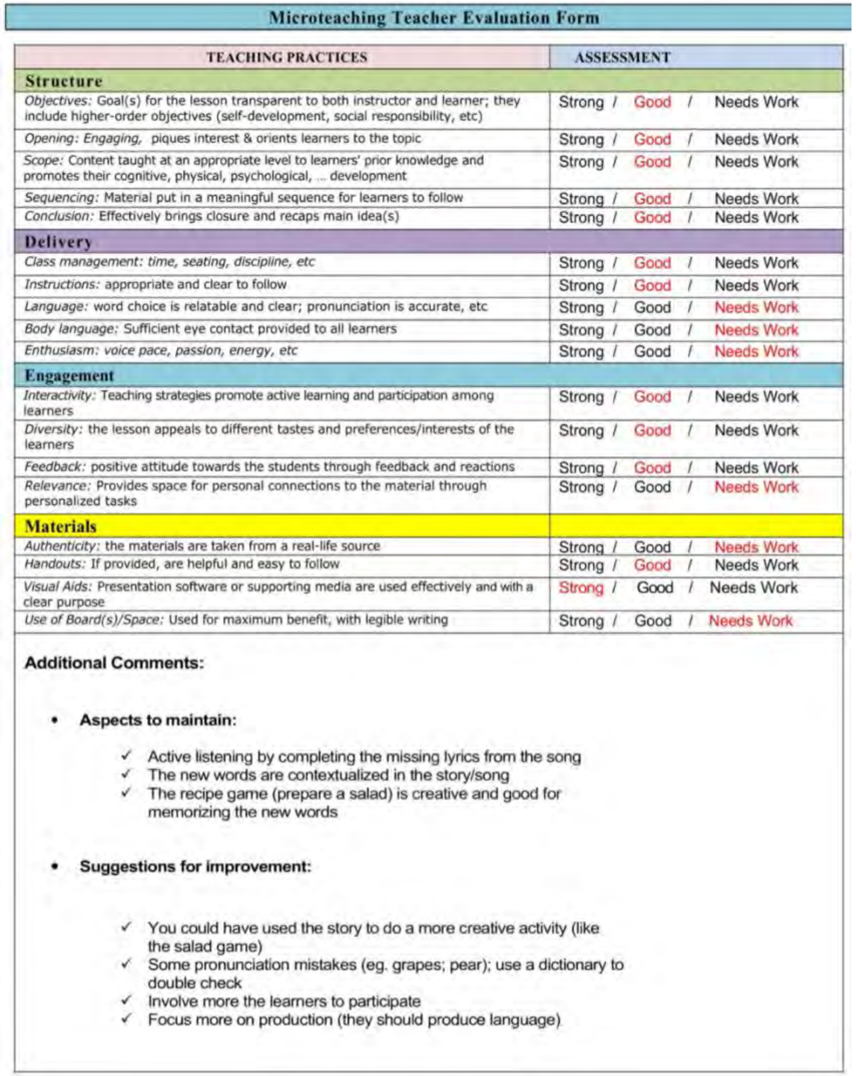
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **Aspects to maintain:**
  - ✓ The teachers are active and more enthusiastic than the 1st demo. Keep this up for future demos.
  - ✓ Time and space management. Every task is carefully planned so that it doesn't take more time than it should.
  - ✓ The interaction with learners and the continuous feedback is encouraging and constructive.
- **Suggestions for improvement:**
  - ✓ Keep working on your language. Prepare and rehearse your speech well to minimize mistakes.

ST15

Microteaching 1



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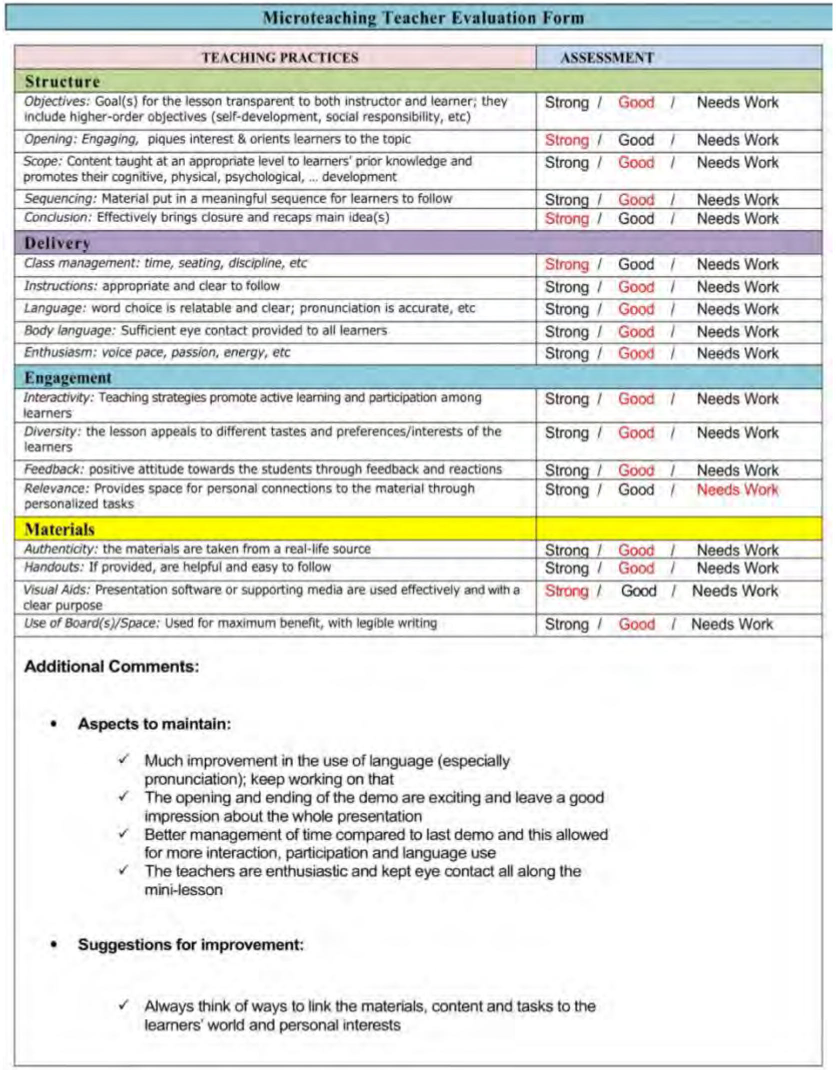
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / [✓ Needs Work]

Additional Comments:

- **Aspects to maintain:**
  - ✓ Active listening by completing the missing lyrics from the song
  - ✓ The new words are contextualized in the story/song
  - ✓ The recipe game (prepare a salad) is creative and good for memorizing the new words
- **Suggestions for improvement:**
  - ✓ You could have used the story to do a more creative activity (like the salad game)
  - ✓ Some pronunciation mistakes (eg. grapes; pear); use a dictionary to double check
  - ✓ Involve more the learners to participate
  - ✓ Focus more on production (they should produce language)

Microteaching 2



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Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

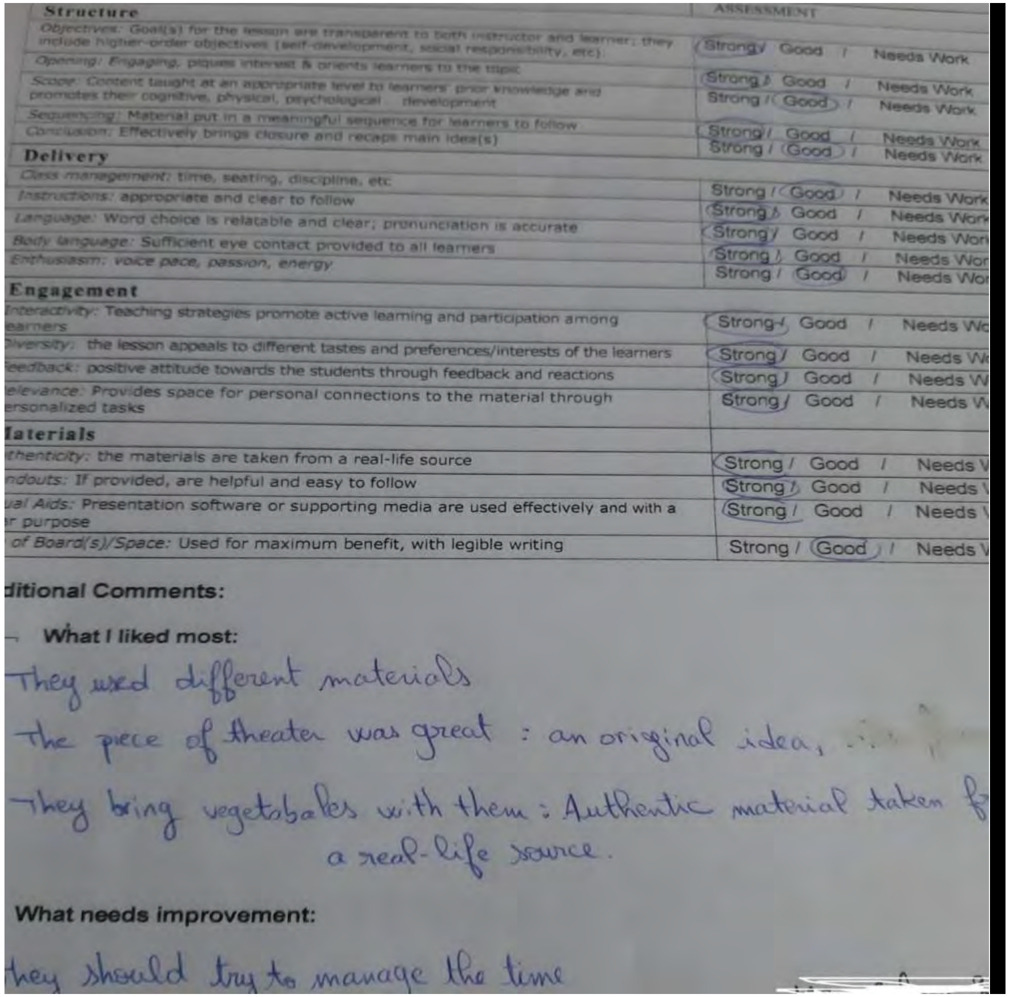
Additional Comments:

- **Aspects to maintain:**
  - ✓ Much improvement in the use of language (especially pronunciation); keep working on that
  - ✓ The opening and ending of the demo are exciting and leave a good impression about the whole presentation
  - ✓ Better management of time compared to last demo and this allowed for more interaction, participation and language use
  - ✓ The teachers are enthusiastic and kept eye contact all along the mini-lesson
- **Suggestions for improvement:**
  - ✓ Always think of ways to link the materials, content and tasks to the learners' world and personal interests

Appendix B

Sample Peer Feedback Forms in Microteaching 1

ST 1



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of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs

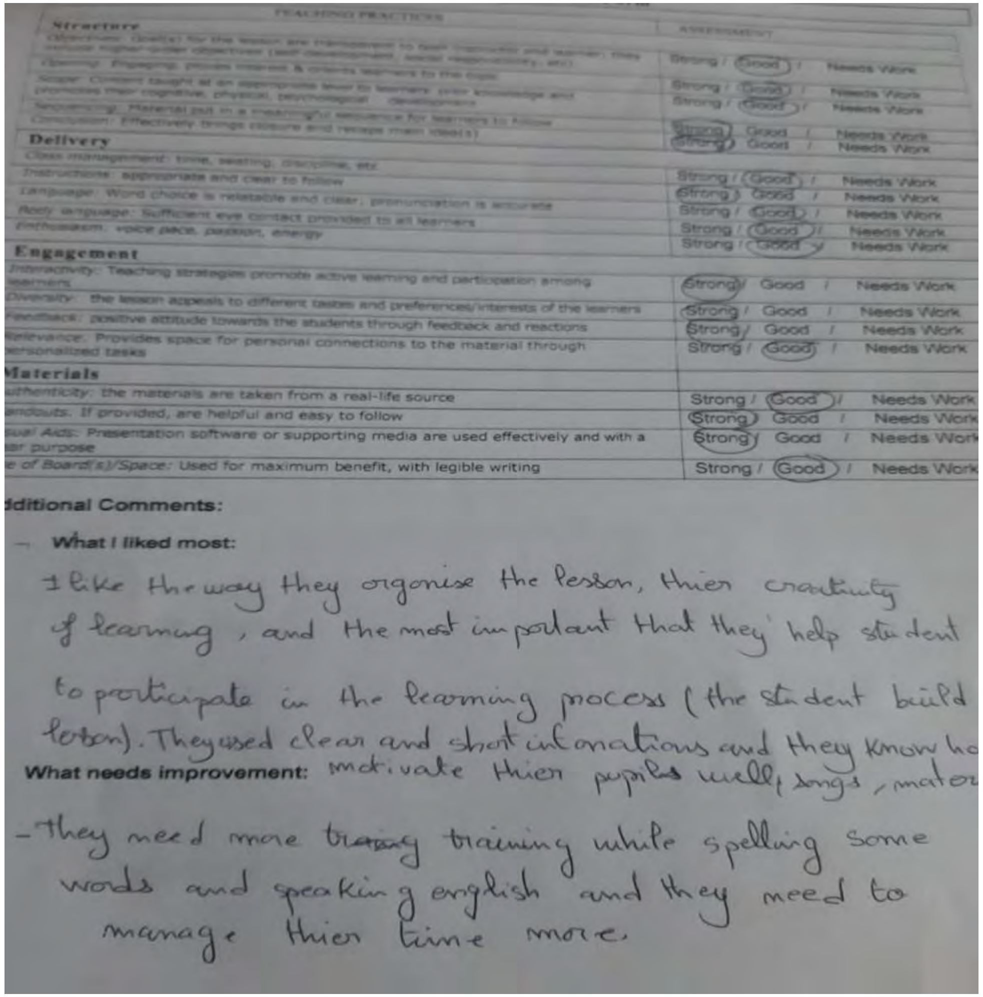
ditional Comments:

– **What I liked most:**

They used different materials
the piece of theater was great : an original idea,
They bring vegetabales with them : Authentic material taken f
a real-life source.

What needs improvement:

hey should try to manage the time



TEACHING PRACTICES	
Structure	ASSESSMENT
[illegible]	Strong / [✓ Good] / Needs Work
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[illegible]	Strong / [✓ Good] / Needs Work
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sual Aids: Presentation software or supporting media are used effectively and with a ar purpose	[✓ Strong] / Good / Needs Work
e of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

dditional Comments:

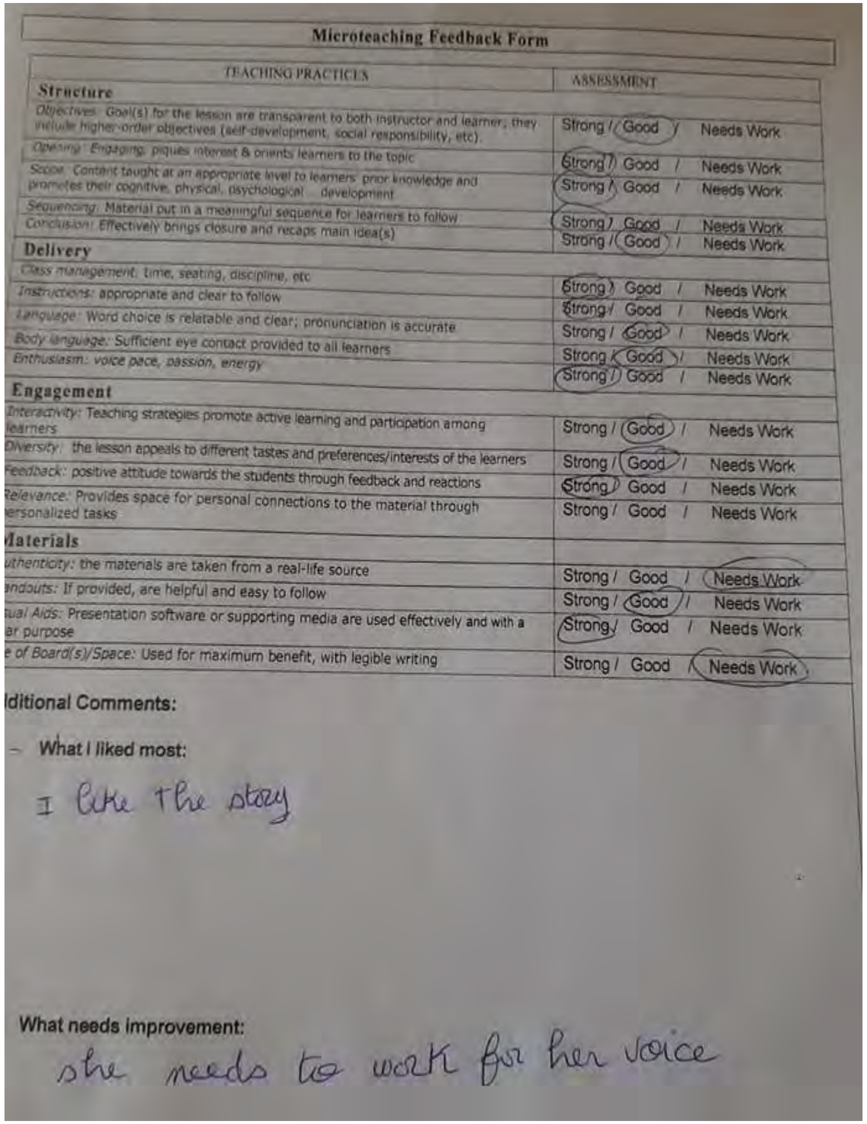
– **What I liked most:**

I like the way they organise the lesson, thier creativity of learning, and the most important that they help student to participate in the learning process (the student build lesson). They used clear and short intonations and they know ho motivate thier pupils well, songs, mater

What needs improvement:

- They need more ~~traing~~ training while spelling some words and speaking english and they need to manage thier time more.

ST2



Microteaching Feedback Form

TEACHING PRACTICES	ASSESSMENT
Structure	
Objectives: Goal(s) for the lesson are transparent to both instructor and learner; they include higher-order objectives (self-development, social responsibility, etc).	Strong / [✓ Good] / Needs Work
Opening: Engaging, piques interest & orients learners to the topic	[✓ Strong] / Good / Needs Work
Scope: Content taught at an appropriate level to learners' prior knowledge and promotes their cognitive, physical, psychological development	[✓ Strong] / Good / Needs Work
Sequencing: Material put in a meaningful sequence for learners to follow	[✓ Strong] / Good / Needs Work
Conclusion: Effectively brings closure and recaps main idea(s)	Strong / [✓ Good] / Needs Work
Delivery	
Class management: time, seating, discipline, etc	[✓ Strong] / Good / Needs Work
Instructions: appropriate and clear to follow	[✓ Strong] / Good / Needs Work
Language: Word choice is relatable and clear; pronunciation is accurate	Strong / [✓ Good] / Needs Work
Body language: Sufficient eye contact provided to all learners	Strong / [✓ Good] / Needs Work
Enthusiasm: voice pace, passion, energy	[✓ Strong] / Good / Needs Work
Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	Strong / [✓ Good] / Needs Work
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	Strong / [✓ Good] / Needs Work
Feedback: positive attitude towards the students through feedback and reactions	[✓ Strong] / Good / Needs Work
Relevance: Provides space for personal connections to the material through ersonalized tasks	Strong / Good / Needs Work
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e of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / [✓ Needs Work]

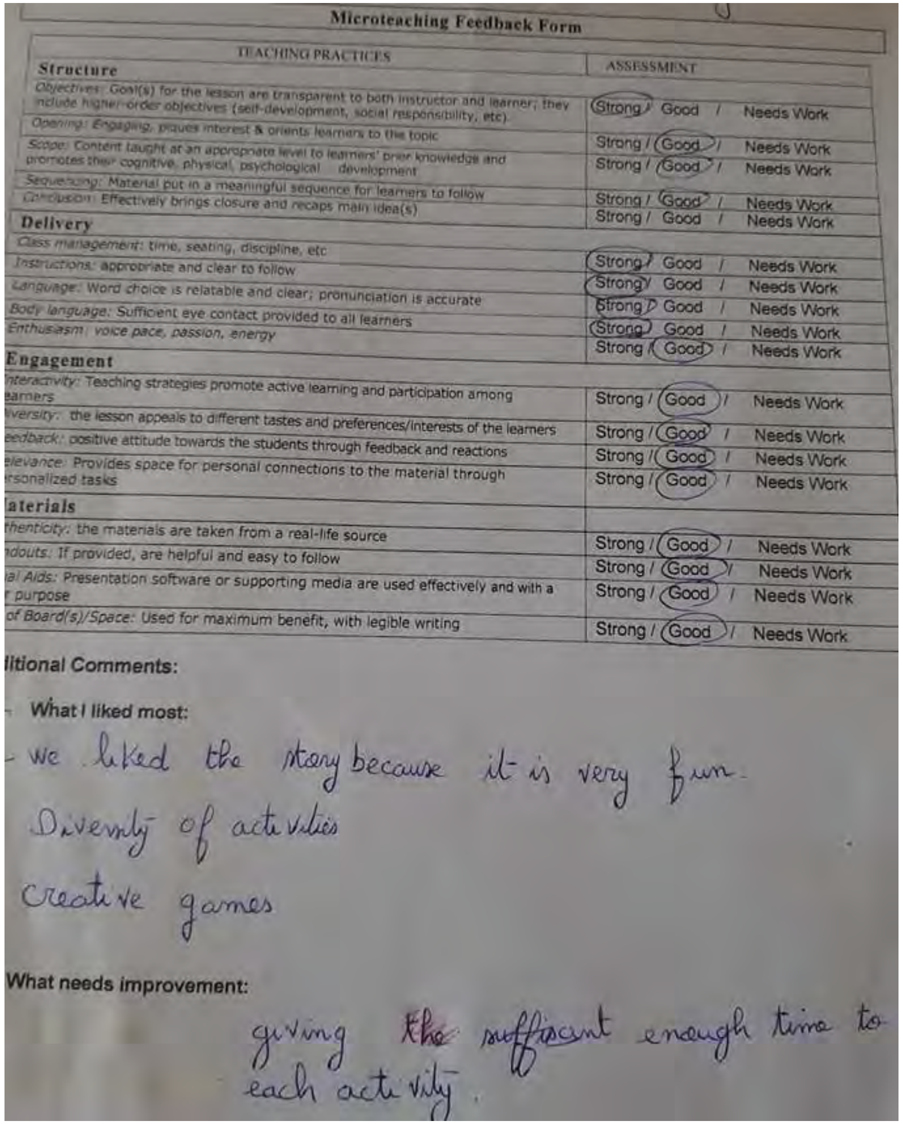
lditional Comments:

- **What I liked most:**

I like The story

What needs improvement:

she needs to work for her voice



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of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

litional Comments:

- **What I liked most:**

- we liked the story because it is very fun.

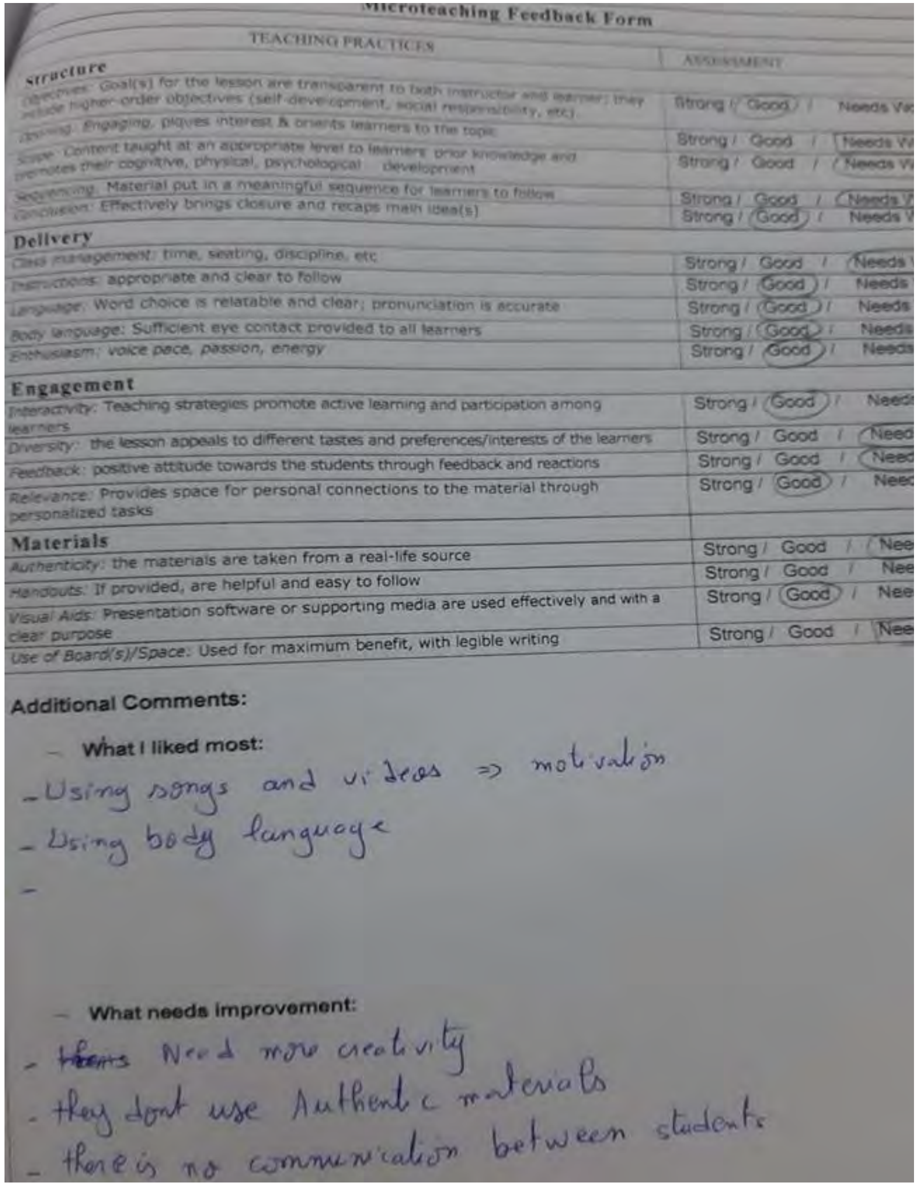
Diversity of activities

creative games

What needs improvement:

giving the sufficant enough time to each activity.

ST3



Microteaching Feedback Form

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Structure	
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Opening: Engaging, piques interest & orients learners to the topic	Strong / Good / [✓ Needs W]
Scope: Content taught at an appropriate level to learners' prior knowledge and promotes their cognitive, physical, psychological development	Strong / Good / [✓ Needs W]
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Interactivity: Teaching strategies promote active learning and participation among learners	Strong / [✓ Good] / Need
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Handouts: If provided, are helpful and easy to follow	Strong / Good / Nee
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / [✓ Good] / Nee
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / [✓ Nee]

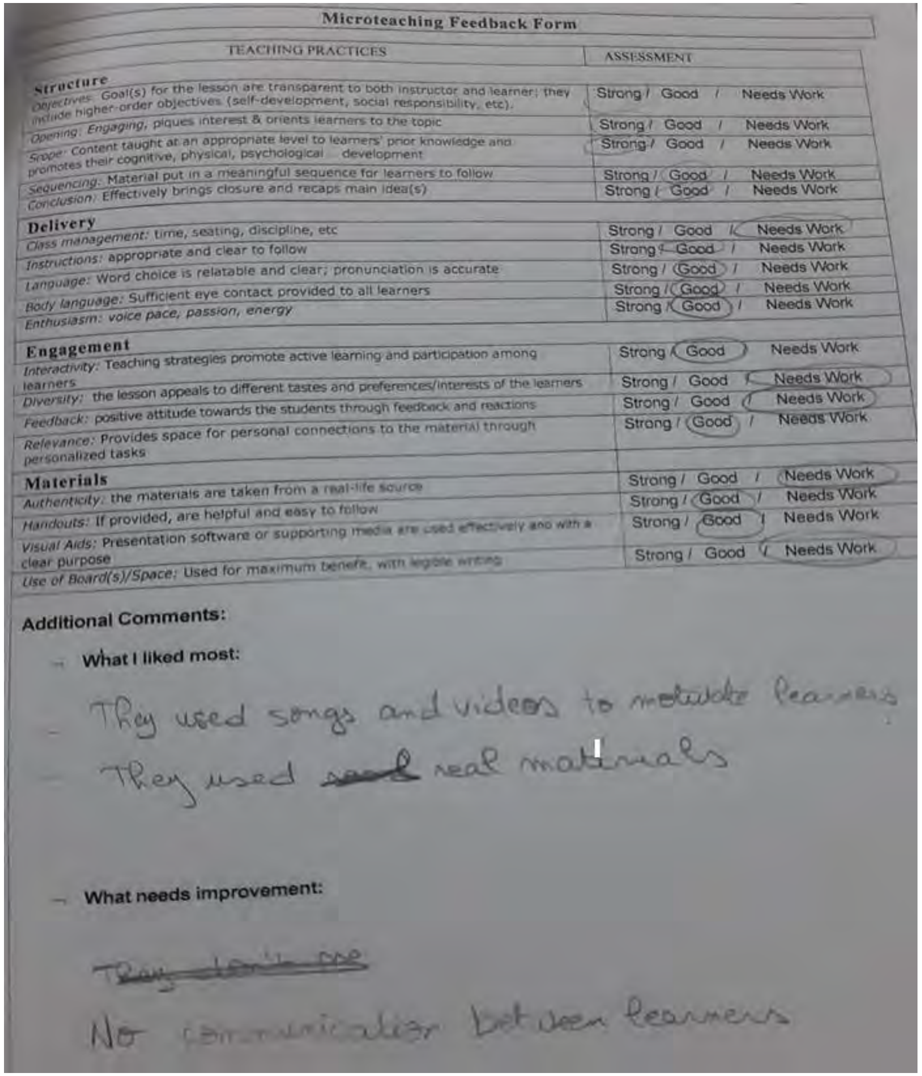
Additional Comments:

- What I liked most:

-Using songs and videos => motivation
- Using body language
-

- What needs improvement:

- ~~thems~~ Need more creativity
- they dont use Authentic materials
- there is no communication between students



Microteaching Feedback Form

TEACHING PRACTICES	ASSESSMENT
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Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / [✓ Needs Work]

Additional Comments:

- What I liked most:

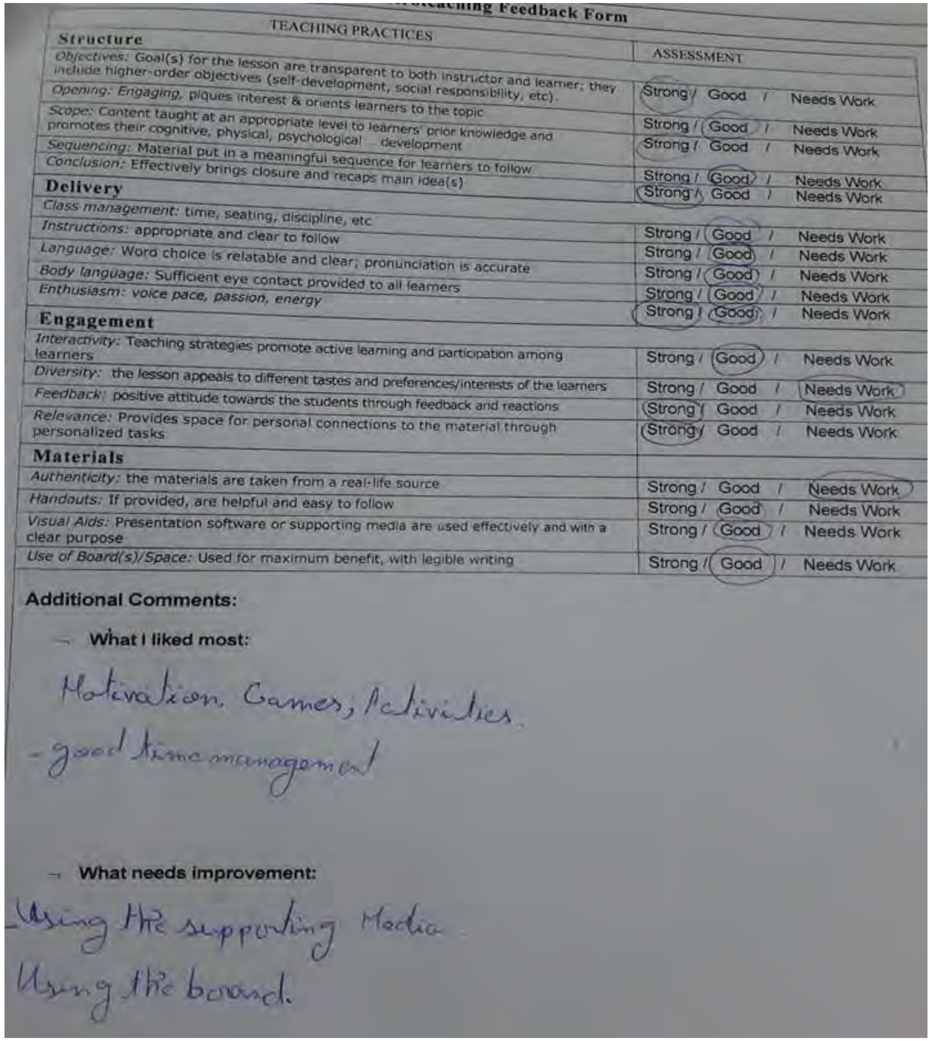
- They used songs and videos to motivate learners
- They used ~~real~~ real materials

- What needs improvement:

~~They don't use~~

No communication between learners

ST4



teaching Feedback Form

TEACHING PRACTICES	ASSESSMENT
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Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

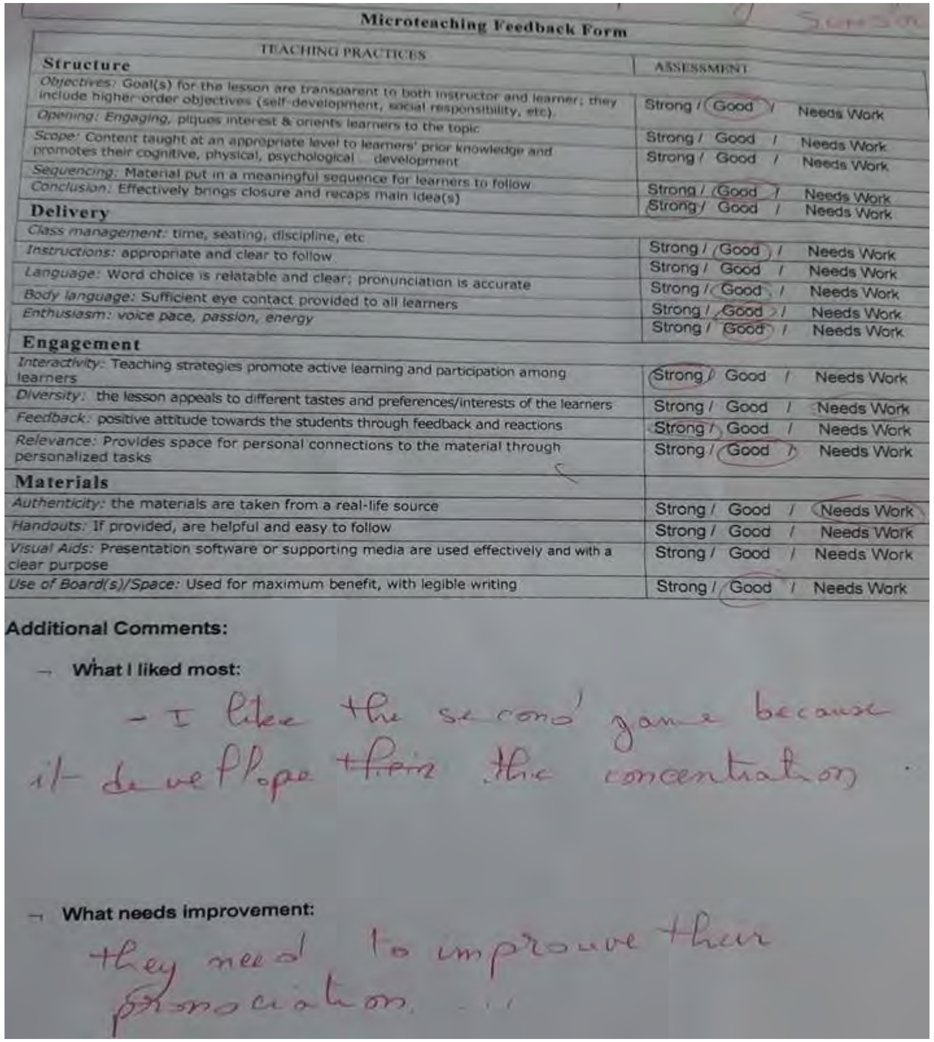
Additional Comments:

→ **What I liked most:**

Motivation, Games; Activities.
- good time management

→ **What needs improvement:**

Using the supporting Media
Using the board.



Microteaching Feedback Form

TEACHING PRACTICES	ASSESSMENT
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Handouts: If provided, are helpful and easy to follow	Strong / Good / Needs Work
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / Good / Needs Work
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

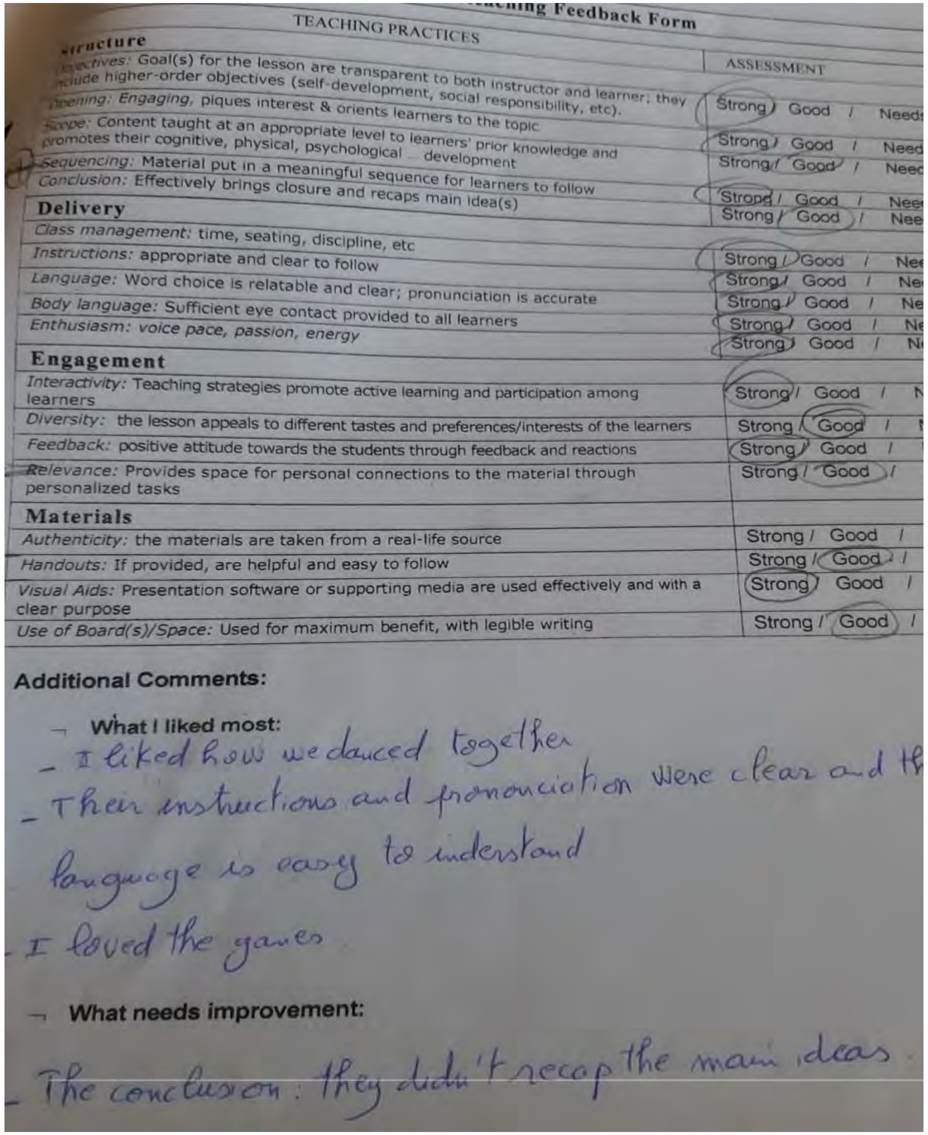
→ **What I liked most:**

- I like the second game because it devellope ~~their~~ the concentration.

→ **What needs improvement:**

they need to improuve their pronociation...

ST5



ching Feedback Form

TEACHING PRACTICES	ASSESSMENT
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pening: Engaging, piques interest & orients learners to the topic	[✓ Strong] / Good / Need
cope: Content taught at an appropriate level to learners' prior knowledge and promotes their cognitive, physical, psychological ... development	Strong / [✓ Good] / Need
Sequencing: Material put in a meaningful sequence for learners to follow	[✓ Strong] / Good / Nee
Conclusion: Effectively brings closure and recaps main idea(s)	Strong / [✓ Good] / Nee
Delivery	
Class management: time, seating, discipline, etc	[✓ Strong] / Good / Nee
Instructions: appropriate and clear to follow	[✓ Strong] / Good / Ne
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Body language: Sufficient eye contact provided to all learners	[✓ Strong] / Good / Ne
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Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	[✓ Strong] / Good / N
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	Strong / [✓ Good] /
Feedback: positive attitude towards the students through feedback and reactions	[✓ Strong] / Good /
Relevance: Provides space for personal connections to the material through personalized tasks	Strong / [✓ Good] /
Materials	
Authenticity: the materials are taken from a real-life source	Strong / Good /
Handouts: If provided, are helpful and easy to follow	Strong / [✓ Good] /
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	[✓ Strong] / Good /
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] /

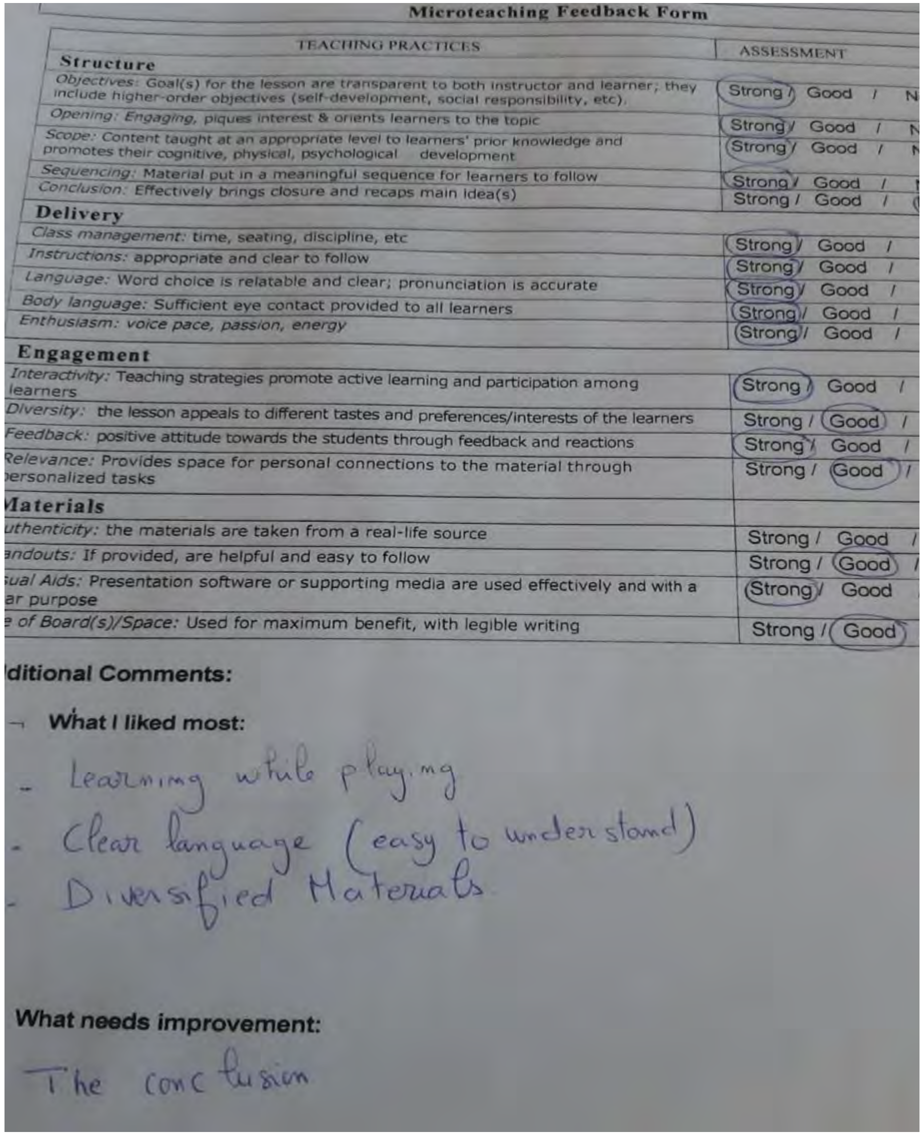
Additional Comments:

- **What I liked most:**

- I liked how we danced together
- Their instructions and pronounciation were clear and th
language is easy to understand
- I loved the games

- **What needs improvement:**

- The conclusion: they didn't recap the main ideas.



Microteaching Feedback Form

TEACHING PRACTICES	ASSESSMENT
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e of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good]

ditional Comments:

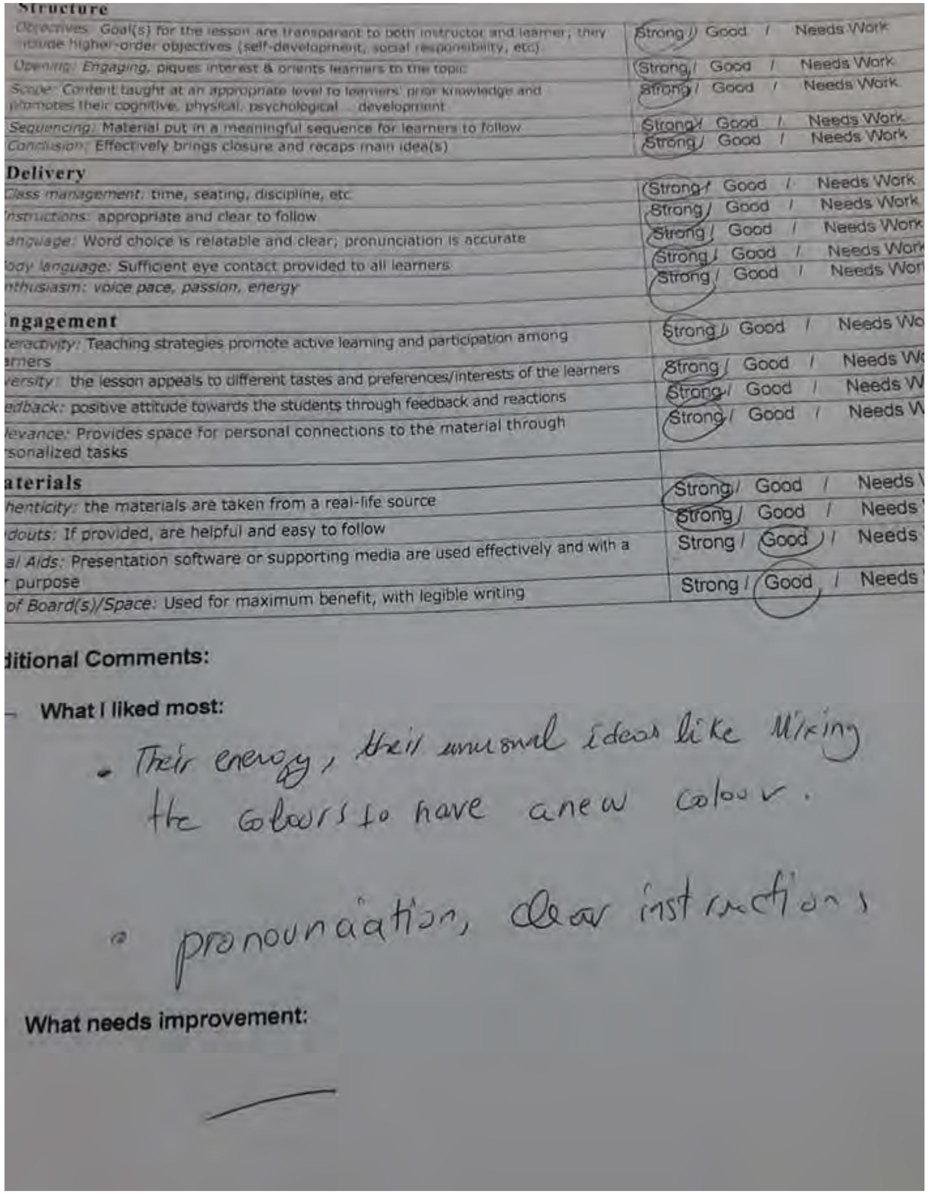
- **What I liked most:**

- Learning while playing
- Clear language (easy to understand)
- Diversified Materials

What needs improvement:

The conclusion

ST6



Structure	
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Sequencing: Material put in a meaningful sequence for learners to follow	[✓ Strong] / Good / Needs Work
Conclusion: Effectively brings closure and recaps main idea(s)	[✓ Strong] / Good / Needs Work
Delivery	
Class management: time, seating, discipline, etc	[✓ Strong] / Good / Needs Work
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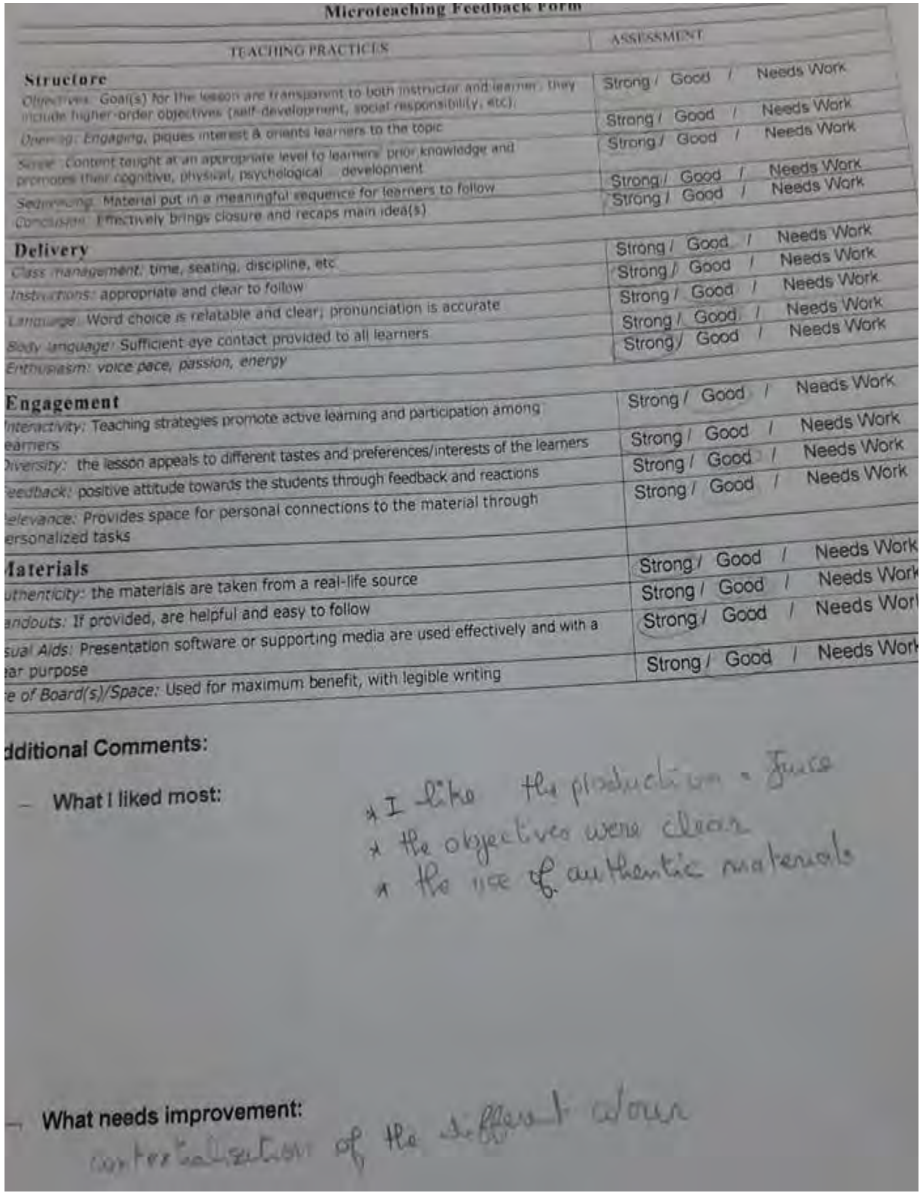
of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs

ditional Comments:

– **What I liked most:**

- Their energy, their unusual ideas like Mixing the colours to have anew colour.
- pronounciation, clear instructions

What needs improvement:



Microteaching Feedback Form

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e of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / Needs Work

dditional Comments:

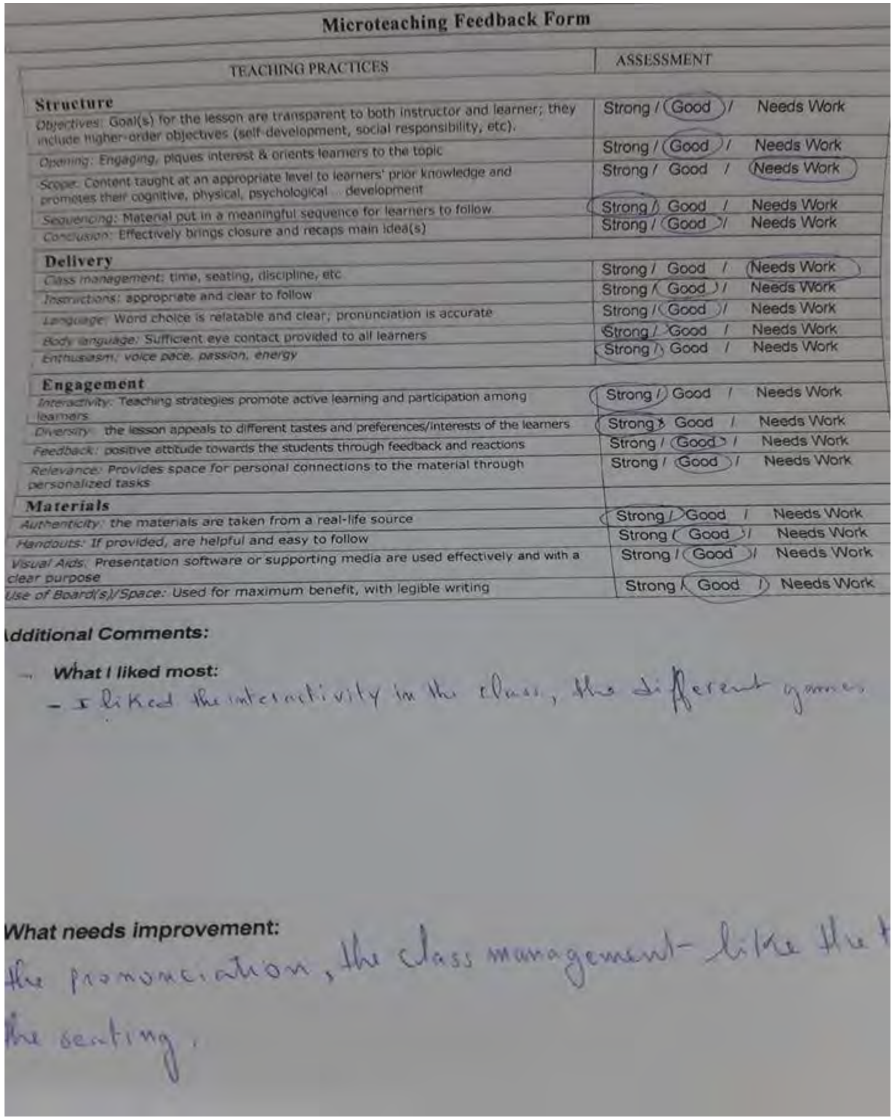
– **What I liked most:**

* I like the production - Juice
* the objectives were clear
* the use of authentic materials

– **What needs improvement:**

contextualization of the different colour

ST7



Microteaching Feedback Form

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Objectives: Goal(s) for the lesson are transparent to both instructor and learner; they include higher-order objectives (self-development, social responsibility, etc).	Strong / [✓ Good] / Needs Work
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Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / [✓ Good] / Needs Work
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

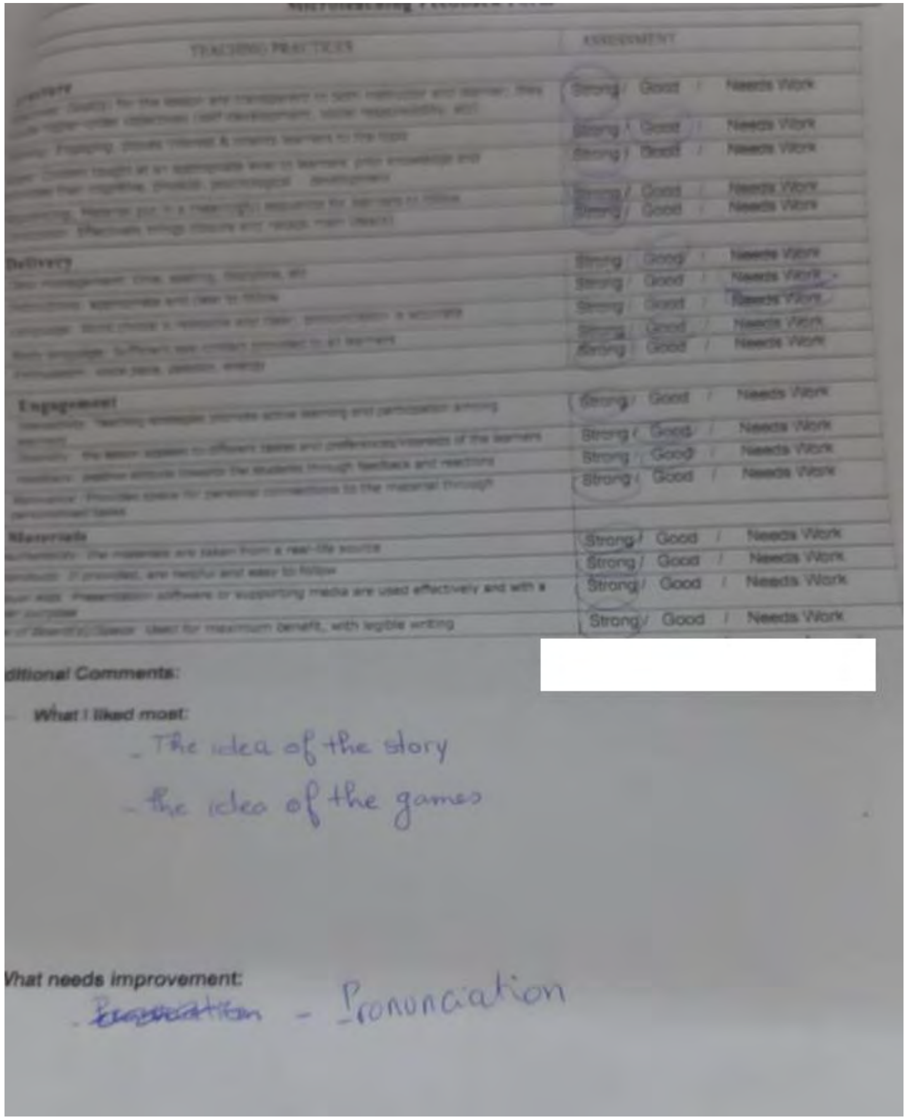
- **What I liked most:**

- I liked the interactivity in the class, the different games

What needs improvement:

the prononciation, the class management- like the

the seating.



TEACHING PRACTICES	ASSESSMENT
Delivery	
Engagement	
Materials	

[redacted]

Additional Comments:

What I liked most:

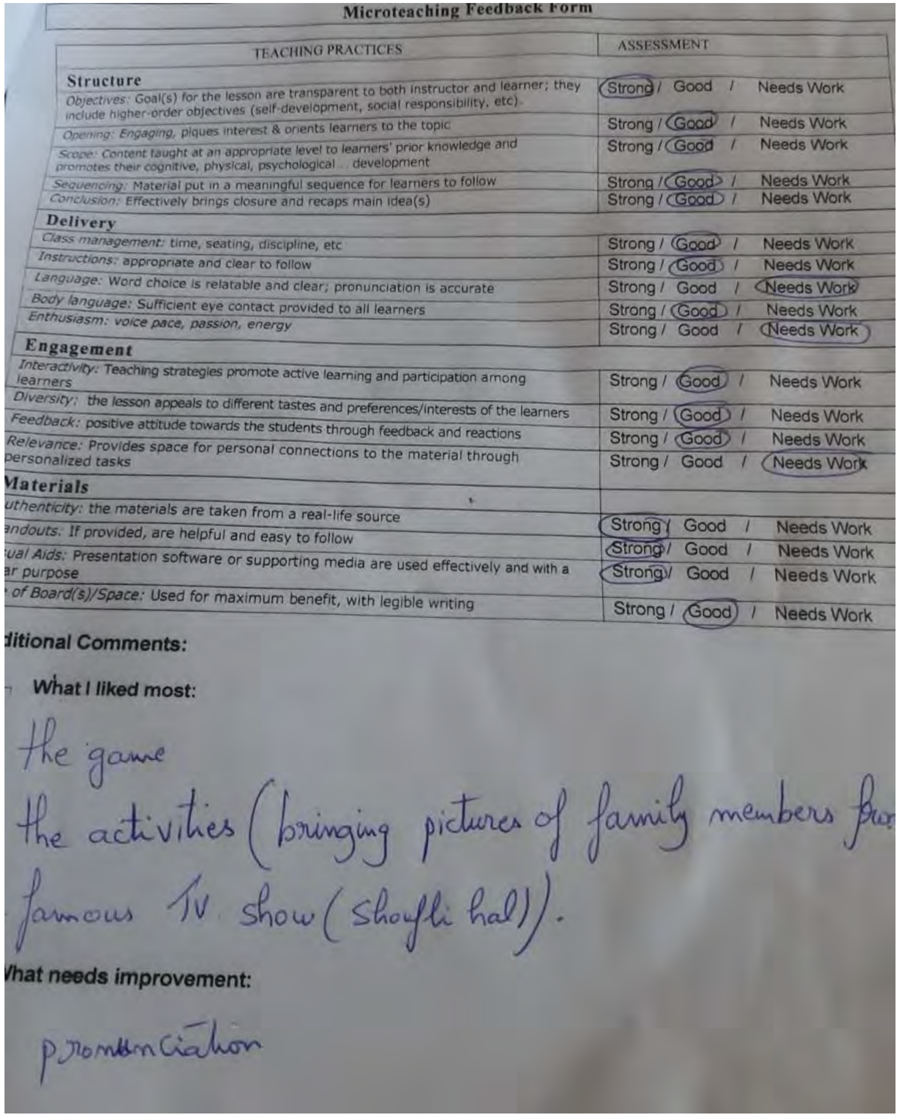
_ The idea of the story

_ the idea of the games

What needs improvement:

- ~~[illegible]~~ - Prononciation

ST8



Microteaching Feedback Form

TEACHING PRACTICES	ASSESSMENT
Structure	
Objectives: Goal(s) for the lesson are transparent to both instructor and learner; they include higher-order objectives (self-development, social responsibility, etc)	[✓ Strong] / Good / Needs Work
Opening: Engaging, piques interest & orients learners to the topic	Strong / [✓ Good] / Needs Work
Scope: Content taught at an appropriate level to learners' prior knowledge and promotes their cognitive, physical, psychological … development	Strong / [✓ Good] / Needs Work
Sequencing: Material put in a meaningful sequence for learners to follow	Strong / [✓ Good] / Needs Work
Conclusion: Effectively brings closure and recaps main idea(s)	Strong / [✓ Good] / Needs Work
Delivery	
Class management: time, seating, discipline, etc	Strong / [✓ Good] / Needs Work
Instructions: appropriate and clear to follow	Strong / [✓ Good] / Needs Work
Language: Word choice is relatable and clear; pronunciation is accurate	Strong / Good / [✓ Needs Work]
Body language: Sufficient eye contact provided to all learners	Strong / [✓ Good] / Needs Work
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Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	Strong / [✓ Good] / Needs Work
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	Strong / [✓ Good] / Needs Work
Feedback: positive attitude towards the students through feedback and reactions	Strong / [✓ Good] / Needs Work
Relevance: Provides space for personal connections to the material through personalized tasks	Strong / Good / [✓ Needs Work]
Materials	
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andouts: If provided, are helpful and easy to follow	[✓ Strong] / Good / Needs Work
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of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

ditional Comments:

- **What I liked most:**

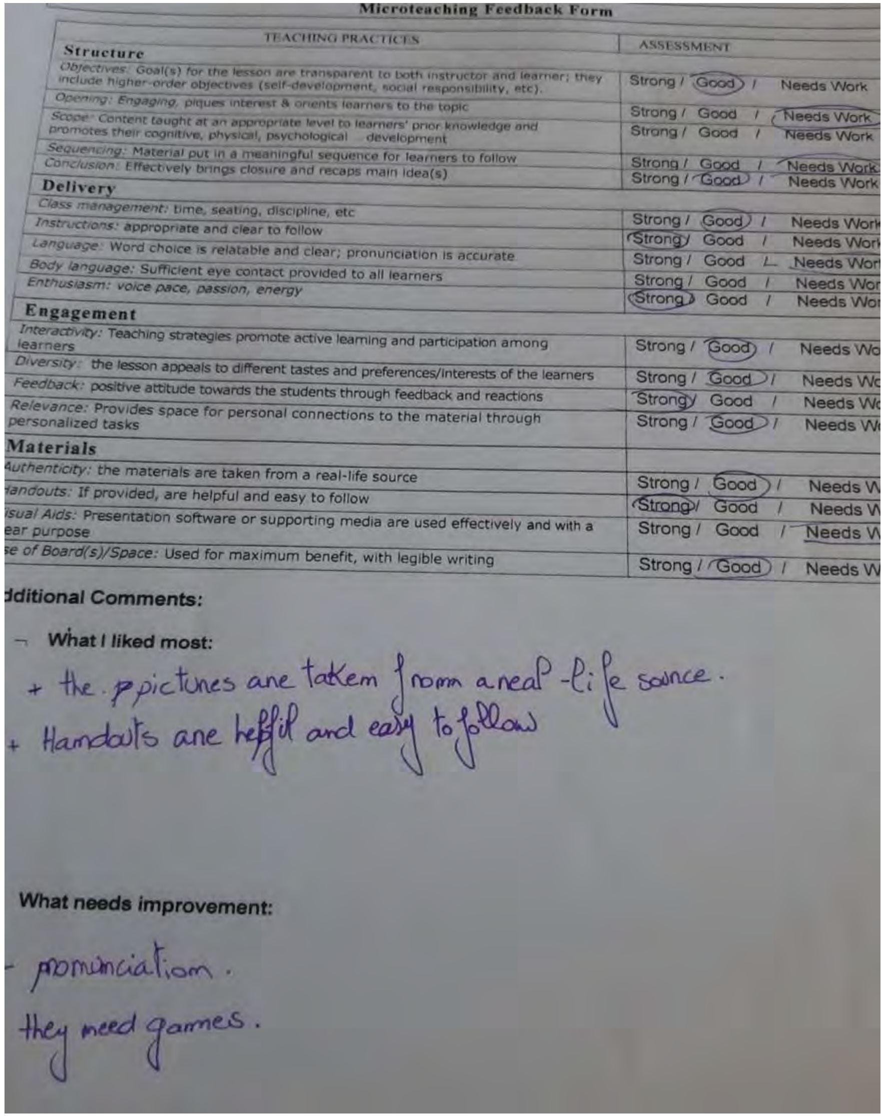
the game

the activities (bringing pictures of family members fro

famous TV show (Shoufli hal)).

hat needs improvement:

pronunciation



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dditional Comments:

- **What I liked most:**

+ the ppictures are takem from a real-life sonce.

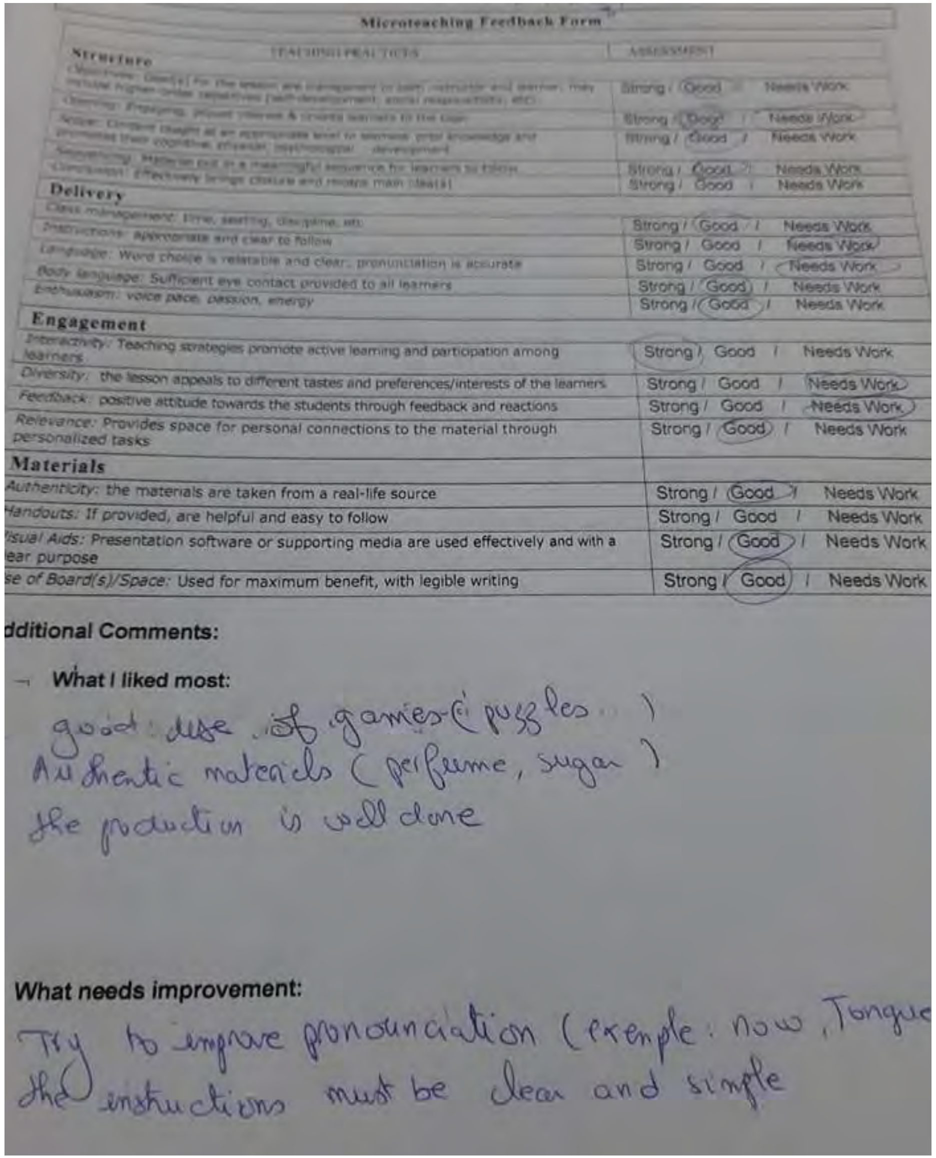
+ Handouts are helpful and easy to follow

What needs improvement:

- pronunciation.

they need games.

ST9



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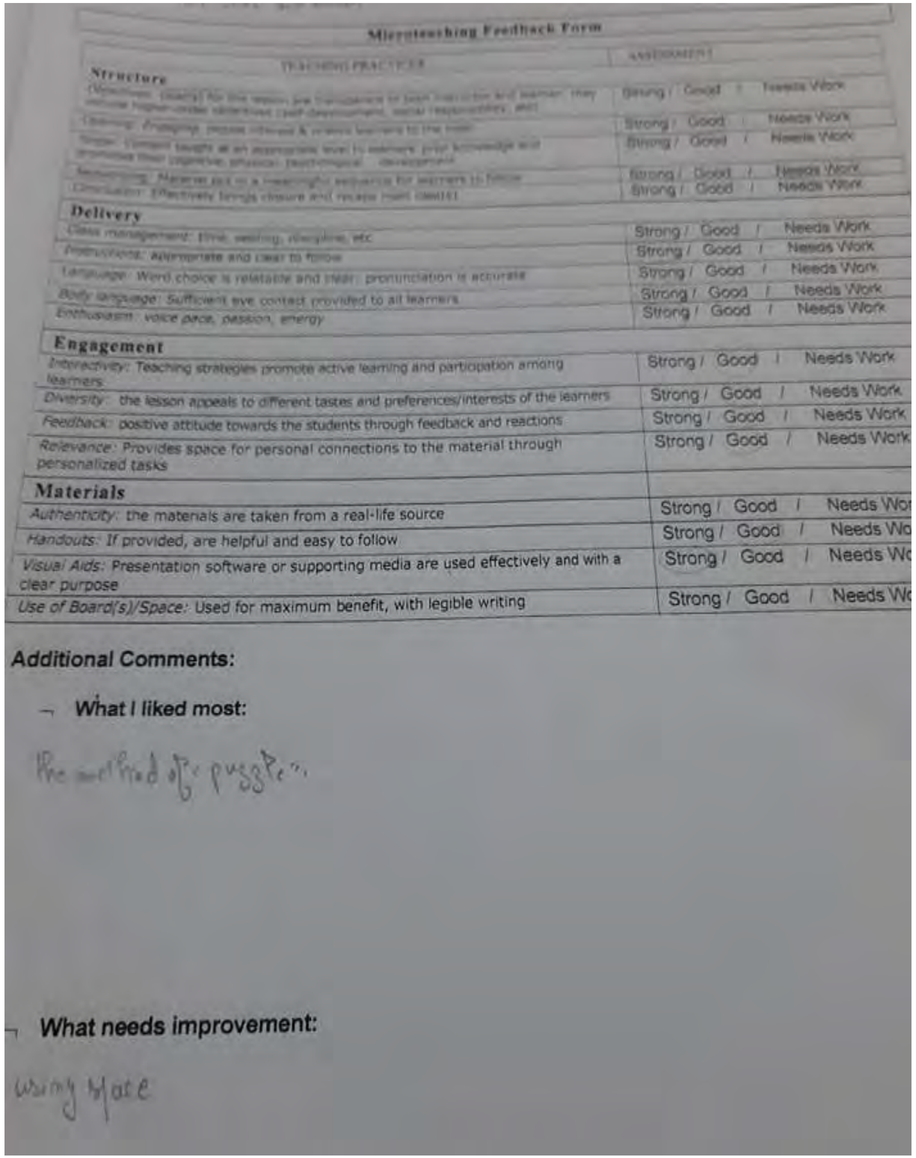
dditional Comments:

- **What I liked most:**

good use of games (puzzles …)
Authentic materials (perfume, sugar)
the production is well done

What needs improvement:

Try to improve pronounciation (exemple: now, Tongue
the instructions must be clear and simple



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Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / Needs Wo

Additional Comments:

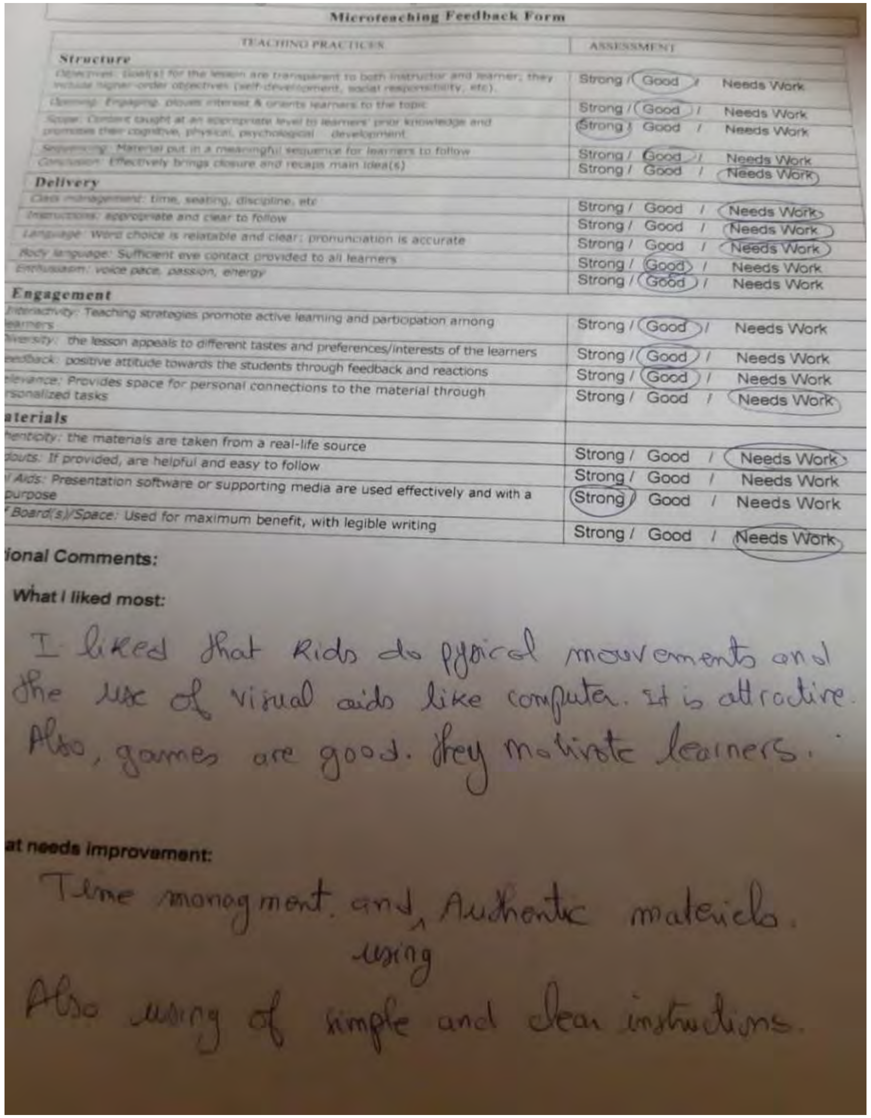
- **What I liked most:**

The method of puzzle..

- **What needs improvement:**

using space

ST10



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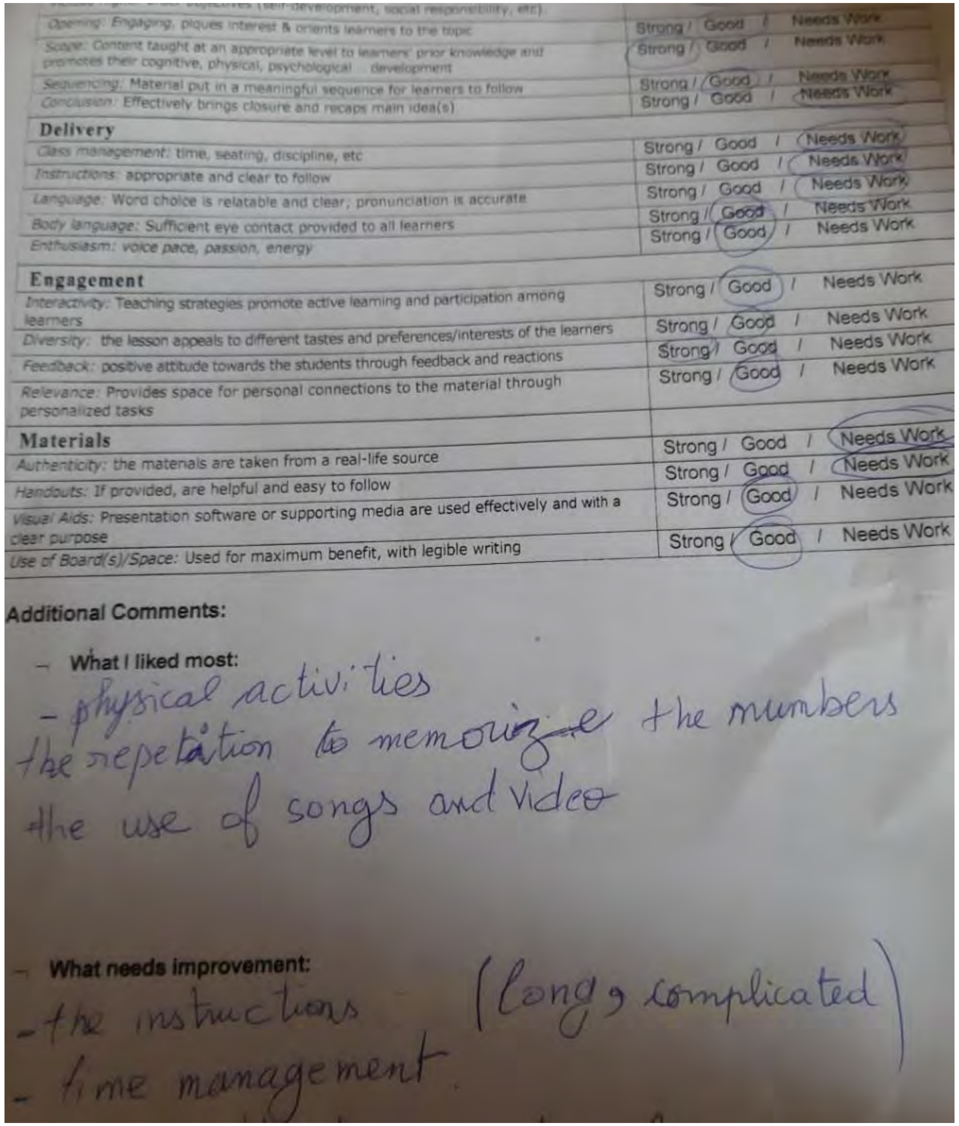
ional Comments:

What I liked most:

I liked that kids do pysical mouvements and the use of visual aids like computer. It is attractive. Also, games are good. they motivate learners.

at needs improvement:

Time managment and using Authentic materials.
Also using of simple and clear instructions.



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Additional Comments:

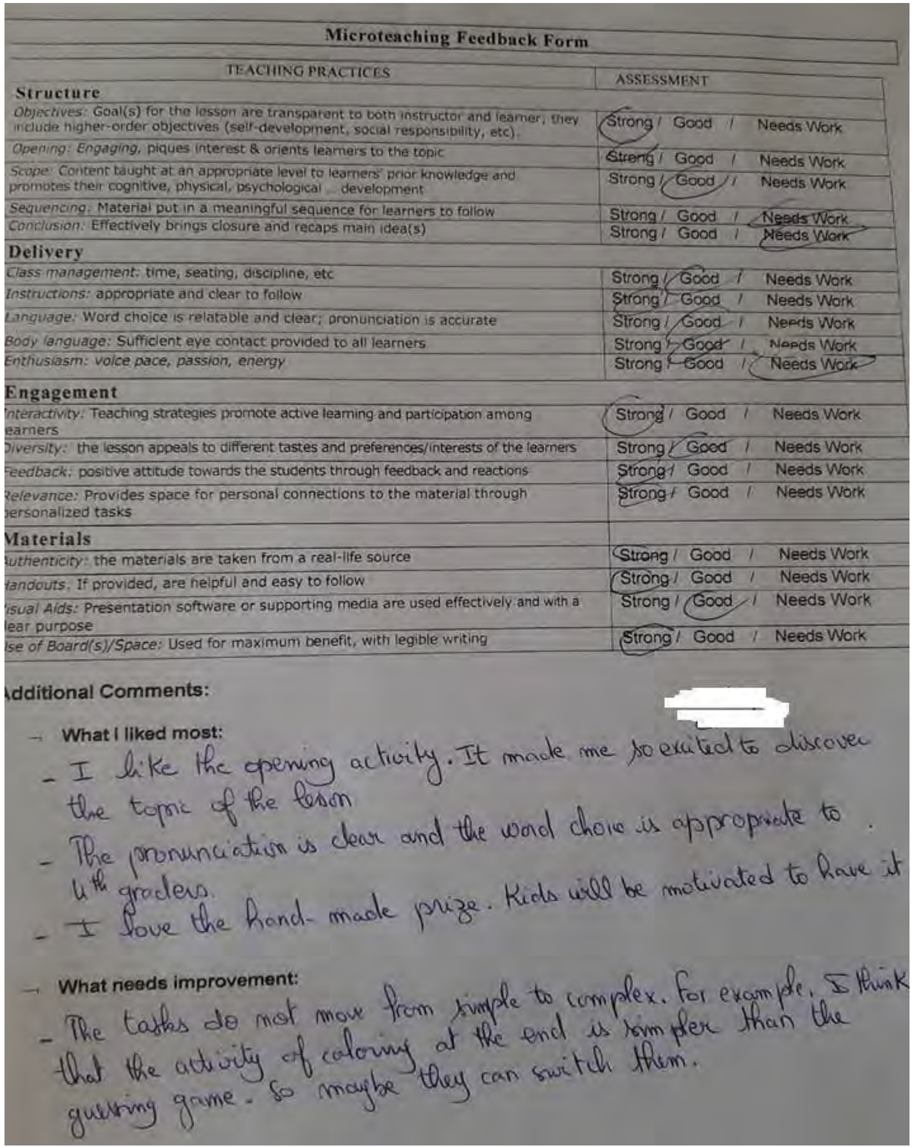
- **What I liked most:**

- physical activities
the repetition to memorize the numbers
the use of songs and video

- **What needs improvement:**

- the instructions (long, complicated)
- time management.

ST11



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dditional Comments:

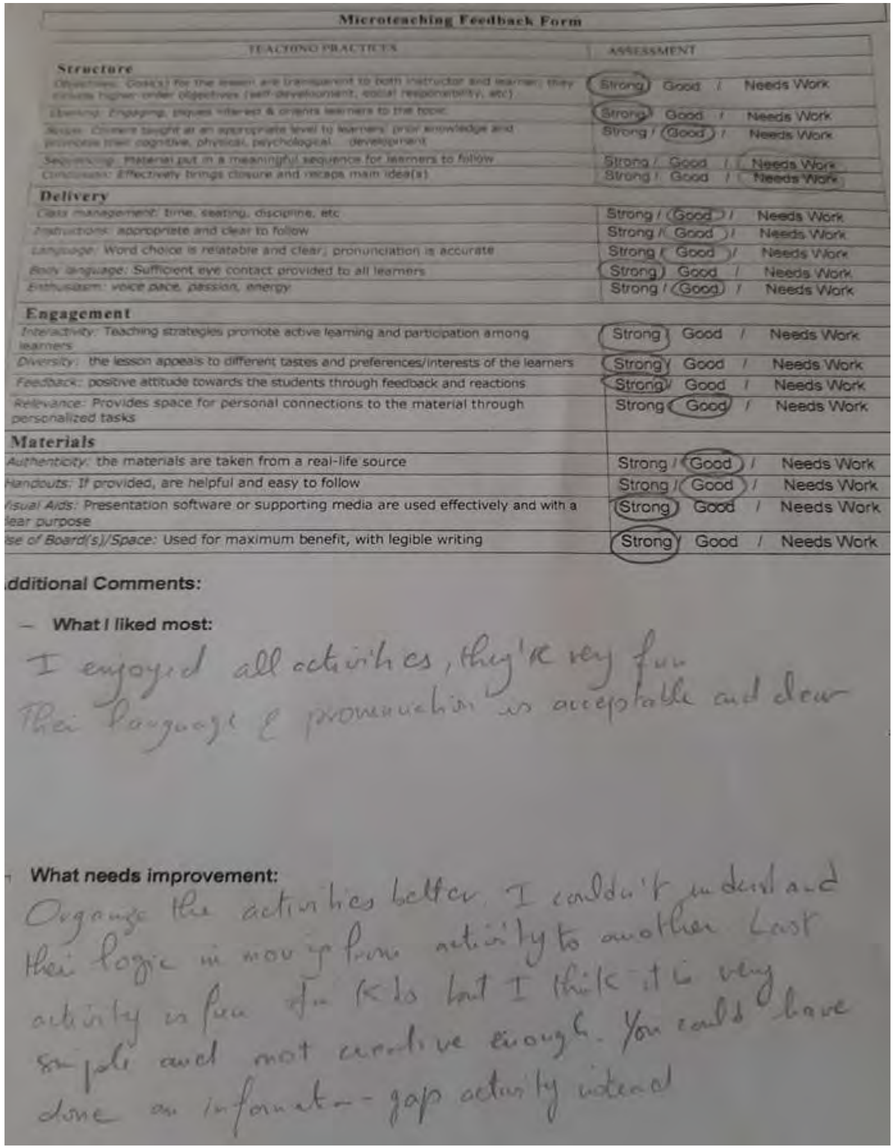
[redacted]

→ **What I liked most:**

- I like the opening activity. It made me so excited to discover the topic of the lesson
- The pronunciation is clear and the word choie is appropriate to 4th graders.
- I love the hand-made prize. Kids will be motivated to have it

→ **What needs improvement:**

- The tasks do not move from simple to complex. For example, I think that the activity of coloring at the end is simpler than the guessing game. So maybe they can switch them.



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dditional Comments:

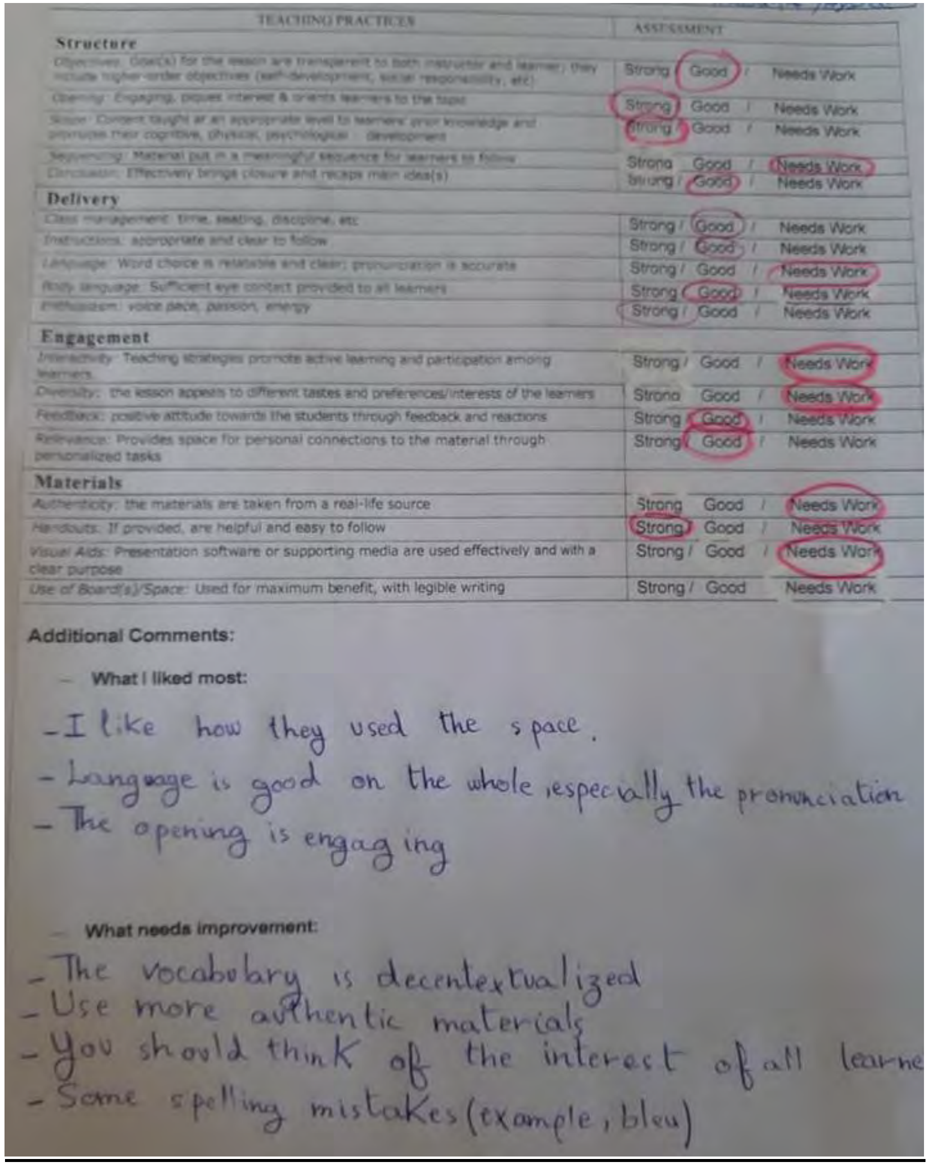
– **What I liked most:**

I enjoyed all activities, they're very fun
Their language & pronunciation is acceptable and clear

– **What needs improvement:**

Organize the activities better. I couldn't understand their logic in moving from activity to another. Last activity is fun for kids but I think it is very simple and not creative enough. You could have done an information-gap activity instead

ST12



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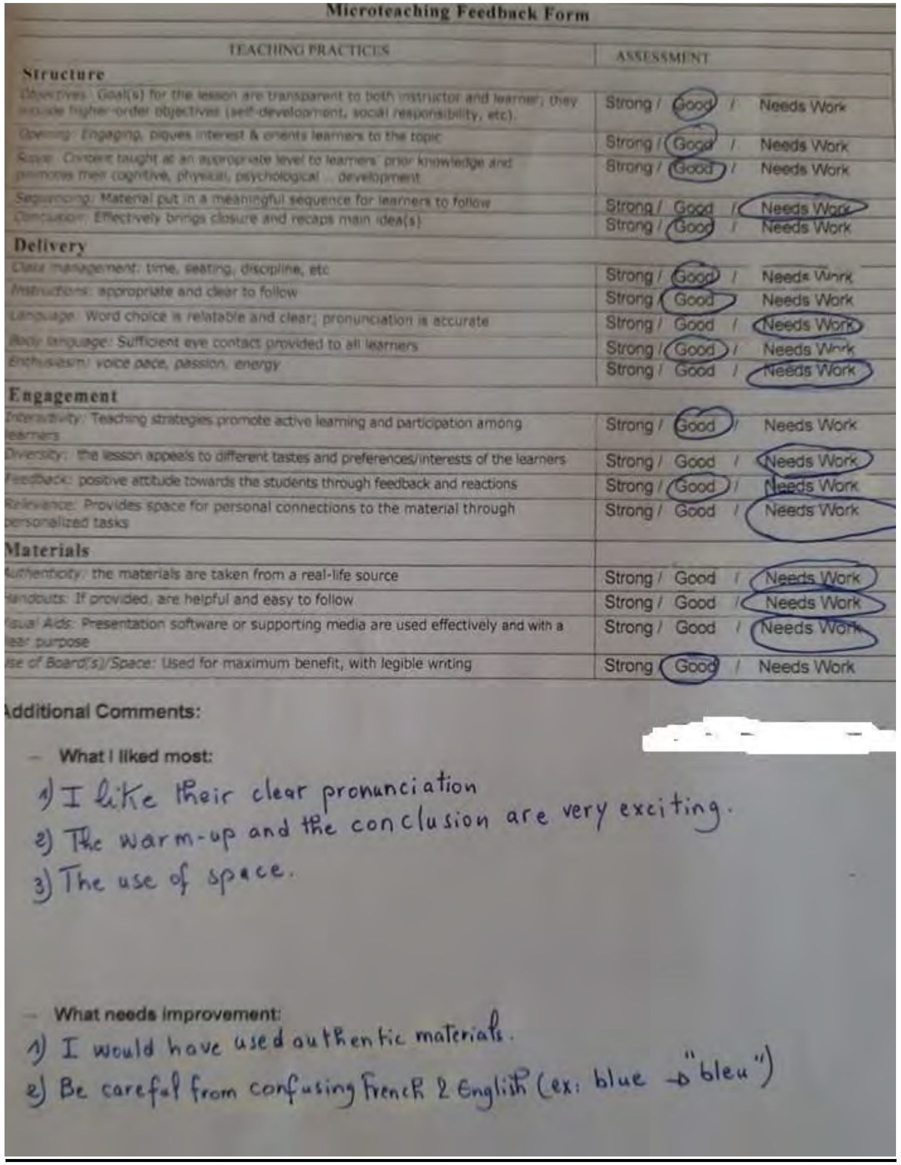
Additional Comments:

– **What I liked most:**

- I like how they used the space.
- Language is good on the whole, especially the pronunciation
- The opening is engaging

– **What needs improvement:**

- The vocabulary is decentextualized
- Use more authentic materials
- You should think of the interest of all learne
- Some spelling mistakes (example, bleu)



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Additional Comments:

[redacted]

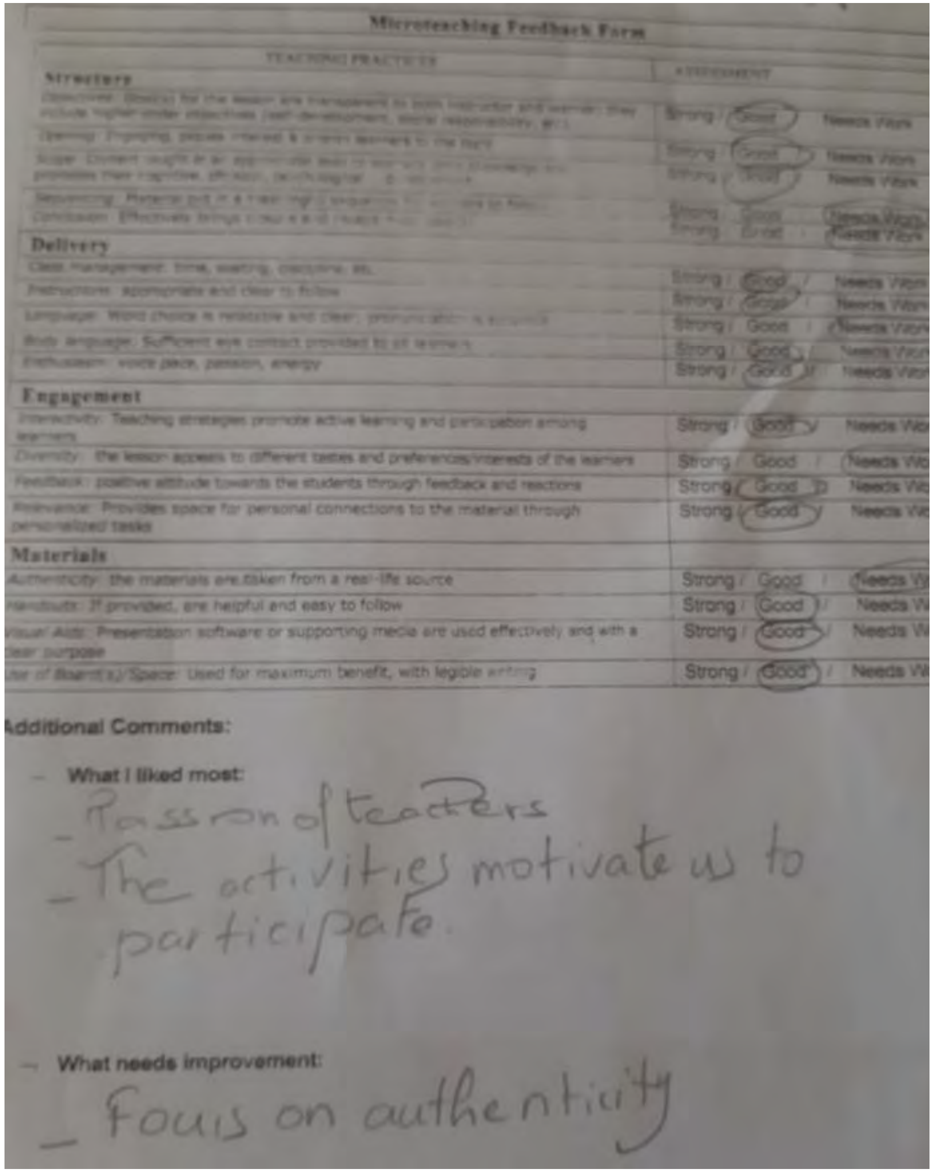
– **What I liked most:**

1) I like their clear pronunciation
2) The warm-up and the conclusion are very exciting.
3) The use of space.

– **What needs improvement:**

1) I would have used authentic materials.
2) Be carefal from confusing French & English (ex: blue -> "bleu")

ST13



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Scope: Content taught at an appropriate level [illegible]	Strong / [✓ Good] / Needs Work
Sequencing: Material put in a [illegible]	Strong / Good / [✓ Needs Work]
Conclusion: Effectively brings [illegible]	Strong / Good / [✓ Needs Work]
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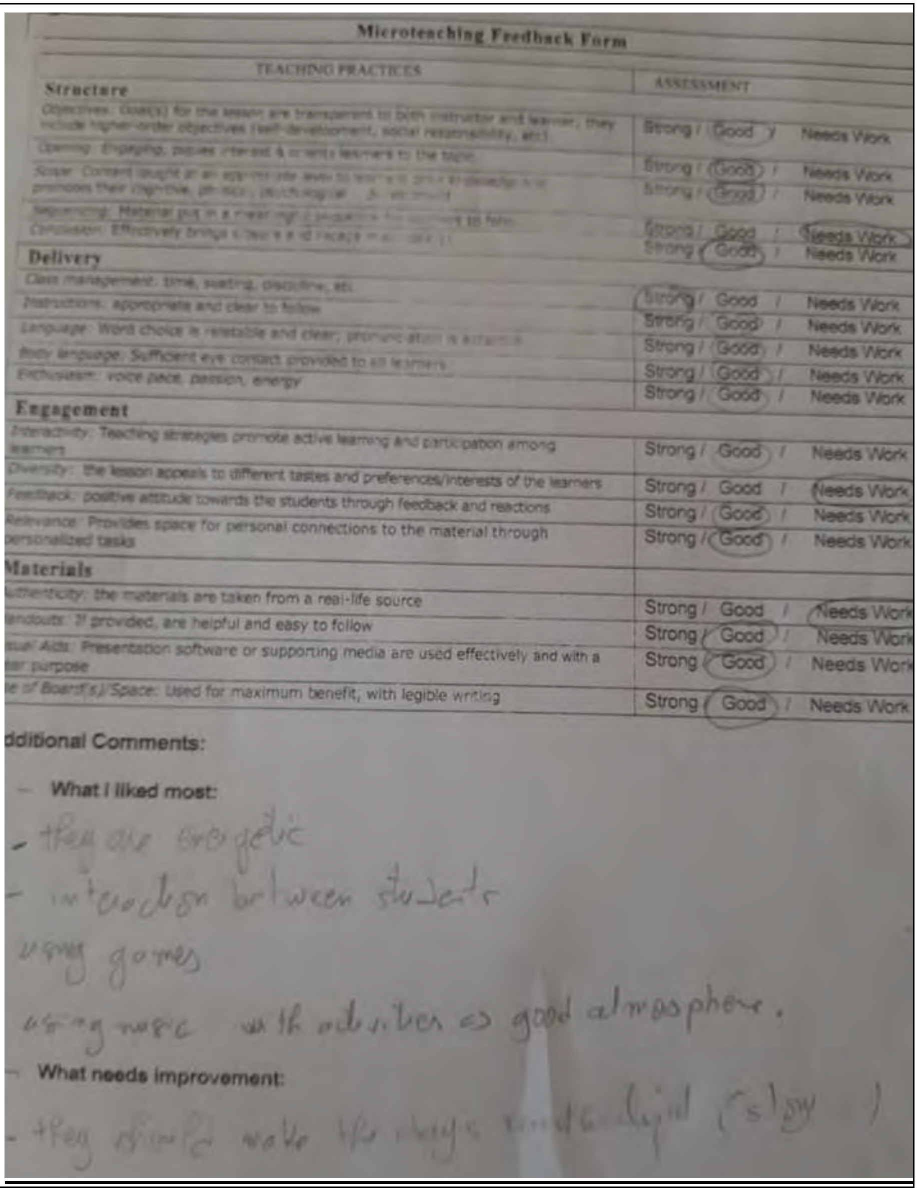
dditional Comments:

- What I liked most:

_Passion of teachers
_The activities motivate us to participate.

- What needs improvement:

_Focus on authenticity



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TEACHING PRACTICES	ASSESSMENT
Structure	
Objectives: Goal(s) for the lesson are transparent to both instructor and learner; they include higher-order objectives (self-development, social responsibility, etc)	Strong / [✓ Good] / Needs Work
Opening: Engaging, piques interest & orients learners to the topic	Strong / [✓ Good] / Needs Work
Scope: Content taught at an appropriate level to learner's prior knowledge and promotes their cognitive, physical, psychological [illegible]	Strong / [✓ Good] / Needs Work
Sequencing: Material put in a meaningful sequence for learners to follow	Strong / Good / [✓ Needs Work]
Conclusion: Effectively brings closure and recaps [illegible]	Strong / [✓ Good] / Needs Work
Delivery	
Class management: time, seating, discipline, etc.	[✓ Strong] / Good / Needs Work
Instructions: appropriate and clear to follow	Strong / [✓ Good] / Needs Work
Language: Word choice is relatable and clear; pronunciation is [illegible]	Strong / [✓ Good] / Needs Work
Body language: Sufficient eye contact provided to all learners	Strong / [✓ Good] / Needs Work
Enthusiasm: voice pace, passion, energy	Strong / [✓ Good] / Needs Work
Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	Strong / [✓ Good] / Needs Work
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	Strong / Good / [✓ Needs Work]
Feedback: positive attitude towards the students through feedback and reactions	Strong / [✓ Good] / Needs Work
Relevance: Provides space for personal connections to the material through personalized tasks	Strong / [✓ Good] / Needs Work
Materials	
uthenticity: the materials are taken from a real-life source	Strong / Good / [✓ Needs Work]
andouts: If provided, are helpful and easy to follow	Strong / [✓ Good] / Needs Work
sual Aids: Presentation software or supporting media are used effectively and with a ear purpose	Strong / [✓ Good] / Needs Work
e of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

dditional Comments:

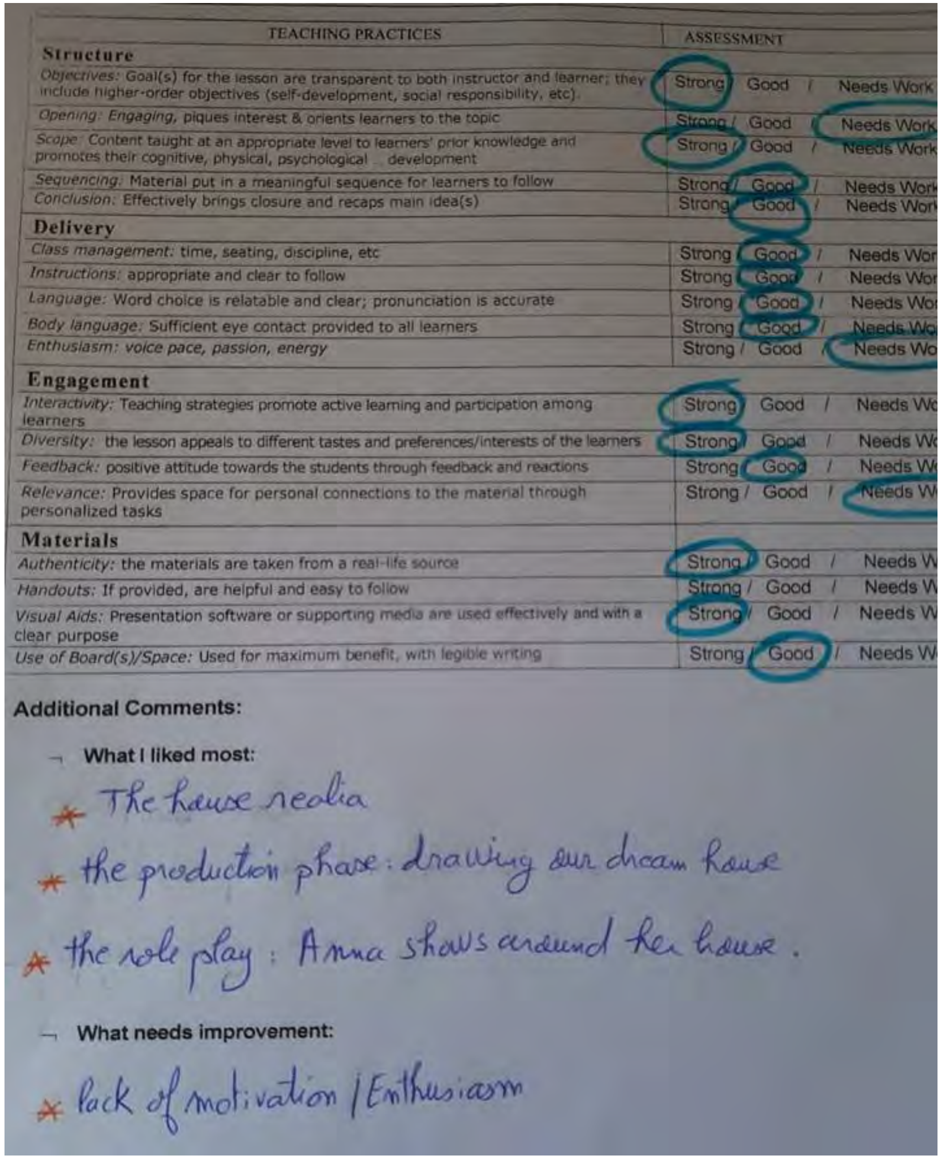
- What I liked most:

- they are energetic
- interaction between students
using games
using music with the activities as good atmosphere.

- What needs improvement:

- they should make the things [illegible] (slowy)

ST14



TEACHING PRACTICES	ASSESSMENT
Structure	
Objectives: Goal(s) for the lesson are transparent to both instructor and learner; they include higher-order objectives (self-development, social responsibility, etc).	[✓ Strong] / Good / Needs Work
Opening: Engaging, piques interest & orients learners to the topic	Strong / Good / [✓ Needs Work]
Scope: Content taught at an appropriate level to learners' prior knowledge and promotes their cognitive, physical, psychological development	[✓ Strong] / Good / Needs Work
Sequencing: Material put in a meaningful sequence for learners to follow	Strong / [✓ Good] / Needs Work
Conclusion: Effectively brings closure and recaps main idea(s)	Strong / [✓ Good] / Needs Work
Delivery	
Class management: time, seating, discipline, etc	Strong / [✓ Good] / Needs Wor
Instructions: appropriate and clear to follow	Strong / [✓ Good] / Needs Wor
Language: Word choice is relatable and clear; pronunciation is accurate	Strong / [✓ Good] / Needs Wo
Body language: Sufficient eye contact provided to all learners	Strong / [✓ Good] / Needs Wo
Enthusiasm: voice pace, passion, energy	Strong / Good / [✓ Needs Wo]
Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	[✓ Strong] / Good / Needs Wo
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	[✓ Strong] / Good / Needs W
Feedback: positive attitude towards the students through feedback and reactions	Strong / [✓ Good] / Needs W
Relevance: Provides space for personal connections to the material through personalized tasks	Strong / Good / [✓ Needs W]
Materials	
Authenticity: the materials are taken from a real-life source	[✓ Strong] / Good / Needs W
Handouts: If provided, are helpful and easy to follow	Strong / Good / Needs W
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	[✓ Strong] / Good / Needs W
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs W

Additional Comments:

- **What I liked most:**

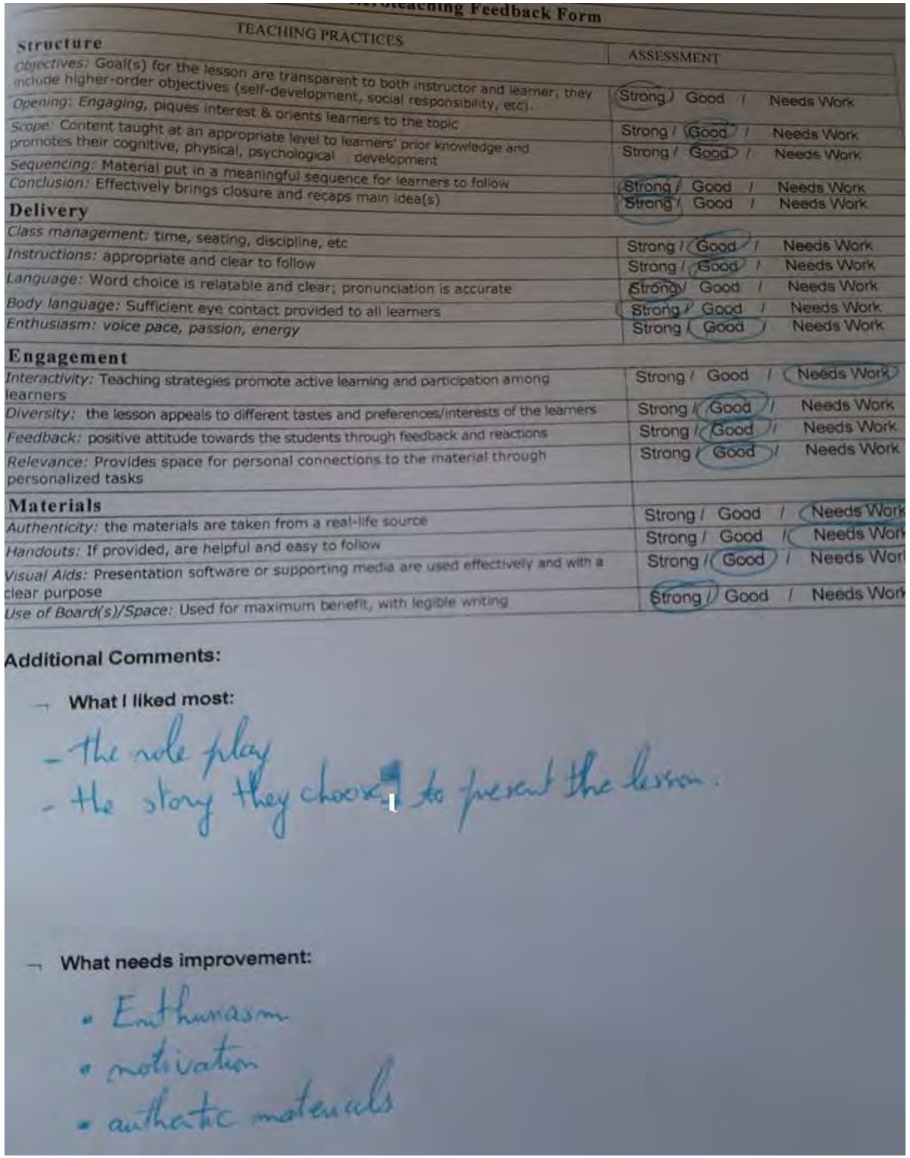
* The house realia

* the production phase: drawing our dream house

* the role play: Anna shows around her house.

- **What needs improvement:**

* lack of motivation / Enthusiasm



Microteaching Feedback Form

TEACHING PRACTICES	ASSESSMENT
Structure	
Objectives: Goal(s) for the lesson are transparent to both instructor and learner; they include higher-order objectives (self-development, social responsibility, etc).	[✓ Strong] / Good / Needs Work
Opening: Engaging, piques interest & orients learners to the topic	Strong / [✓ Good] / Needs Work
Scope: Content taught at an appropriate level to learners' prior knowledge and promotes their cognitive, physical, psychological development	Strong / [✓ Good] / Needs Work
Sequencing: Material put in a meaningful sequence for learners to follow	[✓ Strong] / Good / Needs Work
Conclusion: Effectively brings closure and recaps main idea(s)	[✓ Strong] / Good / Needs Work
Delivery	
Class management: time, seating, discipline, etc	Strong / [✓ Good] / Needs Work
Instructions: appropriate and clear to follow	Strong / [✓ Good] / Needs Work
Language: Word choice is relatable and clear; pronunciation is accurate	[✓ Strong] / Good / Needs Work
Body language: Sufficient eye contact provided to all learners	[✓ Strong] / Good / Needs Work
Enthusiasm: voice pace, passion, energy	Strong / [✓ Good] / Needs Work
Engagement	
Interactivity: Teaching strategies promote active learning and participation among learners	Strong / Good / [✓ Needs Work]
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	Strong / [✓ Good] / Needs Work
Feedback: positive attitude towards the students through feedback and reactions	Strong / [✓ Good] / Needs Work
Relevance: Provides space for personal connections to the material through personalized tasks	Strong / [✓ Good] / Needs Work
Materials	
Authenticity: the materials are taken from a real-life source	Strong / Good / [✓ Needs Work]
Handouts: If provided, are helpful and easy to follow	Strong / Good / [✓ Needs Work]
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / [✓ Good] / Needs Work
Use of Board(s)/Space: Used for maximum benefit, with legible writing	[✓ Strong] / Good / Needs Work

Additional Comments:

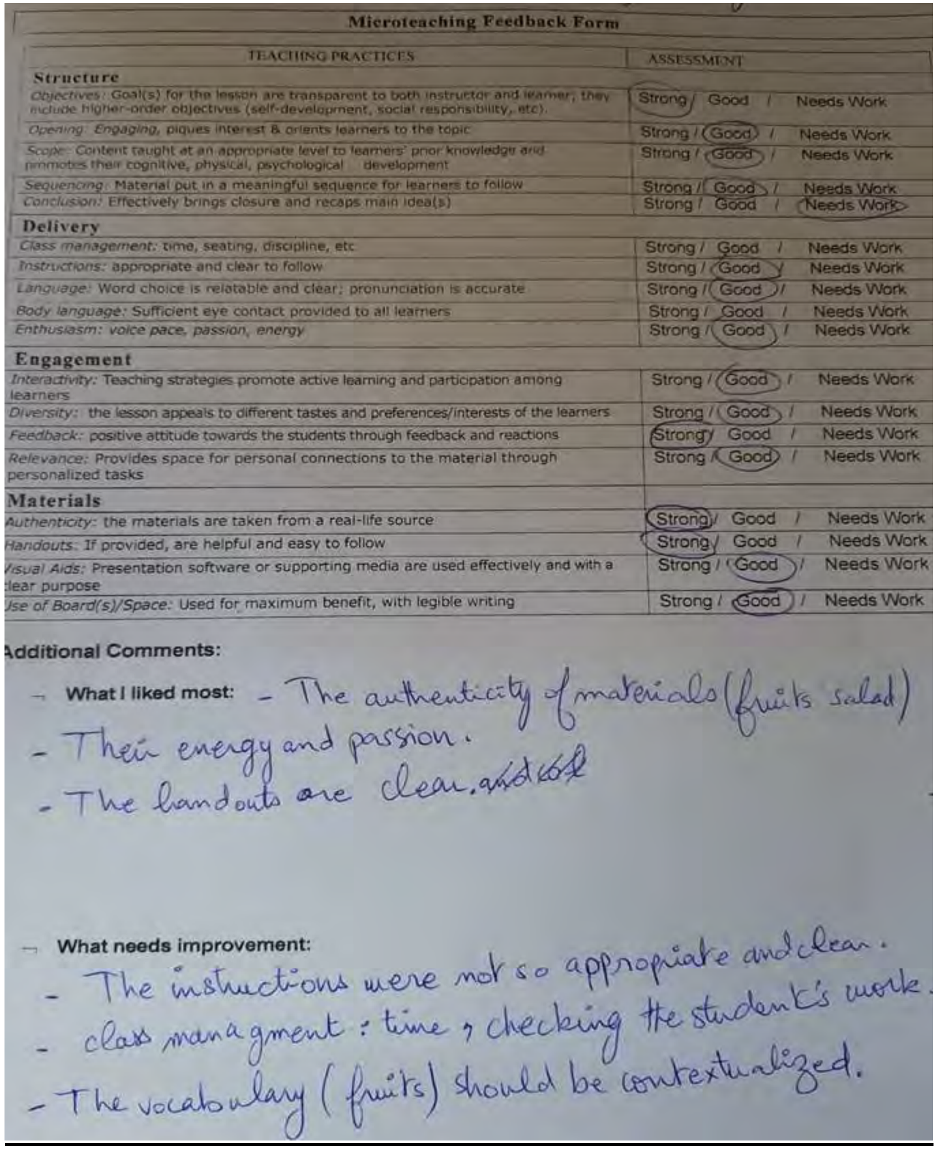
- **What I liked most:**

- the role play
- the story they choose to present the lesson.

- **What needs improvement:**

- Enthusiasm
- motivation
- authentic materials

ST15



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Engagement	
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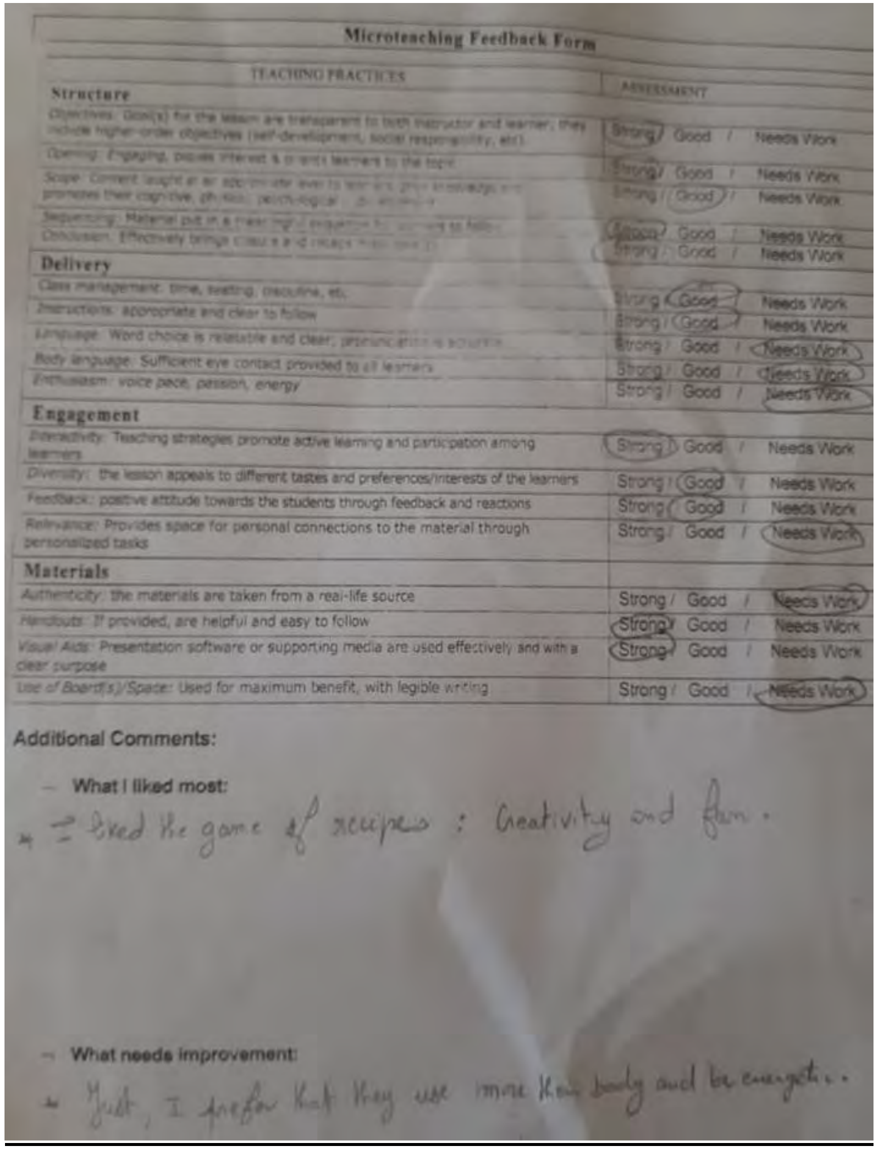
Diversity: the lesson appeals to different tastes and preferences/interests of the learners	Strong / [✓ Good] / Needs Work
Feedback: positive attitude towards the students through feedback and reactions	[✓ Strong] / Good / Needs Work
Relevance: Provides space for personal connections to the material through personalized tasks	Strong / [✓ Good] / Needs Work
Materials	
Authenticity: the materials are taken from a real-life source	[✓ Strong] / Good / Needs Work
Handouts: If provided, are helpful and easy to follow	[✓ Strong] / Good / Needs Work
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	Strong / [✓ Good] / Needs Work
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / [✓ Good] / Needs Work

Additional Comments:

- **What I liked most:** - The authenticity of materials (fruits salad)
- Their energy and passion.
- The handouts are clear. ~~and~~

- **What needs improvement:**
- The instructions were not so appropriate and clear.
- class managment : time , checking the student's work.
- The vocabulary (fruits) should be contextualized.



Microteaching Feedback Form

TEACHING PRACTICES	ASSESSMENT
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Language: Word choice is relatable and clear; pronunciation is accurate	Strong / Good / [✓ Needs Work]
Body language: Sufficient eye contact provided to all learners	Strong / Good / [✓ Needs Work]
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Engagement	
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Relevance: Provides space for personal connections to the material through personalized tasks	Strong / Good / [✓ Needs Work]
Materials	
Authenticity: the materials are taken from a real-life source	Strong / Good / [✓ Needs Work]
Handouts: If provided, are helpful and easy to follow	[✓ Strong] / Good / Needs Work
Visual Aids: Presentation software or supporting media are used effectively and with a clear purpose	[✓ Strong] / Good / Needs Work
Use of Board(s)/Space: Used for maximum benefit, with legible writing	Strong / Good / [✓ Needs Work]

Additional Comments:

- **What I liked most:**

* I liked the game of recipes : Creativity and fun.

- **What needs improvement:**

* Just, I prefer that they use more their body and be energetic.

APPENDIX C

Learners' Self-Reflections[2]

SR1: After doing our micro-teaching and reading our friends and teacher's feedback, we learned how we can manage our time better next time and we took note of some pronunciation and grammar mistakes that we tried to avoid in our second demonstration. Because we did not manage time well, we could not reach the final step in our lesson where we will focus on group work and we got criticized for that by our peers. The teacher has got the lesson plan sheet where all of the steps are included in the plan, so she did not point to that weakness. So, we appreciate that the comments complement each other.

SR2: After presenting my lesson, I think that I should develop my practice as a teacher. I did many grammar mistakes that's why I must be aware to this and improve my language. Also, my production wasn't creative and motivating. I should choose something creative in my lesson. I notice that the storytelling and games can motivate students and make fun to them that's why I will try to use a story related to the lesson and many games related to the context next time. More than that, I should clarify my voice to reach to all learners. Also,I should make the lesson appeals to different tastes and interests of the learners.

SR3: Thinking back about my demonstration, I am not very satisfied with my performance. I was verystressed for fear of time. Also, I didn't present all that I planned. I have read all of the notes and I understand my mistakes perfectly. I will certainly improve my performance and get over these weaknesses next time. I hope to be a successful teacher that can learn from her mistakes.

SR4: Thinking of my friend's and my practices, I realized that we could do better in the time management to fulfill all the steps in the lesson. We had many opportunities to use authentic materials in the lesson like in the guessing game but unfortunately, we did not pay attention to that. While planning for the next demonstration, we will try to integrate more authentic materials and contextualize more the input by using songs and more realistic situations. The production tasks should also be more creative to develop the YL imagination. In general, we are very satisfied of our work but we can't deny that we could do better.

SR5: We tried to be creative in many tasks during the demonstration. We did the classroom routine in an unexpected way for the learners and we think that it was successful according to the feedback we got. We noticed this through our classmates' reactions too as they were motivated to choose the right day, month, etc. We expect this to be also successful with kids. We also built on previous sessions to introduce new content through a game. It was so much fun and enjoyable: it's a good way to review while playing. That part was above our expectations and we got the option "strong" inside the evaluation and feedback sheets.

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[2] These reflections are copied as they are from the learners' emails and so the mistakes are not corrected.

On the other hand, we feel like we should have focused more on tasks rather than activities/exercises and included more authentic materials. The clown game for example could have been used as a task carried out in groups to encourage interaction and more language use. We thought the game would be fun but it wasn't. Our friends would have been more spontaneous if they were encouraged to work in groups.

SR6: At the beginning we were nervous and excited at the same time that we were finally able to perform what we have planned to as we had so much fun preparing the different games, we worked hard searching for authentic materials and creative ideas that match with students interests and needs. We didn't notice any sortof boredom among the students (our mates) as they were interested in the content and interacting with us. Overall, everything was as planned except that we were a bit shy for a moment as we fear talking in front of anaudience, and add to that we had a little problem managing the class: giving a chance to all the students to participate individually, cheking their work among their groups while playing games and contextualizing the vocabulary (colors).

SR7: After our last lesson, first of all we thank you for your attention, we will work on the reform according toyour comments, constructive criticism. As a first experience in teaching English we were satisfied about what we did; we used many effective techniques for primary school students like concrete materials, storytelling.We warm up the atmosphere by playing a song. All these methods facilitate the learning process for the students since the primary student needs play that leads to learning. We used clear and simple language and also body language. Our lesson was based on the interactivity between us and all students. We gave positive vibes and motivate attitudes. But we can't forget talking about our "needs work", we will try to provide space for personal connection through personalized tasks and will create favorable climate for learning. We will also try to improve our pronunciation of words and syllables. Finally, it can be said that the practical side is the bestway to reform. The more you practice, the more successful you are.

SR8: Thank you madam and my friends for your feedback and valuable remarks concerning our lesson. Weare quite happy for praising our opening. Yet, we are well aware that our language and lexis need more improvement. We promise that we will work on them in the next microteaching and make them better. Also, we promise to promote our teaching strategies and diversify the techniques so that they will fit more the learners' needs, potential and different interests. Our mistake is that we focused only on one technique, which did not catch the attention of all our peers. The same can happen with YLs and we should pay more attentionto that.

SR9: When we taught our classmates the "Five senses" in our last microteaching demo, we learned many things after receiving feedback. First of all, it was a great opportunity to communicate with our colleagues whorepresent our students another day. We got repeated remarks about our language and pronunciation and we feel sorry for making all of these mistakes but we feel even grateful for our peers and teacher for turning our attention to them and we promise to rehearse more next time to avoid them (as we generally do not commit these while writing but stress and time management affect the performance sometimes). On the other hand, weare happy that the active listening activity attracted the students' attention to participate. We believe this isalso useful with kids as it can help them learn easily the new vocabulary in context (the song). Moreover, we think that using authentic materials was helpful (we got the highest score in this criteria) and interesting for thelearners who used their actual senses to identify real objects. Group work and cooperation in the puzzle game also motivated the students. Finally, what we felt was missing and need improvement are: the repeated exposure to input which was not meaningful to remember the words, and providing space for all learners to connect with the materials through personalized tasks.

SR10: While presenting, at first, we felt overwhelmed with all eyes fixed on us. Being exposed to an audience makes it very hard to concentrate or even to remember what we were planning to say. Then, we started to feel at ease little by little. After our presentation and the feedback that we got, we understood that we did good in managing the classroom space and in engaging the learners through triggering their kinesthetic abilities. Yet, we still need to work on the language used and we have to rehearse our presentation well for better time management. So, we think that this feedback about our first microteaching experience is so clear and accurate. To sum everything up, we need more practice to overcome these difficulties and these errors in the next demo.

SR11: What we appreciate in our presentation is the opening phase because it made the students focusing on our work. Also, the choice of games was successful as it made them attentive and active while learning the new lexis. The gift we designed as a prize was very creative as our teacher and peers said and all students likedit. But unfortunately, we focused on the fun part and we forgot to order our tasks in a logical manner. In the production activities where the learners should explore their imagination and creativity to express themselves in a meaningful way, we did very simple tasks. Our last activity was very boring and basic and it left a bad impression, so just as the opening, the conclusion should also be interesting and this is what we will pay more attention to next time.

SR12: My impression of my own micro-teaching was acceptable because, honestly I planned my lesson carefully but I was worried about the time. However, I finished my lesson before the end of the 15-minute timer. On the other side, I didn't do varied activities as my friends said in their feedback, that's why next time, I should provide more opportunities for creativity. Moreover, I committed some spelling mistakes because of my lack of attention. I used the French spelling for some words (eg. bleu) because I did not use a dictionary to check up the words I will write on the board. My teacher and friends are right. This is something that should not happen when I am in-service and I should be more careful and responsible as a model for my YLs. What I like most about the feedback I got is providing specific examples of the mistakes I made especially in language or pronunciation. This will help me focus more on those specific errors.

SR13: It was a really good experience. In fact, I had fun and I learned many new things from the feedback Igot afterwards. In addition, this was an important opportunity to improve my English by practicing it while evaluating my peers and writing this self-reflection. Added to that, it was a chance for me to present in English because in our studies, we don’t get to do many presentations in English. This is the second time in my 3 yearsof studying in ISEAHM that I have this opportunity to teach in English. However, I should admit that it wasn’tthat perfect and I should try to improve as much as I could according to the teacher’s feedback and my friends’ comments to be the best version of myself as an English teacher. For example, while teaching countries and nationalities, it is obvious to capitalize the words (Japanese, Tunisian, etc). It is really a pity that I neglected that while writing on the board (though I do it while writing just like in my self-reflection here). I was also disappointed and angry at myself when I received negative feedback about the authenticity of materials. There were many occasions to include real items in real situations but I was just careless although we had a whole lesson about how to use and incorporate authentic materials. I promise to avoid these mistakes next time to perform better.

SR14: Thank you Miss for giving me the chance to think about my teaching. Honestly, I am a very shy person and I can’t always find the words to express myself in class. I feel more comfortable to write. I am happy with my presentation and I worked hard to prepare it. However I was stressed and the opening wasn’t so well. We don’t usually present lessons in English so I got confused and made some grammar mistakes. Next time, I will prepare my instructions and speech better. Also I need to work on my energy in class. I felt my friends bored because my voice was low and I didn’t interact a lot with them. With better practice, I think my second microteaching can be improving.

SR15: We wanted to involve everyone in the lesson so we used different technics. We are happy that the teacher and our friends liked them. But we focused on diversity and we did not pay attention to our pronounciation. Our teacher is right, we should always check a dictionary and we study this in Unit 1. We felt embarrassed that our friends corrected our pronounciation while we still didn’t finish the presentation. We appreciate when the teacher said that they should not interrupt us. We think it’s better to write the mistakes in the forms like the teacher. We promise to work more on this the next time. We also focused on funny activitiesbut they didn’t include much language use; we should encourage the pupils to speak more.

APPENDIX D

Transcribed In-Class Discussions[3]

Q1: Do you think that feedback strategies are important in micro-teaching?

D1: Yes. I think that feedback strategies are important in micro-teaching because it shows the students' attitudes towards the lesson like their opinions, their thoughts, their reactions, what they learned during this session.

D2: Feedback strategies are very important to micro-teaching to know the efficiency of this technique, and whether the lesson has worked or not.

D3: I think feedback is important because we can improve our work; we can know what needs improvement and change our work, our way of teaching accordingly.

D4: Yes. To improve our practice next time

D5: It is good for self-evaluation and reflection. When we evaluate ourselves, this helps us improve or better our performance in the future.

D6: In order to avoid making the same mistakes again

D7: To know the points of weakness and strength.

D8: To accept being criticized and learn how to deal with negative but constructive comments because nobody's perfect.

D9: I get to learn how to manage my emotions when others criticize me.

D10: To improve our teaching practices in English, we should be involved in feedback. We can understand what we should keep and what we should avoid in the next micro-teaching sessions.

D11: It's important because it helps us find out the good points in our teaching and the points that we should focus more on other occasions.

D12: The practical side is the best way to reform and to do better. The more we listen to feedback, the more we can integrate it in our future practices.

D13: It helps us to be reflective and it's the best method to evaluate ourselves.

D14: Yes, it's good because you can focus on details while teaching.

D15: It's good because it will help us improve our presentation next time.

D16: Uh, it will help us know what was good and what's bad. Like what was good and what demands work.

D17: It will help us know our real level and proficiency skills in English.

D18: It makes us realize the difference between planning and presenting because when you plan at home, you think that everything is perfect. Everything will be fine, but then in class, you find something else, practice is different from theory and the feedback can point to what did not work in practice.

D19: We need another eye to see ourselves. Feedback is like a mirror. It's like we are putting ourselves in front of it. It's kind of a self confrontation. Human beings always reject negative perceptions about themselves, so this is a way of training ourselves to accept criticism.

D20: Feedback is not only about using language but about everything related to teaching practices; it's also about your body, how you move inside the class, the space you use, et cetera, so definitely it's important.

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[3] The teacher relied on the software Descript to transcribe the discussions but she needed to double check and modify the words/phrases that the software could not detect.

Q2: What do you think about the currently-used feedback strategies (compared to last year)?

D21: These strategies are more formal. We can even use them later with our pupils in primary school. It's more efficient as the students are evaluating themselves.

D22: The difference is that anyone can see them; there is nothing hidden and our opinion is shared with everyone to learn from not just the ones who presented their micro-teaching; it feels more authentic and transparent.

D23: They are very helpful because I know which points, both positive and negative, I am supposed to focus on while providing feedback to my peers.

D24: When you are doing micro-teaching, you wouldn't know the tiny details, uh, that our friends will notice. It's a great way to progress.

D25: They are important to know what you should do and what you shouldn't do in, uh, in your lessons next time.

D26: There are some rules to respect when you present. We get to learn those separately in different units so sometimes we forget about some of them. Having the feedback forms as point of reference helps us be more focused when we plan. It's a way to remember what areas we should focus on while teaching.

D27: The forms are more detailed than the oral feedback. We know exactly what was strong/good and what needs work.

D28: In the written forms, there is enough time to think carefully about the options. We can also remember what feedback we received after the session is over and according to them we can rethink about our lesson plans anytime we want; the oral feedback last year, we tend to forget most of it and there is no chance to correct the details

D29: The written feedback is a good reference to consult later on.

D30: Last year it was oral. Now we get to write our comments and this feels more professional.

D31: There are more details which cover all aspects of micro-teaching.

D32: The written feedback is more helpful for sure because you have time to stay with yourself and reflect on your practices.

D33: Yes. You have time to think about the mistakes and the good points.

D34: It's more precise and also objective. In oral feedback, we tend to use compliments because we do not want to embarrass our friends.

D35: The feedback used to be very superficial; we used to say "this was a good presentation or we liked it" without actually giving any useful feedback; it was mostly positive.

D36: The difference is that the students now know the criteria of evaluation or feedback. They know exactly what they should evaluate while observing the micro-teaching sessions. They will also take those criteria into consideration when they plan their own lessons and when they present them. It's a way to keep us always attentive and mindful of these criteria.

D37: When we do the self-reflection, this is a way to be honest with yourself in order to acknowledge your mistakes.

Q3: Did you learn anything when you were filling in the forms?

D38: I did learn from the feedback that I gave to my friends because when they present, I

would avoid the weak points in their presentations and pay more attention to them when I present my lesson. I will also concentrate on the strong points.
D39: When you watch the performances carefully, you find yourself learning from their mistakes (especially in pronunciation) and automatically avoiding them in your own micro-teaching.
D40: Not to repeat their mistakes; to avoid their mistakes.
D41: We learned to be professional and objective. It makes the evaluation less subjective and impressionistic. Sometimes, when we do oral feedback and we do not have specific criteria to look at, we get to provide a general overview that can be impressionistic. It is based on what we personally liked and disliked in the performance rather than on the principles and skills that we learned in this course. Having the forms as reference helps us be more accurate in our judgment.
D42: We discover new techniques by paying attention to details. We get inspired by new ideas from our friends, like the games that they use, et cetera.
D43: We learned not to make the same mistakes as our friends; we learn how to avoid making the same mistakes and how to avoid the “needs work”.

Q4: How do you feel when you receive feedback?

D44: Motivated to improve my performance next time.
D45: Excited to know what my friends think about my performance.
D46: I don’t feel embarrassed at all because I need their remarks to improve my way of teaching. I need that feedback.
D47: We discover new angles in our personality through feedback. We keep questioning our choices and wonder about why we didn’t take care of certain points while planning or why it didn’t come to our mind that some tasks or activities are irrelevant. There is some regret also but not in the negative sense. It’s the kind of regret that makes you more determined to do better next time.
D48: It’s a good experience to learn from and I feel motivated to change my lesson plan according to the feedback and present again.
D49: It’s a good opportunity to improve our skills and to know how to make improvements.
D50: It's better to make mistakes here to avoid them later when you teach in real classes with your pupils at school.
D51: I feel more motivated to do well next time.
D52: I feel proud of what I did by looking at the good and strong points inside the forms. And the “needs work” section makes me determined to try to improve next time. So I don't feel offended. Everyone makes mistakes. And it's our first experience, so we should take it as an opportunity to learn from.
D53: I feel embarrassed but at the same time, I try to correct my mistakes.
D54: I feel like I am benefiting a lot because my friends generally leave comments that I do not pay attention to while planning or presenting; so it feels good to see yourself through the eyes of others. It helps you get an objective idea about your skills.
D55: I feel embarrassed and motivated at the same time; I feel a bit angry because I made those mistakes but also determined not to repeat them again.
D56: I also feel motivated because it helps me ameliorate my practice
D57: All I thought about was how could I not think about those mistakes, why did I not realize or predict those mistakes; For example, why could I not use authentic materials when we studied how important they are for improving input; feedback helped me do self-criticism

D58: I learned how to criticize constructively. It means that you don't only give negative comments and, or only positive comments. You talk about everything and the comments you give should be constructive. It means they should be helpful. It's not to hurt your friends.

Q5: What do you think is more accurate or more important, your teacher's or peers' feedback?

D59: Both. Because we get to see our work from different angles. Maybe I will receive different comments from my peers that my teacher didn't notice or the opposite, both of them are complementary.

D60: Maybe the teacher's feedback is more professional as she is more experienced but this does not mean that my peers' comments are not important. On the opposite, my peers will be able to give me a vision similar to that of YLs as they are playing their role throughout the micro-teaching. Their perspective will be enriching and accurate.

D61: Both of them as the diversity of opinions will allow us to build a clearer imagine about our mistakes or weaknesses, so the more diversity in feedback, the more efficient it is.

D62: Everyone has their own opinion and all of these opinions are helpful even if they are negative. I am aware of what needs work in my teaching and hearing this from my friends does not make me mad or embarrassed. Most of the comments are accurate and as a first experience, I am aware that there are many points that need improvement and that my performance is not perfect.

D63: Sometimes, the comments are severe or subjective/exaggerated

D64: I feel like my friends' comments are accurate. They're always encouraging us by starting with the positive side and with what they liked in our performance. When they give us suggestions of what could have been done better, they do it in a constructive manner and I don't feel hurtful at all.

D65: We are learning it's okay. Even if they give us negative comments, because through them, we're going to improve and we are learning.

D66: Their comments are uplifting even if they do not like everything! They are always encouraging and they know how to give constructive comments without hurting our feelings or judging our performance.

D67: Formal feedback is something new to us so we are still learning how to be objective. Sometimes the comments are not very accurate, but the teacher's feedback helps make the balance and we are also learning from it.

Q6: Would you like to change any points in the feedback forms?

D68: No. I think all of them are important.

D69: No. We cannot just change or take one of them because all of them are important in the micro-teaching and in the evaluation of a teacher.

D71: No. I like many criteria in the forms especially the part about language (pronunciation), the sequence of tasks and the use of authentic materials.

D72: On the opposite. I like the whole idea of having forms with different criteria because before we did not really know what to look for exactly when we provide feedback.

D73: I also like the part about space management inside the class. It pushes us to be more creative while designing our tasks and thinking about the characteristics of our learners; they need space to move and make use of their senses. We try to think of ideas to make use of the space with the big number of students.

D74: Not change but I want other teachers to use those forms. Some teachers prefer the oral feedback strategies because they think the written ones waste a lot of time. On the opposite, we worked with them this year and we are seeing how helpful they are. We write down our comments while our friends are presenting so there is no time wasted. As for the self-reflections, we also do write them at home so this will not take from the time of the TEYL module in class.

D70: I think these forms are useful like they are and we are practicing language through them and learning our mistakes; that time spent on them would be worth it.

D75: Not the content of the forms but the process. I think that we should not write our names on the forms so that we can be more free while evaluating; also focus more on peer feedback than teacher feedback

D76: No, actually the way they are constructed obliges us to be more attentive to our friends' demonstrations; even if we get bored, we need to be focused on the forms

D77: Not to change but maybe give more value to some criteria than others; example materials and language use arethe most important for me and we should get more feedback on them.

D78: I think the criteria in the forms are very comprehensible and they include what every teacher should focus on while planning their lessons. I think we can even use them later with our own students when teaching

D79: No they are fine.

Q7: Do you think this feedback can be helpful when you are in-service (in primary schools)?

D80: Of course, without this feedback, it will be difficult to fine-tune our teaching when we are in-service.

D81: Although we are in different conditions, feedback is still helpful because it takes into consideration the age category we will teach later. Our teacher always comments that sometimes we forget that we are supposed to teach kids and this helps reconsider some choices to be avoided in the future.

D82: Of course, teaching in primary schools would be different from what we've seen in the university, but it's a great way, like to know what to do, how to start the lesson, whether the different phases are sequencedappropriately, etc. We also get feedback about how we use songs in a context and how to deal with kids in general.

D83: Feedback helps me predict my future learners' reactions to my own teaching. It gives me an image about the future; it prepares me emotionally and psychologically to accept my weaknesses and plan my lessons with the targetaudience in mind.

D84: You get inspired when you watch your friends' micro-teaching attentively to give feedback. You will discover different games, different strategies to teach.

D85: Feedback is like a mirror. When we are teaching, we get nervous, so we cannot realize what we did wrong onthe spot. Hearing feedback from others (teacher or peers) is helpful to see ourselves through the lenses of others.

D86: I think that feedback strategies in micro-teaching are very helpful because later, when I teach kids, I already know what needs improvement and what I should focus on as my friends represent young learners another day. Uh, so if I did something and my friends didn't like it, or they were bored so of course, I expect the YLs to be bored too and I should avoid it in the future.

Q8: Any suggestions or recommendations about feedback for next year or for the second semester?

D87: We are satisfied with these feedback strategies and it will be great if all teachers can use them because we feel like we are involved more in building this course and it makes us more self-confident.
D88: Re-watch the videos of micro-teaching in class. This can improve the quality of feedback, especially the self- reflections.
D89: Maybe the teacher should also reflect on the feedback she is giving. Is it working?
D90: I like the part about "additional comments" and I think we can make more use of it by turning it into a writing task. The peers can write an essay to provide details about the feedback and this can be an opportunity for us to improve our writing skills because we rarely practice writing in 3rd year as TEYL is mostly about content.

APPENDIX E

Questionnaire About Feedback Strategies in Microteaching

Thank you for agreeing to take part in this survey about the effectiveness of feedback strategies in micro- teaching at ISEAH Mahdia. We will be gaining your thoughts and opinions about giving and receiving feedback in your micro-teaching sessions conducted in the TEYL II course to help improve our teaching practices for a better EFL environment for our students. This survey should take 5 to 10 minutes to complete. Please be assured that all answers you provide will be kept in the strictest confidentiality.

Gender: ☐ boy ☐ girl

Age: …………………….

Group: ………………….

1. Last year (2nd year), how often did you give feedback to your peers after their presentations?

   Always – often – sometimes – rarely – never

2. If you answered "rarely" or "never", why did you refrain from giving feedback?

   ____I don't observe the lesson. I'm not interested.
   ____I have nothing to say.
   ____I do not know what to look for during observation.
   ____I'm afraid that my friend will lose face in front of the instructor.
   ____I'm afraid that my friend will be offended.
   ____Other (please specify): ……………

3. How often do you participate in feedback this year (3rd year)?

Always – often – sometimes – rarely – never

4. Do the new feedback strategies encourage you to participate more?

Yes – No

5. Which feedback strategies do you find more effective?

Peer feedback forms – teacher evaluation form – my self-reflections – all of them

6. After receiving feedback, to what extent did you understand what you are expected to do toimprove your performance?

Very Well – Fairly Well – Uncertain – not at all

7. What do you think of your friends' feedback compared to your teacher's feedback?

Extremely adequate – Very adequate – moderately adequate – slightly adequate – Inadequate

8. To what extent were the currently-used feedback strategies helpful to improve your micro-teaching?

Extremely helpful – Very helpful – Moderately helpful – Slightly helpful- Not helpful at all

9. Do you recommend these feedback strategies to the other English teachers?

Yes – No

10. To what extent do you think the feedback you are getting in micro-teaching will be helpfulwhen you are in-service?

Extremely helpful – Very helpful – Moderately helpful – Slightly helpful- Not helpful at all