



## LEARNER FEEDBACK TO THE INITIAL TEACHER EDUCATOR'S EAP TEACHING: A REFLECTIVE STUDY

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### abstract

While the success of language instruction is unquestionably reflected in students' performance in communicating in the target language, their voices generally can best express their success, disappointment, or complacency worth to reflect. This article, based on the study held at Universitas Negeri Yogyakarta in 2021, reports on a mixed-methods investigation that examines how an initial teacher educator (ITE) manages a course in English for academic purposes (EAP) from students' perspectives. Fifty-five sociology education students selected through convenience sampling participated in a quantitative survey and focus group discussion. The quantitative data analysis shows students' positive views regarding the initial teacher educator's general performance, delivery, time management, material, media, assessment, and care. To complement the quantitative findings, the qualitative data scrutinized through thematic analysis suggest three imperative measures for more effective EAP instruction. Even though students rated ITEs performance as "Very Good" and her pedagogical competencies as "Very High," some qualitative data reveal the students' empirical voices that at least several adjustments must be made by acting on three imperative measures. This study provides insights into the self-study design for ITEs on upscaling their TPACK, professional commitments, and pedagogical identity.

## INTRODUCTION

For initial teacher educators (ITEs), first-year teaching in college may become a tremendous and all-out effort to exercise their knowledge and experience and adapt to the higher education context. Lecturers in this position usually use their previous learning experiences from home, school, and university. When these educators hold the degree still in a previous couple of years as their students do, they will benefit from their college learning context and experience, and vice versa. Provided the ITEs have graduated from their education long ago, whereas what current education requires has dramatically evolved, they inevitably need time and energy to adapt to the new higher education (HE) scheme. For example, Indonesia's past HE policy made it impossible to have a new experience from studying at other universities. At the same time, a student was registered in a university in this state unless they joined a short course, student exchange, or double degree program. Presently, college students can choose where and what to learn outside their university, such as in educational or business institutions, as mandated by the *Merdeka Belajar Kampus Merdeka* (Independent Learning, Independent Campus; MBKM)

learning program. The lecturers may have to think of developing their students' mindset, attitude, competence, and skills imperative to survive in the current educational setting.

These challenges of current HE staff are somewhat getting more complicated to handle when ITEs encounter a situation that Ashadi et al. (2022). call the unexpected transition to online distance learning or ODL. Some teachers, therefore, are generally getting lost when shifting from the traditional classroom setting to online teaching (Comas-Quinn, 2011) or confronted with perplexity and complexity due to the coercive nature of the currently existing ODL (Ashadi et al., 2022). Some investigations have put this into a focus called technology integration in online learning (Li, 2017) or teachers' technological pedagogical content knowledge (TPACK) ((Fathi & Yousefifard, 2019; Nazari et al., 2019; Paneru, 2018), both of which enable them to open their vision and revive their teaching inventory (Pu, 2020).

In general, language teacher educators holding at least a master's degree in education or arts in Indonesia have been armed with the competence and skills to manage language education programs. Koesoemo & Shore (2015) with regards to this reveal that micro-teaching in teacher education develops their pedagogical competence. They may be well equipped to assess students' needs, develop the course outline, implement learning, use media and technology for learning, and evaluate their teaching. In carrying out their functions as language learning managers (Veselinovska & Kirova, 2020), they can gain feedback on their performance from such related parties as students, colleges, and supervisors or superintendents through either self-initiated discussions, surveys, or structured quality assurance measures in the faculty or higher education level. In other words, course assessment instruments such as feedback help the faculty identify the strengths and weaknesses of their teaching and evaluation methods (Neumann, 2000).

While there have been numerous studies employing students' perspectives to assess the effectiveness of teaching and learning (Al-Mawee et al., 2021); Means & Neisler, 2021; Kinash et al., 2015; Sit et al., 2005), methodologies (Rehan et al., 2016; Victoroff & Hogan, 2006), media (Nihayati et al., 2021; Pal & Patra, 2020; Ramadhani & Machmud, 2021; Suki & Suki, 2011), feedback (Alsehibany, 2021), and assessment (Sadeesh et al., 2021; Almossa, 2021); Jamil & Fatima, 2018), only limited is present in combination with teacher educator's reflective study (McIntyre, 2003) of their initial teaching experience. As reflection becomes the key to teachers' learning and development of teaching practice (Postholm, 2008), and feedback from the learning subjects have viewed as the primary means to assess how successful teachers are in reviving their instruction, this study employed student evaluation of teaching (SET) (Chen & Hoshower, 2010); Debroy et al., 2019) or student course evaluation (Anderson, Cain, & Bird, 2005) to help a teacher educator reflect on their overall pedagogical competence when teaching English for Academic Purposes for the first-year bachelor students of sociology education. In the following sections, the method of the study will be made clear first, followed by a description of how the teacher educator plan and execute her EAP instruction, and lastly, students' learning outcomes and voices on the teacher's performance are presented for reflection.

## **METHOD**

This is a reflective study on how an EAP teacher educator performs in her first year of teaching during the Covid-19 pandemic through student evaluation of teaching (SET). A novice teacher educator, the first author, acted as the lecturer, and 55 (11 male & 44 female) students were involved in the planning, implementation, and evaluation of learning. Data, in the form of questionnaire responses, take the form of quantitative and qualitative data. Statistical analysis

was carried out accordingly to describe the means and standard deviation of the 5-point questionnaire responses. In contrast, for qualitative data, thematic analysis (Lester, Cho, & Lochmiller, 2020) was harnessed, namely its stages of (1) preparing and organizing the data for analysis, (2) transcribing the data, (3) becoming familiar with the data, (4) memoing the data, (5) coding the data, (6) moving from codes to categories and categories to themes, and (7) making the analytic process transparent. To check the validity of the data and instrument. To investigate the validity and reliability of the findings, the researchers utilized data triangulation to see if the same data were reflected in the student evaluation, class scores, learning artifacts, and teacher observation.

## **FINDINGS AND DISCUSSION**

### **Planning the EAP Instruction**

In the planning stage, an EAP needs analysis (Yunita, 2022) questionnaire was distributed online to describe students' personal information, the initial perception of L1 and L2 literacy skills, the genre of texts they are familiar with, their attitudes, and motivational profiles (Hedgcock & Ferris, 2018), choice of topics and text length, choice of task setting, feedback, teacher role, and homework (Spratt, Pulverness, & Williams, 2005) and learner role (Nunan, 1989). The findings of this needs analysis were considered to give students the most desired learning scheme. Besides, in this stage, the course outline containing the course identity, objectives, materials, learning activities, assessment, and resources was developed. A Google form to record students' weekly attendance and the online platforms embracing the materials, quizzes, and assignments were also prepared and informed to the students so that all of them recognize how they would be assessed and what class rules they need to comply with for gaining the best grade in this course. The lecturer benefited from her experience in carrying out a research study in her bachelor's and master's degrees, in which she gained more knowledge on action research and R&D consecutively. Besides, this ITE also held discussions with fellow ITEs working as a team to teach first-year students English.

Considering this language learning preparation stage, the researchers agree that the sort of school, degree, or road to teaching at HE can be considered second when the depth and content of new teachers' instructional groundwork become the priority. Those who get more training in teaching techniques and pedagogy can demonstrate better teaching performance (Ingersoll, Merrill, & May, 2014). For this, the Training on Instructional Techniques (PEKERTI) program has laid the robust pedagogical foundation for teacher educators who, in Tang, Wong, and Cheng's words, may be classified into three categories based on their professional development determinations, namely "classroom engaged careerists", "highly engaged persisters," and "pessimists" (Tang, Wong, & Cheng, 2015).

Knowledge and practice on how to breakdown the course outcome (C.O.) into course outlines while meeting learning objectives are also introduced in PEKERTI, and once they are acquired, ITE can develop their creativity to orchestrate learning necessity, lacks, and wants (Brown & Lee, 2001) with their preference of teaching styles and methodologies. Furthermore, ITE's skill in specifying the learning goal(s) for the instructional episode has become the first in the Hiebert et al. (2016) framework for analyzing teaching, which also includes three other skills, namely undertaking empirical observations of teaching and learning, formulating hypotheses about the effects of teaching on student learning, and conducting analysis to suggest teaching improvements.

## **Implementing Learning and Using Media and Technology**

After designing the instructional instruments and deciding on what and how to achieve the objectives, the next agenda is usually negotiating with the students the course outline and the classroom rules and regulations in which students are allowed to propose some alternatives for task setting, deadline, assessment mode, etc. as long as the core principles of language pedagogy are not obviated. For example, the ITE proposed that several quizzes and assignments be done weekly in this course via the university's online learning platform (BeSmart). The students responded that they would like to have the quiz and assignment submitted before midnight on the day of the class, not within the class hour. Internet bandwidth and student workload issues might have become critical during this distant learning scheme.

Considering the technology, this ITE used Zoom Meeting for the first meeting of the class and then employed the online learning platform. Whatsapp messaging services in the form of voice notes, texts, pictures, PowerPoint slides, PDF files, and videos as a powerful means of communication during the class, delivering the materials, discussion, and giving oral/written feedback. As on BeSmart, students can independently access all the materials, ppt slides, related videos, and articles, as well as the quizzes and assignments, teacher roles in motivating the learners and confirming what they have learned, have become central so that each learner can comprehend and acquire the targeted learning outcome in each episode.

The use of BeSmart has been in line with the idea proposed by Keshavarz & Ghoneim (2021) that teachers should benefit from making informed decisions about educational technologies, including massive open online courses (MOOCs). Social media and online conferencing have also been considered influential in replacing face-to-face meetings during this Covid-19 pandemic (Huwaidi et al., 2021). However, students' voices on what they were effectively used should be well-reflected.

## **Learning Assessment**

Assessment of students in this course was carried out by involving some elements, namely student attendance and active participation, quiz, assignments, and the final exam. All grades from the quizzes and assignments on the MOOC were exported into an Excel file, and students' records of attendance were given some points along with their final exam attainment. The teacher educator would do a member check-in in which all students could see if their contributions in the class were well documented and whether attendance was missing and could be confirmed to add more points. This transparency of scoring can add to their understanding that their hard work and persistence in independent learning are worth it to develop.

## **Student Evaluation of Teaching**

After students completed the learning episodes and took the final exam, they were required to give feedback on how well the teacher educators performed from some assessment points. Some quantitative data will be presented in the following subsections as supplemented by the qualitative data of the FGD.

### *Teacher's Performance*

The first point to assess would be the teacher's general performance. The 5-point Likert scale responses category can be defined based on the class interval of (1) Very Good (4.21-5.00), Good (3.41-4.20), Fair (2.61-3.40), Poor (1.81-2.61), and Very Poor (0-1.80). Based on the

survey, students likely view that the lecturer had a Very Good performance with a means of 4.29 and SD of 0.48.

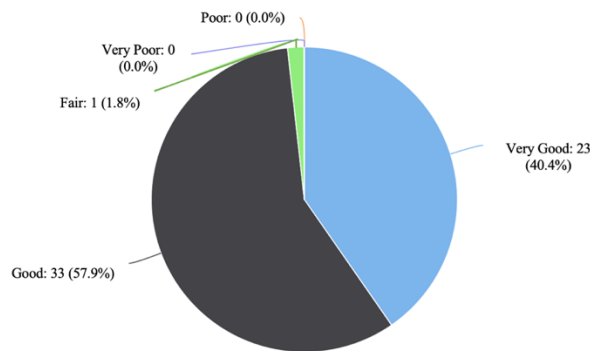


Figure 1. Students' Perception of the Initial Teacher Educator's Performance in Teaching

While according to (Yansyah, 2022), the effectiveness of teacher performance management in the process of implementing student learning can be best reviewed from the stages of planning, implementation, and evaluation teaching, a group of researchers (Hamid, Suriansyah, & Ngadimun, 2019) have revealed that both variables of interpersonal intelligence and emotional intelligence have a significant relationship with the performance of teachers of Public Madrasah Tsanawiyah in Banjarmasin City, with a very strong category. Likewise, a moderate and positive significant relationship was found between teachers' occupational commitment and their performance, and such dedication was a primary variable that predicts/affects teacher performance by 15% (Özgenel, 2019). Not necessarily to mention that teacher appraisals incline teacher functioning (Kagama, Kagama, & Irungu, 2018) work-related devotion has become an integral aspect of pre-service and post-service training of teachers (Dave & Rajput, 1998) so that beginning teacher educators should develop their interpersonal and emotional intelligence as well as their commitment to work.

In this area, Özgenel (2019) likewise offers five areas of commitment that the ITE should consider or review. They include a commitment to (1) the learner, such as love for students, readiness to help students, and concern for their diverse development, and (2) the society, such as awareness and concern about the impact of teachers' work on the headway of families, communities, and nations, (3) the profession, which includes internal recognition of the teaching profession's role and responsibility in all circumstances, (4) achieve excellence by doing everything in the best way possible in the classroom, school, and society, and (5) fundamental human values, such as impartiality, intellectual integrity, national loyalty, and so on (Özgenel, 2019, pp. 103-104).

### *Reflection on ITE's Pedagogical Competences*

To understand the results of the survey and some suggestions from the students, teachers and teacher educators should be well informed about what pedagogical competence is. As stipulated in Law of the Republic of Indonesia No. 20 of 2003 about the National Education System, pedagogical competence encompasses the following aspects of mastery: (a) student characteristics, (b) learning theory and principles, (c) curriculum development, (d) learning activities, (e) developing potential students, (f) communicating with students, and (g) conducting assessments and evaluations. This law obliges that every teacher or teacher educator should have sufficient knowledge of his/her students, develop a curriculum based on their needs, apply appropriate learning theories and principles, and organize activities based on the

theoretical framework, while at the same time developing their potential through learning and its assessment/evaluation.

Table 1. Students' Feedback on ITE's Pedagogical Competences

No	Item	Score
1	Suitability of learning with the Course Outline (RPS)	4.39
2	The orderliness of material delivery in lectures	4.38
3	The ability of lecturers to motivate students in lectures	4.27
4	Lecturer's mastery of lecture material in general	4.36
5	The meaning of the lecture material with the profession to be occupied	4.23
6	Lecturer's clarity in explaining the lecture material	4.23
7	Effective use of time in lectures	4.23
8	The suitability of media and aids used in lectures	4.27
9	The breadth of teaching materials used by the lecturer	4.25
10	Use of up-to-date technology in lectures	4.34
11	Lecturer's response in responding to student questions and opinions	4.36
12	The suitability of the feedback given by the lecturer in learning	4.32
13	Variations in assignment and assessment by the lecturer	4.29
14	The suitability of the exam with the material presented by the lecturer	4.27
15	Lecturer's concern for student difficulties	4.30

From the table, it is evident that the pedagogical competencies being assessed are represented by these fifteen items. Based on these item responses, the assessed performance is in the category of "Very High," with a means of 4.30. The highest score is on item number one, 'Suitability of learning with the Course Outline (RPS)' with a score of 4.39, followed by 'The orderliness of material delivery in lectures' (4.38), 'Lecturer's mastery of lecture material in general' (4.36) and 'Lecturer's response in responding to student questions and opinions' (4.36). These five criteria fall into the category of planning, learning activities, content mastery or learning theory and principles, and communication with students. In other words, what the ITE acquired during the PEKERTI program worked well in practice, and the teachers' content knowledge on EAP and its pedagogy has been relatively great (D1, D2, D3, D4), but for other courses, the lecturer might need to learn more optimally. In the excerpt below, 'D' stands for 'Data.'

*D1: Penjelasan materi dan pemberian sudah cukup jelas dan mudah dipahami* (The explanation of the material and is fairly clear and easy to understand.)

*D2; Materi yang disajikan mudah dipahami, cara pemberian tugas juga sangat variatif sehingga mahasiswa tidak cepat bosan dalam mengerjakan tugas* (The material presented is easy to understand, the way of giving assignments is also very varied so that students didn't get bored quickly in doing assignments.)

*D3: Dari segi pelaksanaan sudah baik, materi tersampaikan dengan jelas, metode ajar yang digunakan juga efektif* (In terms of implementation, it was good, the material was conveyed clearly, the teaching methods used were also effective.)

*D4: Pendapat saya adalah bahwa perkuliahan Bahasa Inggris oleh Ibu Ihtiar sangat menyenangkan* (In my opinion, Ms. Ihtiar's English lecture is very enjoyable.)

In the second tier of assessment results, there exist four categories to improve: ITE's use of technology, feedback, and media, and assessment with responses ranging from 4.27 to 4.34. In terms of the 'use of up-to-date technology in lectures' (4.34) and 'the suitability of media and aids used in lectures' (4.27), one participant stated that he/she liked the video used for delivering the material (D5), but two other students complained about the use of non-video conferencing platforms in that it wasted time (D8) and hindered them from quickly grasping the materials

(D6). Considering this lack of use of technology, Garad, Al-Ansi, & Qamary (2021) reveal that e-learning infrastructure plays an imperative role in students, the faculty, and the administrative staff's development of cognitive competence in distant learning.

*D5: Beliau memberikan bahan ajar berupa PPT yang didalamnya terdapat video penjelasan yang diisi langsung oleh suara beliau (She provided teaching materials in the form of PPT in which there is an explanation video attached in directly by her voice.)*

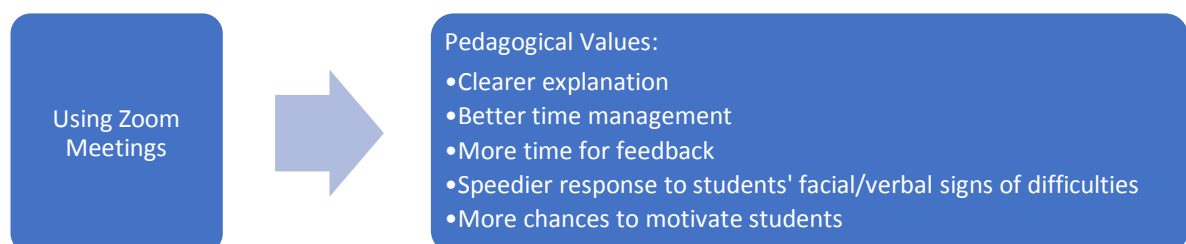
*D6: Namun, penggunaan grup WhatsApp dalam berdiskusi sepertinya kurang efektif, alangkah lebih baik jika berdiskusi melalui zoom saja untuk menjelaskan materi pembelajaran atau menjelaskan arahan pengerjaan tugas selama 1 sks kemudian sks selanjutnya digunakan untuk mengerjakan tugas atau mendalami materi yang disajikan. (However, the use of WhatsApp groups in discussions seems to be less effective, it would be better if discussing via zoom only to explain the learning material or explain the direction of working on assignments for 1 credit then the next credit is used to do assignments or explore the material presented.)*

*D7: Zoom hanya sekali; lebih baik zoom 5 kali. (Zoom was held only once; it was preferably five times.)*

Besides, discussions via WhatsApp group chat were considered ineffective, and Zoom meetings were preferred to written communication channels. This is in line with the findings of Ikhlas, (2021) that this social media application is likewise incapable of being used for improving students' learning outcomes during the plague. Hence, this possibly made the item 'The suitability of the feedback given by the lecturer in learning' (4.32) and 'Lecturer's concern for student difficulties' (4.30) score lower as the teacher failed to identify the emerging emotions and feelings when something went wrong. This willingness to integrate technology for distance learning has been further investigated by Herawati et al. (2022). They argue that willingness to change is a new predictor of professional development in establishing quality instruction. Variations of assessment (4.29) have become the next agenda to improve, and the conformity of the exam and the material should be revisited (4.27). Besides, her ability to motivate students in lectures (4.27) should be more effective by connecting 'the meaning of the lecture material with the profession to be occupied' (4.23).

*D8: Dalam penjelasan materi sudah cukup jelas dan baik, namun waktu untuk memahami materi yang diberikan memakan waktu lama (The explanation of the material is clear and good, but it takes a long time to understand the material provided.)*

In the last position, the ITE needs to enhance her skills of 'effective use of time in lectures' (4.23), as reiterated in D8, where a student felt that the time wasted in delivering the theories so that the lecturer's clarity in explaining lecture material (4.23) scored low, still below the breadth of teaching materials used by lecturers (4.25) which can be seen from the references or recourses used during the course. The researchers propose the following measures to overcome these chained problems in EAP instructional practices by the initial teacher educator.



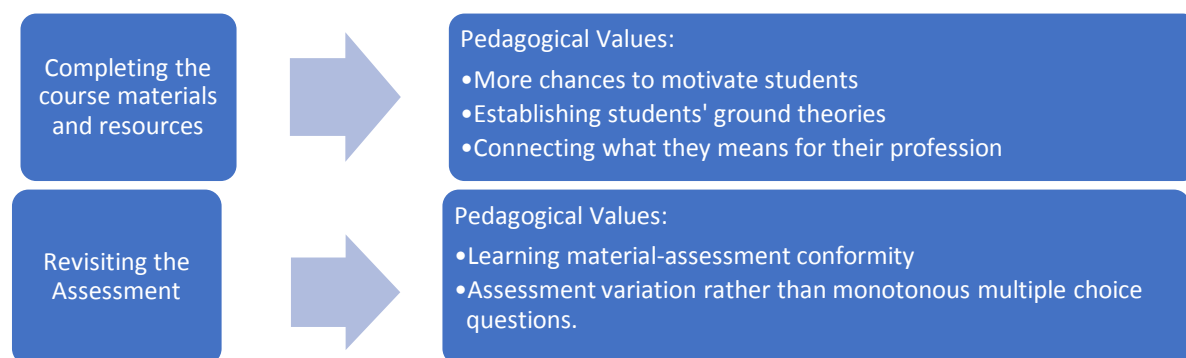


Figure 2. Three imperative Measures the Initial Teacher Educator Should Act on

As one of the measures to act is integrating ICT into learning, the lecturer found that the knowledge and experience attained during her college years greatly influenced her choice of technology in the current educational practices, and this is similar to what Kusuma (2021) uncovered. This contemplating educator needs just to utilize what the campus has provided to facilitate online learning, such as ICT resources, accessibilities, and competence development programs (Kusuma, 2021). Regarding ITE's willingness to change to respond to the current educational shift and the development of her professional identity, a study on factors influencing professional commitment by Utami et al. (2021) suggests that personality has a positive direct effect on teacher organizational commitment. They empirically uncovered that there are three traits influencing teacher personality, namely emotional stability (33.98%), extroversion (33.56%), and openness to experience (32.46%). In contrast, the main factors influencing organizational commitment are employee engagement (33.74%), moral responsibility (33.55%), and loyalty (32.71%) (Utami et al., 2021).

## CONCLUSION

Even though students perceive the initial teacher educator's performance as "Very Good" in general and that her means of pedagogical competencies is in the category of "Very High," some qualitative data disclose the students' empirical voices that some improvements should be made at least by (1) using Zoom Meetings more frequently to improve some other pedagogical elements, (2) adding the breadth or completeness of the material, and (3) revisiting the assessment conformity with materials and its variations. This reflective study of teaching based on student feedback is expected to give insights into how initial teacher educators participate in the process of gathering knowledge to inform their practice, which can stimulate their energetic and dynamic professional identity (Franke, Fennema, & Elby, 1998). While acknowledging its limitations in terms of theoretical and empirical support, this investigation implies that more explorations should be done to find alternatives to enhanced students' learning that accentuates teachers' analysis of practice, as hinted by Goldenberg et al., (2004) and to delve into factors contributing to ITEs' pedagogical commitment (Özgenel, 2019).



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