



Shaping Teacher Identity through Microteaching: Experiences of Pre-Service EFL Teachers

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ABSTRACT

This present study aims to investigate how microteaching experiences construct pre-service EFL teachers' teacher identity particularly in private university contexts. Using a qualitative case study design, the participants of the research were composed of 34 pre-service teachers who took English-Language Education programs and participated in a microteaching course. Data collection included reflective journals, semi-structured interviews, classroom observations and document analysis and thematic analysis was used to analyze the data. Teacher identity was found to be constructed through an ongoing and multi-dimensional process characterized by the emergence of self-consciousness, the negotiation of confidence and anxiety, feedback matters, pedagogical beliefs and teaching practices, social interaction or contextual factors. Microteaching was commonly cited as both a site for practicing teaching skills and a space where identities are forged, contested, reflected upon and reformulated. Indeed, the study depicts reflective practice, collaborative learning and supportive feedback as their emerging themes to facilitate identity

development. In contrast, the particular institutional situation and self-reported data limit your study. It is suggested that future research scope should encompass longitudinal and mixed-methods approaches to investigate the development of teacher identity across varying phases of teacher education and settings. This study adds to the growing body of literature surrounding teacher identity by offering a nuanced look at how microteaching plays a role in shaping pre-service EFL teachers' professional identities.

Keywords: Teacher identity, microteaching, pre-service EFL teachers

Introduction

In English language teaching, the preparation of future teachers occupies a vital position in the field as educational systems press for reflective, adaptable, and context-specific practitioners. In line with this, teacher education programmes are to prepare pre-service teachers not merely for the acquisition of pedagogical knowledge but also in fostering their professional identities. Importantly, teacher identity, or how teachers imagine themselves within the role of a teacher has been shown to impact instructional choices, classroom dynamics, and the lifelong development of practitioners (Banegas, 2024; Chen et al., 2022). Furthermore, identity is not a rigid framework but an emergent phenomenon based on experiences, social interactions and reflections. Hence, it is vital to grasp how teacher identity becomes established in the inception of teacher education. Microteaching has emerged as one such promising space for identity development among various pedagogical practices. Thus, investigating its role in shaping pre-service EFL teachers' identities is an appropriate and timely issue.

Essentially a mini version of classroom instruction, microteaching allows preservice teachers to practice their teaching such as the planning, delivery, observation, and reflection aspects in a supportive context (Haryyadi & Rohmah, 2024). It enables them to try out their teaching strategies while getting feedback from peers and supervisors. Moreover, microteaching minimizes the complications and intricacies of authentic class room environments that facilitate concentrated practice on certain teaching skills. By cycling through the cycle of practice and reflection, pre-service teachers gain confidence in their own authority to teach, focusing on how they can disseminate the information differently than before. Microteaching also promotes active, collaborative learning which is critical for professional development (Karakuş, 2024). Consequently, it has been implemented in teacher education programs within a variety of contexts. Yet, in addition to honing skills, microteaching provides an early context in which pre-service teachers start to explore and negotiate their identities as future teachers.

Over the past few decades, the notion of teacher identity has attracted a growing interest in educational research as it is closely tied to teaching practice and professional commitment. Research indicates that teacher identity is constructed through multiple influences: previous experiences of learning; beliefs around teaching and the teaching process; and relationships in learning communities (Mafulah & Febrianti, 2024; Prastikawati et al., 2025). When it comes to

identity formation it is far from simple, especially in EFL teaching as teachers need to meet linguistic, cultural and pedagogical expectations. Additionally, pre-service teachers frequently experience tensions between idealistic understandings of teaching and the lived experiences in practice. So, teacher education programs have to afford meaningful experiences in support of identity negotiation. Microteaching, in this sense, can be an important context to investigate how these identity processes take place.

Previous studies on microteaching have mainly reported its effectiveness for teaching skills acquisition, classroom management and pedagogical knowledge (Sak & Gurbuz, 2024; Wang, 2025; Wang et al., 2025). Although these studies are informative, they usually neglect the more profound aspect of identity development. Although there are a few studies on reflective practices in microteaching, the literature remains focused on performance improvement rather than identity construction (Xing et al., 2025; Asiyah et al., 2025). Furthermore, the majority of existing studies shared insights from their participants who were both in-service teachers or pre-service teachers on practicum, working with real classrooms (Istiqomah et al., 2025). Thus, issues of identity during microteaching experiences in EFL contexts have not received much attention. Furthermore, there is a dearth of qualitative research that presents the lived experiences and biographical narratives of pre-service teachers engaged in microteaching. This gap suggests that more in-depth exploration of the role microteaching plays in teacher identity formation is needed.

In the context of private universities, notable differences may emerge as a function of institutional culture and the resources available to such establishments. In particular, the development of a “versant ecosystem duo” that enables learning opportunities through microteaching for pre-service EFL teachers may further influence how students perceive teaching, how they relate to peers, and how they respond to feedback. Cultural and institutional factors not only shape but may also determine the evolving identities of participants as English teachers. However, empirical research that specifically examines pre-service teachers within private university settings remains limited. Accordingly, investigating their narratives and experiences can offer insights into how teacher education programs support identity development specifically, what this process entails in practice. Moreover, conducting qualitative inquiry into these experiences can yield a more nuanced understanding of their inherent complexity. Thus, this study aims to fill both of these contextual and methodological gaps.

In line with the above considerations, the focus of this study will be to investigate how pre-service EFL teachers in private universities shape their teacher identity through microteaching experiences. This research aims to investigate how identity is made and negotiated by prioritising participants’ viewpoints, reflections and lived experiences. In addition, it aims to offer suggestions on how microteaching could be organized in order to better enable teacher professional identity development. By doing so, the study adds to the wider discussions around teacher education and EFL identity construction. Ultimately, an understanding of these processes can lead to more pedagogically sound practices in Teacher Preparation Programs. Thus, this study focuses on the following research questions:

1. How do pre-service EFL teachers construct their teacher identity through microteaching experiences?

2. What factors influence the shaping of teacher identity during microteaching in private university contexts?

Methodology

Research Design

The goal of this qualitative research was to investigate the ways in which pre-service EFL teachers constructed and negotiated their teacher identity by means of micro-teaching practices. The qualitative approach is especially relevant for this study because it allows for a rich understanding of participants lived experiences, meanings and interpretations in a particular context. As argued by Creswell and Creswell (2017), qualitative research examines human or social experience by attempting to develop a complex and holistic understanding of how people make sense of a particular social or human problem. Accordingly, the current study used qualitative case study approach which enable an in-depth exploration of a bounded system (Yin, 2009). In this case, a group of pre-service EFL teachers conducted micro-teaching. Moreover, when the researcher intends to obtain holistic and contextualized insights into complex phenomena, case study design is appropriate (Yin, ...). It refrained from pre-emptively assigning meaning to this data, focusing instead on participants' reflections, interactions and experiences during their microteaching sessions as the primary sources of meaning-making. So this design allowed researcher to document the fluid and unfolding process of teacher identity construction in authentic educational context.

Participants and Context

This study was conducted with 34 pre-service EFL teachers of English Language Education program from three private universities in Indonesia. Participants were 3rd- or 4th-year undergraduate students taking a microteaching course as part of their teacher education program. Purposive sampling was employed to select participants, as the study specifically sought individuals with firsthand experience of microteaching practices. Such sampling is suitable for qualitative research because researcher can choose information-rich cases which will give deeper insight about the phenomenon being researched.

Participants in this study were micro-teaching practicing in a simulated teaching classroom. Participants were subjected to lesson plan designing, teaching demonstrations and peer & lecturer feedback sessions. The microteaching context designed to mimic real classroom scenarios but in an encouraging and controlled environment. In addition, the institutional context of private universities created additional complexity, as potentially differential teaching resources and institutional expectations and peer dynamics could have shaped participants' experiences. Thus, this context was an opportunity to explore how teacher identity is constructed through pedagogical practice and social engagement.

Instruments

Multiple qualitative data collection instruments were used in this study to capture the complexity of teacher identity construction. First, reflective journals were used to record participants' individual thoughts, feelings and experiences following each microteaching session. These journals enabled participants to articulate their changing perceptions of themselves as teachers. Second, semi-structured interviews were employed to further explore participants' identity development process. The interview protocol comprised open-ended questions encouraging participants to elaborate on their experiences, problems they face in the process of teaching, and how they perceive themselves as teachers. Third, observations were made in the classroom during microteaching sessions so as to record participants' teaching behaviors, interactions and response to feedback. A combination of verbal and non-verbal components of teaching performance was documented using field notes for the observed sessions. Moreover, video recordings of the microteaching sessions were recorded to provide more in-depth analysis and triangulation of data. Lastly, pertinent documents like lesson plans and peer feedback forms were examined for additional insights into participants' pedagogical reasoning and identity development. The integration of these instruments within the study allowed for a multidimensional analysis of the phenomenon.

Procedures of Data Collection

The data collection process was conducted over one academic semester and followed several systematic steps. Initially, participants were first informed regarding the purpose of this study and provided informed consent to participate. After this initial stage, baseline data were gathered via a first reflective journal entry wherein students shared their positions towards themselves as reconsidering English language teachers. The participants then completed a sequence of microteaching sessions, including steps corresponding to lesson planning, teaching performance and feedback. The researcher also undertook non-participant observations and recordings of the teaching activities during these sessions. Participants had to write reflective journals after each session, focusing on their experiences, challenges and perceived growth. Data on peer and lecturer feedback session were also documented.

Interviews for selected participants were carried out semi-structured during the middle and end of the semester to dive more deeply into their identity development. These were audio-recorded and transcribed verbatim. Moreover, supporting documentation (for example, lesson plans and feedback sheets) was also gathered throughout the process. Specifically, the processes for collecting data were iterative and recursive, enabling ongoing exploration and refinement of emergent insights.

Data Analysis

Data were analyzed using thematic analysis, a method that allows for identification, analysis, and reporting of patterns in qualitative data. The analysis followed several stages. Initially, all data sources were organized and prepared for analysis, including interview transcripts, reflective journals, observations notes, and documents. Conducting open coding, the researcher identified the units of data that were meaningful around teacher identity construction. Furthermore, codes that were similar to one another were classified into higher-order codes which emerged as themes depicting fundamental components of participants' identity development. The juxtaposition process applied constant comparison between data sources, ensuring both consistency and depth of interpretation. In addition, the researcher performed iterative analysis by analyzing the data multiple times to develop themes and relationships between them. Specific cases in relation to all participants were not lost sight of throughout the analysis. The result was that the findings offered an in-depth description of the ways teacher identity developed within microteaching sessions.

Trustworthiness

Thus, to ensure the study rigorous and quality, trustworthiness of the study was established through several strategies such as credibility, transferability, dependability and confirmability. Using data triangulation in multiple sources of data (journals, interviews, observations and documents) to validate findings helped achieve credibility. We also employed member checking by sharing interpretations with participants to ensure the data was interpreted accurately. Thick descriptions of the research context, participants, and procedures were provided to ensure readers could decide whether or not findings may be transferrable to other settings. To ensure dependability, an audit trail recording all research processes, analytical decisions and data analysis accountabilities was maintained. Additionally, confirmability was address by way of researcher's reflexivity whereby the researcher reflected on their own potential biases and interpretations were viewed through a data context lens. And this is necessary in order to strengthen the credibility of qualitative research (Mantula et al., 2024). So, this study undertook extensive measures to ensure that its results are verifiable, trustworthy and impactful.

Findings

In this section, the results of the study those are based on microteaching experiences of pre-service EFL teachers that contribute to constructing and negotiating teacher identity is presented. Qualitative data from reflective journals, semi-structured interviews, classroom observations and other relevant documents are utilized for the analysis, aiding in a holistic understanding of participants' experiences. A thematic analysis of these interviews revealed a number of common themes and meanings; both individual and collective processes of identity formation. Additionally, the results indicate that teacher identity is not a linear process, but rather a fluid and dynamic construction through interplays of self-reflection, social interaction and contextual factors. The findings are presented according to major themes, with each theme

supported by a selection of illustrative quotes from respondents (Respondent 1–34) for clarity and further richness. The following excerpts illustrate participants' sense-making about their experiences and the ways microteaching contributed to shaping their professional identities as future EFL teachers.

How do pre-service EFL teachers construct their teacher identity through microteaching experiences?

Emerging Awareness of Self as a Teacher

One of the most prominent findings was the development of participants' initial awareness of themselves as teachers. At the beginning of the microteaching course, many participants perceived teaching as merely delivering content; however, their perspectives gradually shifted toward a more holistic understanding of the teacher's role. Over time, they began to realize the significance of classroom management, student engagement and instructional clarity through several rounds of teaching practice. This realization represented the early stage of identity formation, when participants began to view themselves as responsible for students' learning processes. In addition, reflective tasks prompted them to examine their own teaching performance critically.

“When I started, I thought that teaching was just explaining the material well. But in light of my microteaching, I also need to consider how students understand and respond to my teaching.” (Respondent 3)

“It was only my friends in the class but when I stood in front of them, I started to feel like a real teacher. It made me realize how much of a catalyst I am.” (Respondent 10)

The quotes from the aforementioned extracts reveal that microteaching acted as a significant initial point for participants to start building their teacher identities.

Negotiating Confidence and Teaching Anxiety

Another main theme related to the conflict of confidence and anxiety that participants experienced in microteaching opportunities. Most participants showed nerves initially while performing and lacked confidence and felt stuck due to fear of making mistakes in front of their fellow students. Nevertheless, with repeated practice and positive feedback they gained confidence in their ability to teach. Negotiation of emotions was pivotal in shaping their professional identity.

“I was very nervous during my first microteaching. My hands were shaking, and I forgot some parts of my lesson plan.” (Respondent 7)

“I almost forgot the material that I had to teach at that time. It was because I was afraid and nervous” (Respondent 12)

In contrast, other pre-service EFL teachers mentioned that their teacher identity was developed after having more teaching practice. As mentioned by Respondent 2 and Respondent 6 that they began to be more confident after having several teaching practices.

“After several practices, I became more confident. I can control my nervousness and focus more on my teaching.” (Respondent 2)

“I enjoyed teaching and did not feel afraid anymore after some weeks of practices” (Respondent 16)

Their findings indicate that identity development is not a straightforward process, but rather emotional struggles that feature as part of professional development. Hence, microteaching served as a haven for participants to face and address such obstacles. By practicing repeatedly and reflecting, they recognized their own patterns in confidence levels and decisions regarding teaching. The non-judgmental atmosphere of microteaching lessened fear of others’ judgment, giving them the space to try new strategies. Participants received feedback reassessing failures as learning opportunities rather than personal shortcomings. As time passed, these opportunities also took the opportunity to strengthen their professional identity, and palm off what they found in terms of emotional resilience in pedagogical situations.

The Role of Feedback in Identity Construction

Peer and lecturer feedback also became a prominent factor influencing the identity development of the participants. Feedback that was constructive guided participants in recognizing personal strengths and weaknesses, thus forming the way they saw themselves as teachers. Peer feedback also afforded opportunities for collaborative learning and reciprocal support. Feedback sessions perceived reflections and considered their history of the future teaching.

“The feedback from the friends helped me identify my weaknesses, like on giving instructions. I didn’t realize it before.” (Respondent 9)

“My lecturer’s feedback challenged me to think more critically about my teaching. It aided my personal growth and inner professionalism.” (Respondent 17)

These excerpts demonstrate that feedback functioned as a mirror through which participants could evaluate and reconstruct their teacher identities. Consequently, feedback played a transformative role in the microteaching process.

Developing Pedagogical Beliefs and Teaching Styles

Participants also mentioned that they started forming as well as solidifying their pedagogical beliefs and teaching styles during microteaching experiences. At first, many did what they knew and imitated their previous teachers or used the methods of teaching that were comfortable to them. Yet, while collaborating on planning, teaching and reflecting they began

to explore different strategies and create their own. This process of self-reflection led to the development of a more individualized teacher identity.

“I would imitate the way my teacher used to teach, but now I make sure that I find my style to fit me and my students.” (Respondent 11)

“Microteaching made me realize that interactive activities are my jam. I want my students to do more in the classroom.” (Respondent 24)

The results suggest that microteaching promoted a transition from the passive process of imitation to active engagement in innovative disciple development, allowing participants to build identities consistent with their beliefs and preferences (Stevani et al., 2026). In particular, feedback and reflection cycles enabled them to determine what proved effective in application as opposed to belief or tradition. Participants became clearer over time about their roles as instructors, including how they wished to interact with students, facilitate learning activities, and address needs in the classroom. As such, their teaching styles became more intentional and coherent, informed by both strengths as individuals and values in pedagogy that began to form. In the end, microteaching helped participants transform initial uncertainty into performance confidence and an increased commitment to teaching for themselves.

What Factors Influence the Shaping of Teacher Identity during Microteaching in Private University Contexts?

Influence of Social Interaction and Peer Learning

During the interview, participants mentioned that their social interactions became the first influence to their teacher identity construction. They confirmed that they did not only learn from their own teaching but also by watching each other. By working together, they created a collaborative space for the sharing of ideas, strategies and feedback which broadened their concept of teaching. Interaction with peers helped shape a sense of belonging to a professional group.

“I learned so much from watching my friends teach. Sometimes I would receive new ideas which never crossed my mind.” (Respondent 18)

“Talking to peers gave me a sense of support. We pushed each other to be better teachers.” (Respondent 30)

Pointing the excerpts, microteaching has served as both a learning experience on an individual level and as an exploratory process. The processes of negotiation that took place both before and after teaching encouraged participants to explain their reasoning and made their decisions about how to instruct more deliberate. Through peer feedback, they also started comparing their practice to that of others, which led them to identify capacity to maintain and areas needing improvement. Furthermore, witnessing diverse teaching methods helped participants recognize that there is not just one “right” way to teach. These exchanges over

time bolstered participants' confidence and emboldened them to take more ownership of their budding professional identity.

Contextual Influences on Teacher Identity Development

Finally, the findings also revealed that contextual factors within the private university setting influenced participants' identity construction. These factors included institutional expectations, lecturer guidance, and the availability of teaching resources. Well-structured microteaching sessions supported participants in acquiring insight into what makes a good teacher, and clear assessment criteria facilitated understanding of the process. But many also cited limitations, such as time constraints and the artificial nature of simulated teaching settings.

"The lecturer's guidance has been immensely useful because it directed me on how to improve my teaching." (Respondent 5)

"Microteaching at times can feel unlike a real classroom, but it still prepares me for the real thing." (Respondent 26)

These results indicate that teacher identity is influenced by individual experiences as well as the context (at broad educational level). Therefore, understanding these contextual influences is essential for designing effective teacher education programs.

In summary, the findings demonstrate that microteaching plays a significant role in shaping the teacher identity of pre-service EFL teachers. Through a combination of self-reflection, emotional experiences, feedback, pedagogical exploration, social interaction, and contextual influences, participants gradually constructed and negotiated their identities as future educators. These processes highlight the dynamic and multifaceted nature of teacher identity development within microteaching contexts.

Discussion

The findings of this study indicate that microteaching is an important site for the formation of pre-service EFL teachers' professional identity. Consistent with the first finding of this study, participants came to gradually develop an awareness of themselves as a teacher, transitioning from seeing teaching as simply delivery of content to a more complex understanding that encompassed facilitating learning. The new status of the teacher is a reflection of their changes through experiences and reflections, docility and energy. In addition, the systematic character of microteaching allowed them to reflect critically on their practices. Such practices substantiate conceptions of identity formation being closely linked to teacher education practice-based experiences. Microteaching, therefore, can be regarded as a pedagogical space in which pre-service teachers begin to internalize their professional personas. Consequently, this study suggests the significance of embedding reflective teaching practices in early teacher preparation programs.

Also, the emotional side of developing an identity, which is the struggle between confidence and anxiety. This emotional dimension was pivotal in participants' experiences. Many of the early participants described feeling nervous but as they repeatedly engaged with their teaching practice, their confidence grew. This finding supports previous studies indicating that teacher identity making is both an emotional experience (Le, 2024; Lestari et al., 2024; Erbay-Cetinkaya, 2026). Additionally, microteaching provided a safe and supportive environment for participants to engage their fears without high-stakes ramifications that occur in real classrooms. The gradual process of overcoming anxiety ultimately contributed to the strengthening of their professional self-concept (Istiqomah et al., 2025). This also implies that emotional resilience is an important aspect of the teaching identity. This suggests that teacher education programs must identify and foster the emotional processes of student teachers.

The second key finding relates to the role that feedback plays in shaping how teachers construct their identity. Feedback from peers and lecturers significantly impacted participants' perception of their teaching abilities as well as professional development. Feedback served as a reflective mirror, allowing participants to identify their strengths and areas for development (Asaoka & Watanabe, 2025). Additionally, positive feedback prompted greater self-reflection and more purpose-driven teaching methods. This is encouraged through interaction and dialogue which provides a social basis for sharing meaning, this indicates that identity can be socially constructed. Furthermore, the interactive aspect of feedback sessions created a culture of collective learning among participants. Hence, feedback cannot be considered just as a judgement but rather must be recognised as an essential pedagogical tool that plays a role in the development of identity (Lopez-Hernandez, 2025)

In the beginning, participants tended to replicate the ways they had been taught, but as time went on, they began experimenting with new approaches and creating their own styles. This step, from imitation towards innovation, reflects a deeper level of professional growth. It also advocates for microteaching so that pre-service teachers engage in practices more consistent with their developing theories of teaching and learning. This reflects a disposition toward the negotiated perspective of teacher identity between beliefs and practices.

Moreover, social interaction and peer learning were found to significantly contribute to identity formation. Through engaging with the teaching experiences of others, not only did participants learn from their own teaching experiences but also gained insights through observation and engagement with their peers. In parallel, the nature of working together fostered on-one exposure to educational ideas and teaching strategies, which tremendously enhanced participant understanding of effective pedagogy. Additionally, feeling like part of a learning community bolstered professional identity. This is consistent with sociocultural perspectives, which emphasize the role of social context in learning and identity development (Arvenina, 2022; Chen et al., 2025). Thus, microteaching needs to be set up in such a way as to foster peer discussion and collaboration.

Another notable aspect was the impact of contextual aspects, especially in private universities on teacher identity. Participants' perceptions and practices of their teaching roles were shaped by institutional expectations, guidance from lecturers and the availability of resources. For example, explicit assessment criteria and purposeful scaffolding assisted participants in understanding workplace expectations. On the flip side, some participants

acknowledged stopgap measures with potential drawbacks, including the artificiality of a microteaching session relative to a real classroom. Microteaching, however, is a practical but limited form of teaching in which small groups teach one another specific topics. Hence, it must be coupled with actual teaching experiences like a teaching practicum (Deocampo, 2024; Adeoye et al., 2025).

Overall, these findings show that teacher identity is multifaceted and continues to evolve over time. It also involves the complex interplay of cognitive, emotional, social and contextual dimensions which are inherent in the microteaching experiences. This present study relates to and extends existing literature on microteaching where microteaching activity has been argued to contribute to skill-building, but more importantly as an identity construction space (Derinalp, 2025; Coşgun, 2024). In addition, addressing the gap in research, it offers qualitative insights into how pre-service EFL teachers perceive the development of their identity. Together these provide a more integrated perspective on teacher education.

Last, the findings of this research urge teacher education programs to reimagine microteaching as polysemous rather than a technical exercise. Microteaching is regarded as a reflective, collaborative, and identity-building practice. It is important to structure teacher education program's reflection, feedback, and peer engagement so that it has a greater impact on professional learning. Moreover, identity construction in microteaching can be encouraged further through embracing emotional support contextual awareness.

Conclusion

The present study sought to examine the role of microteaching experience in transforming pre-service EFL teachers' teacher identities in contexts of private universities. These findings suggest that teacher identity mediation occurs in complex and dynamic ways through self-awareness, emotional negotiation, active receptiveness to feedback, pedagogical inquiry, social interaction and context. In this way, microteaching is both an opportunity to practice and hone initial pedagogical skills as well as where pre-service teachers start to notice how they see themselves through the lens of the teacher; it becomes a negotiated space in which they begin to have an orientation toward being a teacher (Asregid et al., 2023). Reflective practice and collaborative learning enabled participants to become less ambiguous and more assured of their own professional identity. Hence, it should be high-lighted in such a way that reflective interactive and supportive components are incorporated during micro-teaching for the overall growth of teacher.

Nevertheless, there are some limitations of this study. First of all, the study was conducted on a small number of respondents working in private institutions (the results may not be generalizable in public contexts and other cultural settings). Second, the data only focused on microteaching experiences but not from classroom teaching practicum that could have covered a wider glance about identity development in teachers. In addition, qualitative data such as reflective journals and interviews can be subject to bias by the participants. As such, this was a longitudinal study of microteaching and the identity formation process has been neglected in much of the literature on teacher education, therefore, future research should pursue both more cross-institutional quality diverse samples and studies that examine teacher

identities through their trajectories from their participation at the microteaching activities to that in genuine practice. Additionally, not only using mixed-methods approaches and examining the role of new technologies in terms of pedagogical change (such as AI-mediated feedback in microteaching) but also suggest stronger intensive inquiry consideration into teacher identity development across EFL education.

Declaration of AI and AI assisted technologies in the writing process

During the preparation of this work the author(s) used GRAMMARLY AND QUILBOT in order to check the grammar mistakes and paraphrasing. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

Authorship Contribution Statement

Januari Rizki Pratama Rusman conceptualized the study, designed research framework, data collection and analysis, and drafted the initial manuscript. **Lina Aris Ficayuma** assisted with the development of the research methodology, data analysis, and critically reviewed and revised the manuscript for important intellectual content. **Nailul Author Restu Pamungkas** assisted with the literature review, helped interpret study data, and contributed toward manuscript editing and finalizing. All authors read and approved the final manuscript, and all agree to be accountable for all aspects of the work.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper

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