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REVIEW OF RECENT SCHOLARSHIP

Post observation feedback in language teaching: A review of recent research

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Abstract

This paper reviews research from the field of language teaching into post observation feedback i.e. the discussion that takes place after an observer has watched a pre-service or in-service teacher's lesson. Post observation feedback is discussed with reference to four main themes: (1) perceptions of feedback; (2) reflection; (3) relationships (with two sub-themes of identity and facework); and (4) observer training. This review indicates that while the fields of language teaching and applied linguistics are leading research into post observation feedback, there remains important and interesting avenues for future research, which are discussed in this paper.

Keywords: post observation feedback; teacher education

1. Introduction

This article reviews research in post observation feedback (POF). The POF discussion takes place after a novice or experienced teacher has taught a lesson, observed by someone with an institutional remit. Observers can be peers, trainers/educators, mentors, supervisors or managers, and the purpose of the observation can be evaluative (i.e. observers assess the teacher's performance) or developmental (i.e. observers support the teacher to reflect, learn and improve their teaching). Feedback can be discussed one to one or in groups (more common on pre-service training courses), immediately after the lesson (or even during – see Bates and Donaghue, 2021) or delayed, in person or online, spoken or written (or both). The literature has different names for this event, including conference/session/meeting/conversation. I use post observation feedback (POF) meeting in this review and refer mostly to participants as teacher (the person observed) and observer (the person observing and giving feedback).

Feedback on performance is a common feature of professional training (e.g. doctors, actors, lawyers) and in education, observation and feedback have become ubiquitous features of teacher education programmes, development schemes, and assessment regimes. As well as being common, POF is also important. POF is a locus of teacher learning and development (Inwang, 2024; Tapia & Evison, 2024; Yaşar & Gürbüz, 2023), an opportunity for teachers (and observers) to construct and verify professional identities (Donaghue, 2019, 2020a, 2020b; Urzúa & Vásquez, 2008; Vásquez, 2007; Vásquez & Urzúa, 2009), and a way of socialising teachers into the profession (Kobayashi & Kobayashi, 2024; Lewis & Wagner, 2023). Observation and feedback can also have important (and sometimes

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detrimental) outcomes such as informing decisions on passing or failing a course, employment, remuneration, and career advancement. While many teachers find POF useful (Martínez Agudo, 2016; Tapia & Evison, 2024; Yaşar & Gürbüz, 2023), some find the process of observation and feedback stressful and intrusive (Shah & Harthi, 2014) or view it as an administrative hoop they are required to jump through (Hobbs, 2007; Louw & Billsborrow, 2016). Observers can also find feedback difficult, especially giving critical feedback (Donaghue, 2021).

The fields of language teacher education (LTE) and applied linguistics are leading research into POF. In other educational realms, POF remains largely ignored. If we take higher education as an example, we can see that although much has been written about teaching observations, very little research has focused on the feedback stage (Heron et al., 2024), with HE research concentrating almost exclusively on eliciting teachers' perspectives on their experiences of being observed. This is surprising as much of the reflection, learning, and development extolled in this literature most likely happens during feedback discussions (Windsor et al., 2022). In contrast, LTE researchers have given close attention to feedback, including empirical analysis of feedback talk. In this article, I review this significant, discipline-leading body of work to provide an up-to-date and detailed overview of POF research, using this to point to gaps and new research ideas to help move POF scholarship forward.

2. Methodology

In preparing this review, my first step was to formulate a research question to focus the review and align with the scope of the journal: what are the key foci and debates in POF research in the field of language teaching? Initially I intended to include monographs and book chapters but after initial searches I narrowed the scope to peer reviewed journal articles to make the review more manageable and robust. I searched ERIC and SCOPUS bibliographic databases and Google Scholar using combinations of terms and synonyms for 'post observation feedback' (e.g. 'feedback conference' 'supervisory conference' 'feedback meeting') combined with combinations of terms and synonyms for 'language teaching' (e.g. 'language teaching', 'language teachers', 'English language teaching', 'TESOL', 'EFL'), limiting searches to peer viewed papers and to the time frame of 2000–2025. I also hand-searched individual journals relevant to language teaching and language teacher education (e.g. Language Teaching, ELTJ, Modern Language Journal) and followed a snowballing process through article citations. Inclusion and exclusion criteria are outlined in Table 1.

Overall, the review identified 52 papers that matched my purpose and inclusion criteria – see Appendix 1 which shows the chronology, location, participants, and methods of these studies. It is interesting to see how global POF research is, with multiple studies carried out in the USA (13), Turkey (11), the UK (7), the UAE (4), Iran (2), and Spain (2), and single studies conducted across the world in Asia, Africa, and Europe (see Appendix 1 for details). Studies use three main data gathering and analysis methods: (1) surveys, interviews and/or focus groups (n = 12), analysis of interaction through audio or video recordings/transcripts (n = 19), or a combination of both these two (n = 20). In addition, one study analysed chat feeds and another analysed students' reflection tasks. Methodologies are mostly qualitative and include linguistic ethnography and conversation analysis. A significant limitation of this review is the exclusion of research written in languages other than English.

In a second stage of 'sifting, charting and sorting material according to key issues and themes' (Arksey & O'Malley, 2005, p. 26) I extracted themes with reference to the research question. The 52 final papers were sorted into four main themes: perceptions of feedback (n = 14); reflection (n = 21); relationships (with two sub-themes of identity (n = 6) and facework (n = 7)); and observer training (n = 4) – see Appendix 2 for sources grouped by theme. This was a difficult process as many papers overlapped several themes, and I revised and refined themes as I read and re-read the papers. Although this division of research into separate themes is subjective, for the purposes of thinking

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Table 1. Literature search inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
Articles written in English language	
Journal articles	Monographs, edited volumes, book chapters, blogs
Peer-reviewed	
Post observation feedback focused	Studies focused on observation with little or no mention of feedback
Empirical studies	Conceptual articles or articles giving advice about POF
Set in language teaching context	Studies conducted with teachers in other disciplines e.g. general primary or secondary school teachers, health sciences teachers
Published between 2000 and 2025	

about POF, it is helpful to impose some sort of thematic order to help us think about issues and monitor the progress and developing knowledge in this field.

3. Contextual detail

Feedback is highly contextualised, and while the most obvious influencing factor is the preceding observation and its participants, purpose, and outcomes, the setting, both institutional and wider cultural context, will also impact feedback. As well as shaping feedback, these contextual details can help us understand it. In terms of the observation, Copland and Donaghue (2021) distinguish between evaluative and developmental approaches, with evaluative observations focused on assessing teachers' performance, often to inform high stakes decisions such as employment, remuneration, promotion, or passing/failing teaching practice on a course. A developmental approach aims to support teachers in understanding their practice, helping them identify their strengths and weaknesses, and engage them in reflection. Table 2 below lists the studies in this review in terms of setting and observation purpose, and Appendix 2 gives contextual detail about each study. Perhaps the most striking information is the number of studies which do not clarify the purpose of observations, especially within university course settings. We may guess that these observations are evaluative because they are part of students' teaching practicum, but it would be helpful to state this explicitly, especially as this may have some bearing on feedback and participants' perceptions.

In terms of setting and participants, from the 52 research papers, 38 were carried out in pre-service contexts, 13 in in-service contexts, and one involved both pre and in-service teachers (Gakonga & Mann, 2022). In the pre-service contexts, while the majority of studies (n = 31) were situated in university language teacher education courses (e.g. MA TESOL) with students doing a teaching practicum, only seven studies explicitly state the observation to be evaluative, while 21 give no detail about the purpose or outcome of the observation. Only three of this group are described as developmental, two of which were carried out during microteaching (Ekşï, 2012; Karakaş & Yükselir, 2025) and the third involving an experienced teacher on a MA TESOL course mentoring a novice teacher on a different version of the course (Gakonga & Mann, 2022). The remaining pre-service studies were with trainee teachers on short courses such as the Cambridge English CELTA (Certificate in Teaching English to Speakers of Other Languages) course or Trinity London's CertTESOL (Trinity Certificate in Teaching English to Speakers of Other Languages), all of which are classed as evaluative as observations are assessed and contribute towards course participants' final grades.

From the in-service contexts, three studies give no indication about the nature of observations because all three focus on feedback in general, rather than feedback after a specific observation. Agheshteh and Mehrpour (2021) elicit general perceptions of feedback though a questionnaire issued across different institutions in Iran, and while Mehrpour and Agheshteh (2017) interview teachers

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Table 2. Contextual information

Setting	Observation purpose	Research focus	Studies (Country)
University teacher education course e.g. MA TESOL, PGCE, BEd	Not stated	Participants' perceptions	Martínez Agudo, 2016 (Spain)
			Tapia & Evison, 2024 (Chile)
		Reflection	Engin, 2013 (Turkey)
			Engin, 2015a (Turkey)
			Engin, 2015b (Turkey)
			Waring, 2013 (USA)
			Turan & Yiğitoğlu Aptoula, 2023 (Turkey)
			Kanat Mutluoğlu & Balaman, 2023 (Turkey)
			Ahmad, 2024 (Malaysia)
			Kobayashi & Kobayashi, 2024 (Japan)
			Sert, 2024 (Sweden)
			Turan & Yiğitoğlu Aptoula, 2025 (Turkey)
		Relationships – identity	Urzúa & Vásquez, 2008 (USA)
			Vásquez, 2007 (USA)
			Vásquez & Urzúa, 2009 (USA)
		Relationships – face	Vásquez, 2004 (USA)
			Lewis & Wagner, 2023 (USA)
			Wagner & Lewis, 2021 (USA)
		Observer training	Vásquez & Reppen, 2007 (USA)
			Le & Vásquez, 2011 (USA)
			Mutlu–Gülbak & Akcan, 2024 (Turkey)
	Developmental	Participants' perceptions	Ekşİ, 2012 (Turkey) (microteaching)
		Reflection	Gakonga & Mann, 2022 (UK) (student mentoring scheme with observation) Karakaş & Yükselir, 2025 (Turkey) (microteaching)
		Relationships – face	
	Evaluative	Participants' perceptions	Farr & Riordan, 2024 (Ireland)
		Reflection	Hyland & Lo, 2006 (Hong Kong)
			Baecher & McCormack, 2015 (USA)
			Nguyen, 2023 (Vietnam)
			Bąk-Średnicka, 2024 (Poland)
		Relationships – face	Waring, 2017 (USA)
		Observer training	Baecher et al., 2018 (USA)

(*Continued*)

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Table 2. (*Continued.*)

Setting	Observation purpose	Research focus	Studies (Country)
Short-term teacher training course, e.g. CELTA, Trinity College Cert.	Evaluative	Participants' perceptions	Watson & Williams, 2004 (UK)
			Brandt, 2008 (international)
			Copland, 2012 (UK)
			Louw et al., 2016 (Thailand)
		Reflection	Hobbs, 2007 (UK)
			Copland et al., 2009
			Donaghue, 2021 (UK)
		Relationships – face	Copland, 2011 (UK)
Inservice teachers	Not stated	Participants' perceptions	Mehrpour & Agheshteh, 2017 (Iran)
			Agheshteh & Mehrpour, 2021 (Iran)
			Clark-Gareca & Warkentin, 2024 (USA)
	Developmental	Participants' perceptions	Yaşar & Gürbüz, 2023 (Turkey)
			Inwang, 2024 (Nigeria)
		Relationships – face	Batlle & Seedhouse, 2022 (Spain) *peer observation*
	Evaluative	Participants' perceptions	Shah & Harthi, 2014 (Saudi Arabia)
		Reflection	Louw & Billsborrow, 2016 (Cambodia)
			Topal & Yiğitoğlu Aptoula, 2022
		Relationships – identity	Donaghue, 2020a (United Arab Emirates)
			Donaghue, 2020b (United Arab Emirates)
			Donaghue, 2020c (United Arab Emirates)
		Relationships – face	Donaghue, 2021 (United Arab Emirates)

and supervisors within one institution, they again ask about feedback in general. Similarly generic, Clark-Gareca and Warkentin (2024) interview in-service teachers, asking them to remember past feedback that resonated with them and that they incorporated into their practice. Three of the in-service studies clearly indicate a developmental approach. Yaşar and Gürbüz (2023) look at feedback following a one-year training course for teachers new to an institution, in which observations described as 'non-directive' were carried out by a professional development unit, and Inwang (2024) investigates feedback following observations which were part of an e-coaching intervention to support teachers dealing with challenges. Both these studies involve expert observers, which means that the only in-service study (and in fact the only study in the whole data set) involving peer observation is Batlle and Seedhouse (2022) who focus on observations with participants of equal status and similar teaching experience. The rest of the in-service studies are evaluative, some with high stakes like Donaghue's (2020a, 2020b, 2020c, 2021) context in which observation reports contributed towards decisions about teachers passing a probationary year or having their three-year employment

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contracts renewed. Although Topal and Yiğitoğlu Aptoula (2022) claim to study feedback following peer observations, the peer observers were accompanied by a 'level coordinator' manager, the observation purpose was to improve practice and reach '*a quality standard amongst school's practitioners*' (p. 3), and written feedback forms in which observers scored the teachers on a scale of 1 to 5 were submitted to the administration, making these observations more evaluative than the developmental focus expected from peer observation schemes. In Shah and Harthi's (2014) study, there is no information given about the purpose of observations or who the observers were. Mention of power imbalances and the fact that observers scored teachers' performance suggest the observers were senior colleagues but given teachers' negative attitudes towards observation and feedback, this study needs more contextual detail to understand and strengthen the researchers' claims. In contrast, Louw and Billsborrow (2016) provide much contextual detail in their study situated in four large private English-medium schools in Cambodia. Observations were found to be evaluative, bureaucratically imposed, and carried out by the head teacher, and feedback was directive, concerned with identifying and improving teachers' weaknesses, and serving as a quality control mechanism. This contributed to both teachers' anxiety about observation and the lack of reflection in feedback.

Returning to the themes identified, this review starts with studies which examine POF participants' perceptions of feedback, elicited through surveys, interviews, and focus groups. Next I look at what actually happens during feedback talk, with studies analysing feedback interaction through audio and video recordings and transcripts. I look at two important aspects of feedback talk: teacher reflection, which underpins the developmental goal of feedback, and relationships, in particular the identity work that participants do in feedback and the ways feedback participants navigate through often difficult and delicate talk (facework). The next section focuses on observer training, and in the last section I offer recommendations for further POF research.

4. Positive perceptions

Many participants reported positive feedback experiences. Using similar methodologies, Martínez Agudo (2016), surveying and interviewing student teachers in Spain, Tapia and Evison (2024), surveying and interviewing student teachers and supervisors in Chile, and Yaşar and Gürbüz (2023) interviewing in-service teachers on a training program in Turkey, all reported teacher satisfaction with feedback. The positive aspects highlighted included observers' constructive and supportive feedback (Martínez Agudo, 2016; Yaşar & Gürbüz, 2023), the reflective and interactive nature of feedback (Yaşar & Gürbüz, 2023), and the value of feedback for teacher development (Tapia & Evison, 2024). The in-service teachers in Yaşar and Gürbüz's (2023) study found post observation feedback to be realistic, to the point, detailed, practical, and objective. They perceived neither hierarchical order nor (somewhat oddly) an obligation to action observers' suggestions, perhaps because they were experienced in-service teachers. Also positive were student teachers' evaluation of online and face-to-face feedback in Farr and Riordan's (2024) study. While observers and students had broadly positive views of both modes, students' perceptions of face-to-face feedback included the opinion that interactions were rich and personal, while the online mode made for a calm, less face-threatening environment.

Tapia and Evison (2024) elicited participants' opinions on what they considered good feedback. Participants thought that observers should be open-minded, empathic, flexible, and good listeners, highlighting the importance of establishing a comfortable environment for the observed teacher. Observers' pedagogical knowledge was considered important with observers valuing theoretical and methodological mastery while teachers valued teaching experience in schools. Mehrpour and Agheshteh (2017), interviewing Iranian in-service teachers and supervisors, drew up advice based on participants' negative perceptions of feedback which included the recommendations that observers adopt a creative approach, be socioculturally sensitive, and elicit teachers' beliefs and attitudes. Both studies point to an ideal view of feedback as being teacher centred.

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Importantly, some studies asked teachers whether feedback had any impact on their practice. The teachers in Yaşar and Gürbüz's (2023) study responded positively, reporting a positive impact on their teaching and their adaptation to the institution, and expressed willingness to action feedback. In Inwang's (2024) study with in-service teachers in Nigeria on an e-coaching programme, teachers also reported learning and enhancements to their practice but these teachers made a more convincing case by giving specific details about what they had learned and implemented into their teaching. They reported thinking about and changing seating arrangements and student grouping, and challenging their previous teacher-centred approach. Teachers in this study also reported increased student participation, indicating the impact of feedback enactment. With a slightly different focus, Clark-Gareca and Warkentin (2024) interviewed in-service ESOL teachers in the United States to find out what they had retained of their supervisors' feedback from their student teaching days, and what 'nuggets of supervisory wisdom' continued to resonate with them. Teachers detailed aspects of feedback they continued to enact in their practice, including using a louder voice, preparing lessons and materials to anticipate student needs, and finding ways of connecting with students and making them feel welcome. A significant limitation to these studies is that they are all self-reports of feedback enactment, rather than empirical investigations into the changes teachers implemented in their practice and the impact of this on student learning. This point will be picked up in the recommendations section of this review.

5. Negative perceptions

In contrast to the research detailed above, a number of studies report dissatisfaction with feedback.

Mehrpour and Agheshteh's (2017) interviews with Iranian in-service teachers and supervisors showed that teachers were generally dissatisfied with post observation feedback. In another study (Agheshteh & Mehrpour, 2021), the authors again surveyed and interviewed in-service teachers in Iran and reported that teachers felt a lack of power to make their own decisions in the face of observers' prescriptive approaches to feedback. The authors use strong language such as 'power abuse' and 'struggle' when describing teachers' supervision experiences. Teachers felt that supervisors relied more on their institutional position and status than on their expertise when giving directives which led them to resist feedback. Teachers said they would prefer, but did not experience, a more reflective and collaborative approaches and a more equal power balance. Shah and Harthi (2014), interviewing in-service teachers in Saudi Arabia, also revealed that teachers felt a lack of autonomy in an environment of mistrust, frustration, and insecurity. Teachers believed observers' assessment and feedback to be subjective, biased, and unreliable, and observers' lack of training contributed to teachers' anxiety and stress. Shah and Harthi (2014) refer to the 'psychological plight' (p. 1600) of teachers who considered observation a means to control teachers. Power imbalance reduced teachers' participation in feedback sessions as teachers were reluctant to disagree with or challenge observers for fear of risking their jobs, thus undermining the developmental potential of the whole process. It is interesting that all these studies involve in-service teachers, indicating the need to further explore in-service teachers' experiences of feedback.

While most of the studies discussed so far were limited to questionnaires and interviews in a specific location, Brandt (2008) conducted participant interviews and questionnaire, collected participant journals, and shadowed trainees on CELTA and Trinity pre-service courses over a four-year period, involving 95 participants in nine countries. Results showed that feedback was 'contentious and problematic' (p. 37). The first reason for this was the nature of feedback. While teachers expressed the desire for authentic feedback, maintaining that sometimes feedback was overly lenient or critical, they equated real feedback with criticism (which they accept more readily from tutors than peers) and believed feedback became increasingly harsh as the course progressed. Participants believed this was because tutors were under increasing pressure to ensure that trainees understood

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what they had to do to pass the course and increasing familiarity with each other. Like the teachers in Shah and Harthi's (2014) study, teachers experienced inconsistency among observers in interpreting course objectives and assessment criteria. Some teachers found that the value of listening to peer feedback, while useful in the early stages, diminished as the course progressed. Teachers preferred to avoid the confrontation that could result from giving negative feedback to peers and became increasingly focused on their own survival and performance. This finding chimes with Ekşi's (2012) study which focused on trainee teachers giving feedback to each other after microteaching lessons. While these teachers acknowledged the benefits of giving and receiving peer feedback, their concern for each other's feelings, their worry over potential face threat, and cultural constraints made them reluctant to provide overt oral feedback. The teachers were more comfortable providing feedback confidentially via a written form. The form developed teachers' own observation and reflection skills and teachers reported that they learned more from one another's performance through the structured feedback form. The form increased feedback dramatically and the observed teachers valued the detailed written feedback from their peers. Finally, like those detailed in Tapia and Evison's (2024) paper, the teachers in Brandt's (2008) study believed time constraints limited their opportunities to explain and justify their actions and choices in feedback sessions.

Louw and Billsborrow (2016), surveying and interviewing teachers and academic managers in Cambodia, investigated participants' views about the purpose of feedback. Both parties viewed feedback as wholly evaluative. Observers viewed feedback as a bureaucratically imposed means of quality control rather than a means of teacher development and rejected the notion of eliciting or discussing teachers' ideas during feedback. Teachers viewed observation and feedback as a job requirement rather than as a means of improving their classroom practice or helping them develop.

6. Observers' perceptions versus reality

One of the most interesting aspects of research into participants' perceptions of POF is a mismatch between observers avowed feedback approach and the reality of their practice. Louw et al. (2016), through interviews and feedback transcript analysis, found that while observers valued a collaborative, reflective approach to feedback, in practice they adopted a directive approach and were interactionally dominant. Copland (2012) discovered a similar disjuncture where CELTA observers professed to value developmental, dialogic feedback but actually pushed their own strong opinions on language teaching pedagogy, giving their views on best practice and privileging these through self-selections, interruptions, and long turns. Teachers were encouraged to listen to and take on board these views, resulting in teachers' learning agendas being rarely heard. Copland brings our attention to 'legitimate talk,' that is, 'who is allowed to speak, to whom, about what, and whose knowledge counts' (p. 16) and the importance of being aware of how this is established and maintained in POF.

In the next section, we take up the idea of empirical investigation and look at studies which go beyond feedback participants' perceptions of feedback to look at what actually happens in POF meetings. About a decade ago, Copland (2012) and Farr (2011) lamented the fact that research on feedback talk was scarce. However, since then research into feedback talk has increased steadily, due in part, perhaps, to technological advances which makes it increasingly easier to record and transcribe feedback talk, but also in response to the growing interest in the role of talk in learning (Sert, 2021). In the following section, we also circle back to the goal of feedback by examining an important aspect of developmental feedback: reflection.

7. Reflection

There is a considerable body of research to support the view that reflection is important in language teacher learning and development (Farrell 2019). Although reflection is a vague concept

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(Copland et al., 2009), a central skill is the ability to analyse experience to improve practice. Reflection often starts by identifying a problem – a 'puzzling or troubling or interesting phenomenon' (Schön, 1983, p. 50) – followed by description, analysis, and action (Dewey, 1933). During this process, teachers build knowledge of educational practices and outcomes, consider context, integrate knowledge, theory, and practice, and examine personal beliefs, experiences, emotions, and attitudes. As reflection influences and changes practice, it becomes reflective practice. However, reflection can be hard for teachers to do alone as they are not always able to identify, analyse, and solve classroom problems without help (Akbari, 2007). This has led scholars to recommend more collaborative, evidence-based, and data-led approaches to reflection (Brandt, 2008; Mann & Walsh, 2013, 2014; Sert, 2021). Theoretically, post observation feedback conferences, as '*designed interactional spaces for teachers' professional development through dialogic reflection*' (Topal & Yiğitoğlu Aptoula, 2022, p. 101,016), represent ideal opportunities for teachers to engage in reflection (Kobayashi & Kobayashi, 2024; Wagner & Lewis, 2021). Observers, as interlocutors, are well placed to help teachers explain, conceptualise, justify, and critically evaluate their teaching (Engin, 2013; Louw & Billsborrow, 2016). However in practice, reflection in feedback varies and is often scarce (Copland et al., 2009; Engin, 2013; Waring, 2013).

Two earlier studies (Copland et al., 2009; Hyland & Lo, 2006) reveal limited reflection in POF. Copland et al. (2009), examining group POF sessions with novice teachers on training courses in South Africa and the UK, found that while reflective talk was present in these feedback meetings, it was less than the authors expected, as observers viewed reflection as important and also asked many questions during feedback. Hyland and Lo (2006) studied feedback with pre-service teachers in Hong Kong and also discovered limited teacher reflection due to a dominance of observer talk. Observers spoke much more than teachers, were much more likely to initiate topics, and expressed mostly directives. Teachers were largely passive and most of their responses were either giving information or agreeing with and accepting the observer's comments. While observers invited teachers to express their views at the start of feedback meetings, teachers subsequently had few chances to express their feelings, negotiate meaning, or initiate topics that were not on the observer's agenda. Hyland and Lo also ascribed the lack of reflection to an imbalance in the power relationship between student teacher and observer.

Watson and Williams (2004) evaluated delayed feedback which involved teachers keeping a structured reflection journal, comparing this with immediate feedback. Their analyses offered some evidence of a higher level of teacher reflection in the delayed feedback through increased teacher topic initiation and types of reasoning talk. However, reflective journals have also been critiqued for eliciting mechanical, inauthentic reflection, and superficial engagement (Hobbs, 2007; Mann & Walsh, 2013). Hobbs (2007) raises and explicates the problematic nature of forced/assessed reflective practice, describing how this provoked strategic and inauthentic responses, and in some cases hostility, from the teachers in her study.

Copland et al. (2009) identified four main reasons for the many missed opportunities for reflection. First, because observers believed that their primary role was to develop trainees' teaching skills, most of the POF talk centred around the pedagogy of teaching – what to do and how to do it. This meant that although trainees were often invited to comment on their own and others' teaching, these promising beginnings rarely led to reflective talk because observers' motivation for eliciting trainees' views was usually to orient talk to their own agenda of teaching pedagogy. Second, the assessment criteria related to teaching performance dominated feedback, squeezing out the focus on reflection. Third, the shortness of time for each trainee in the group feedback meetings compromised opportunities for them to reflect on practice. Fourth, trainees either did not know how to reflect or did not want to reflect.

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8. Resource-enhanced reflection

Since these earlier studies, there has been a growing body of research examining whether resources such as written artefacts and technology (especially video) can help create space for reflection in POF. Engin (2015b) examined the affordances of a written artefact – the running commentary written by an observer while watching the lesson – as a tool for thinking, reflection, and discussion. The running commentary acted as a prompt for observer and teacher to share an understanding of the lesson and helped teachers recall, and thereby reflect on, the lesson. It also acted as a catalyst for discussion and guided, structured, and focused the discussion. However, the shared understanding prompted by the running commentary also limited discussion as the lack of justification or elaboration needed stifled reflection. The commentary also created a power asymmetry and bias in favour of the observer who chose which events to record which then structured the feedback conversation. Donaghue (2020b) uncovered similar constraints with a different artefact – an institutional observation form with assessment criteria which the observers used to score teachers' performance during the observed lesson. The observer in her study structured the subsequent POF meetings around the criteria on the form which resulted in him asking few questions and making mostly evaluative statements. The form also gave prominence to his own perception of the lesson, limiting opportunities for teacher interaction and reflection.

Three studies (Ahmad, 2024; Kanat Mutluoğlu & Balaman, 2023; Sert, 2024) evaluated the use of a video tagging tool (Video Enhanced Observation – VEO) to promote reflection in POF. VEO allows viewers to tag and annotate parts of lesson recordings. Tags can be both pre-established or newly created. For example, observers in Sert's (2024) study used a framework of pre-established tags aligned with practicum learning outcomes which included tags for classroom interaction, classroom management, use of language, and use of gestures. Teachers and observers can then watch and discuss the tagged episodes together. All three studies investigated VEO through participant evaluation. Participants reported enriched, evidence-based reflection, collective engagement and dialogue, and future-oriented transferability of learning. The studies reported only minor challenges which included technical issues and the need to become familiar with the software. In a similar study, Turan and Yiğitoğlu Aptoula (2023) examined how participants made use of the screen-sharing function in video-mediated feedback sessions but rather than elicit participants' perceptions, they analysed video recordings of feedback sessions. Analysis showed that screen sharing helped repair misunderstanding, balance knowledge asymmetry, mitigate potential resistance to advice, and promote dialogic reflection. Gakonga and Mann's (2022) analysis of peer observers' video-stimulated recall showed that this allowed for a more teacher-centred approach and although there was some discomfort for the teacher in watching their classroom performance, it reduced face threat and allowed reflection because of the evidence-based nature of the feedback.

Three studies (Baecher & McCormack, 2015; Karakaş & Yükselir, 2025; Kobayashi & Kobayashi, 2024) compared video-mediated feedback with 'traditional' feedback to find out if video enhanced pre-service teacher reflection. The smaller-scale studies (Karakaş & Yükselir, 2025; Kobayashi & Kobayashi, 2024) reported some enhancement in reflection: video prompted teachers to notice students (Kobayashi & Kobayashi, 2024), become more evaluative and more aware of areas for improvement in their teaching, contemplate future actions to improve their teaching and solve problems (Karakaş & Yükselir, 2025). Baecher and McCormack's (2015) detailed analysis involved examining word count, turns taken, and turn length. Analysis revealed that the video-based feedback involved more teacher talk than observer talk and teachers evaluated, suggested, and described more, and participated more actively and collaboratively. Conversations were more teacher than supervisor centred. Interestingly, evaluation and suggestion, usually so prevalent in POF talk, occurred less in the video-mediated POF sessions. Like Gakonga and Mann's (2022) participants, the use of hedging to soften potentially face-threatening statements decreased for all participants in the video-based

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feedback. As observers referred to the video record, their use of questioning was also much higher. Thus in all three studies, using the evidence of video data enhanced teacher reflection.

Bates and Donaghue (2021) examined the use of synchronous computer-mediated communication (SCMC) as a peer feedback tool with teacher trainees. As a group of trainee teachers and their tutor observed a peer teaching, they chatted via an instant messaging app, commenting on the lesson in real time. The written chat feed was later made available to the observed teacher. Through analysing chat records, Bates and Donaghue show that SCMC supported the development of reflective practice as it promoted collaboration and dialogue, enabling trainees to identify and solve problems, share ideas and opinions, give constructive feedback, and reflect on their own and their peers' teaching. Tutor questions helped develop dialogue, in particular questions that asked for further explanation and clarification, and SCMC helped build rapport and democratised feedback as trainees initiated discussions, chose topics, and often interacted with each other in stretches of dialogue without the tutor. This contrasts with Copland's (2012) findings that in face-to-face post-observation group feedback, interaction between trainees and multiparty discussions were rare as trainees talked directly to the trainer while the other trainees listened, and trainers typically controlled turns, nominating trainees to speak. The SCMC chat feed, as a tool to aid memory and gain a different perspective, also prompted post-lesson reflection for the observed teacher.

9. Observer reflection

While the studies above focus on teacher refection, Topal and Yiğitoğlu Aptoula (2022) focus on observers and show that in a peer observation scheme with in-service teachers, POF also prompted observers to reflect as they questioned, clarified, and considered future changes to their own practice. Thus the observer was a subject as well as agent of change. The fact that this paper alone features observer reflection points to this as a possible avenue of further research.

10. Suggestion on how to promote reflection in POF

Copland et al. (2009) offer suggestions on how to increase opportunities for reflection in feedback. Their primary recommendation is that observers move from a directive to a dialogic approach (Brandt, 2008), suggesting that observers reduce their talk, make space for reflection, and use and value trainees' experience and knowledge of classrooms and education. However, Waring (2013) maintains that there is also room for reflection in directive approaches. According to Waring, directive moves such as assessment or advice can engender teacher reflection. Waring's (2013) analysis of feedback talk shows how teachers engaged in reflective talk as they accepted or rejected assessments. Teachers offered detailed reasoning for an alternative course of action, critically assessed materials, reconsidered teaching practice, and narrated the means and difficulties in reaching a desired goal. The fact that the 'much valued commodity of reflection' (Waring, 2013: 115) can emerge in response to advice and assessment is especially interesting as these speech acts persist as integral components of observer talk (Nguyen, 2023). Turan and Yiğitoğlu Aptoula (2023) suggest that reflection and assessment agendas can coexist by showing how observers moved between and managed both reflection and evaluation-oriented sequences in the same meeting. When evaluating, observers in their study asserted their knowledge and authority (or in Turan and Yiğitoğlu Aptoula's terms 'upgraded epistemic asymmetry') in order to ensure teachers' acceptance of feedback. In these evaluative sequences, observers' turns were maximised and they used deontic modality to express certainty and obligation (e.g. must, should). In contrast, teachers' turns were minimised – often reduced to acknowledgement tokens such as nodding or 'mmhm' – with little or no response or resistance to suggestions or advice. However, these POF meetings also had reflection-oriented sequences in which observers downgraded their knowledge and authority while upgrading teachers', decreased their turn-taking, and used epistemic modality that marked guarded commitment (e.g. may, might, perhaps) while also listening

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more to teachers. In these sequences teachers' turns and reflective contributions were increased. These studies are important in helping us move away from a mutually exclusive dual purpose view of feedback to one in which participants navigate both evaluation and development.

Copland, Ma, and Mann's other recommendation to promote reflection is to better prepare teachers and observers for feedback. For teachers, training on the importance of reflection, how to reflect, and how to participate in observation feedback could be built into a course. Observer training could include explicit focus on strategies for eliciting (and restricting) reflective talk as well as awareness raising analysis of feedback transcripts, through which observers may surface their impact on teacher reflection. Observer training is a recommendation made by many of the authors in this review and I return to this in the recommendation section below.

Brandt (2008) makes a number of suggestions to promote reflection but some seem unfeasible due to administration, staffing, and resourcing, for example including a non-evaluating facilitator and language learner representatives in the POF meetings and making peer attendance optional or by invitation of the observed teacher (which would be difficult to organise in group feedback). In addition, the requirement for assessment on CELTA and Trinity courses would make difficult Brandt's suggestion that course participants have the option not to attend some meetings. Her suggestion that tutors resist telling trainees what they did right and wrong and offer no unsolicited feedback is at odds with pre-service teachers' expectations and desire for an expert's assessment of their teaching (Farr, 2011; Vásquez, 2004). Suggestions which seem more feasible are making peer evaluation optional rather than obligatory or routine, and positioning reflection and feedback as goal-related, with teachers being encouraged to 'identify their individual goals, reflect upon their achievement of these goals and seek feedback related to them where desired' (Brandt, 2008: 44).

Engin (2013) looked at the relationship between reflection and scaffolding, examining levels of scaffolding talk, that is, observer talk that supports and guides the construction of teaching knowledge by prompting teachers to reflect on, justify, explain, and consider alternatives in their teaching. Engin presents a data-generated framework (see Table 3 below) of different levels of scaffolding talk, explaining that the quality and specificity of scaffolding questions and prompts at particular moments in POF interaction can support the construction of knowledge.

However, she includes the important caveat that effective scaffolding is contingent on the learner and the context – interaction depends on variables such as observer and teacher experience, confidence, the topic of the discussion, expectations, and emotional states. Observers therefore have to try out various strategies and techniques to elicit reflection (and judge whether teachers are ready for reflection (Bąk-Średnicka, 2024)). Engin concedes that a hierarchical conceptualisation of scaffolding talk may at first seem an overgeneralisation, but presents these levels as a point of reference for

Table 3. Levels of scaffolding talk (adapted from Engin, 2013)

Level	Descriptor	Strategy – What the observer does	Example observer language
1	General open question	Invites teacher to reflect on the lesson	'What would you like to say about your lesson?'
2	Specific wh-question	Asks teacher about a specific part of the lesson, generally a recall question	'How did you give your instructions?'
3	Closed yes/no question	Asks the teacher a closed, specific question to which the teacher is guided	'Did you tell the students in the front row?'
4	Slot-fill prompts	Starts the response and leaves the teacher to finish the sentence	'You wanted the students to read for …?'
5	Telling	Tells the teacher what the problem is. Often followed by a prompt from a different level	'What do you think about the chapter?' is much too vague. What could the question be? 'Can you tell me?,' for example, 'can you tell me …?.'

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observers interested in eliciting teacher reflection. In a further paper, Engin's (2015a) detailed analysis of feedback talk confirms both the potential for observers to scaffold teachers' reflection and learning in POF and the influence of context on the success of this process.

11. Reflection and context

POF, like all social interaction (and indeed all learning) is highly situated and contextualised (Donaghue, 2021; Engin, 2013; Gakonga & Mann, 2022) so it is important to guard against advocating 'best practice' (Gakonga & Mann, 2022) for eliciting teacher reflection in POF. However, the studies in this section offer feedback participants points of reference (Engin, 2013) and empirically based strategies that observers can consider using in their feedback talk. In some contexts, reflection may not be possible (or even desirable). For example, Louw and Billsborrow (2016) contend that a reflective practice paradigm is inconsistent with the context of their study – Cambodia – due (in part) to the incompatibility of reflection with the fast-paced school culture in which the data was collected and with the high power distance of Cambodian national culture. The authors explain high power cultures to be those in which followers endorse unequal power distribution and which conform to a status hierarchy. They conclude that:

> *The shared exploration of success or failure in a lesson by a teacher and supervisor which is understood in a reflective dialogue sits uncomfortably with the loyalty and submission demanded by a high power distance relationship*. (p. 50)

A teacher, as 'inferior interlocutor' (p. 50), may feel it inappropriate to question or challenge the 'superior' observer. Similarly, Nguyen (2023) questions whether the dialogic, reflective approaches advocated in Western contexts are appropriate for her Vietnamese context in which teachers are used to occupying a listener role and observers are positioned as 'knowledge givers.' Thus, cultural aspects, such embedded social power, can influence feedback considerably, giving weight to the argument for studying feedback in context.

12. Relationships

We move now to review research which examines how feedback participants negotiate relationships. In the first part, we look at the identities teachers and observers claim, contest, and verify in feedback and the linguistic means by which this is done. In the second part we look at how teachers and observers manage to maintain social, collegial relationships while giving and receiving critical feedback, that is, how feedback participants do facework.

13. Identity

From the POF literature, identity emerges as an important aspect of feedback. Teacher identity has become a central focus in language teaching research, prompted by the growing realisation that teacher education involves the development of a teacher identity as much as acquiring teaching knowledge and skills (Varghese et al., 2016). Teachers construct and negotiate ever-evolving identities throughout their career (Kanno & Stuart, 2011), and identity guides teachers' beliefs, assumptions and values, as well as influencing what teachers do (Farrell, 2011). Identity work also helps teachers exercise professional agency, development, and growth (Clarke, 2009). Talk is perhaps the most important resource for constructing identities (Varghese et al., 2005). As one of the few opportunities teachers have to talk about their teaching with another person, POF represents a discursive space for teachers to explore and construct professional identities (Urzúa & Vásquez, 2008).

One way in which identities are achieved in POF is through language – particular utterance types, speech acts, or word choices. For example, Urzúa and Vásquez (2008) looked at the future forms

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will and *going to*, and Vásquez and Urzúa (2009) analysed reported speech and reported mental states. In both studies student teachers simultaneously communicated identities of confident/knowledgeable/assertive teachers and hesitant/inexperienced/unskilled teachers. For example, Vásquez and Urzúa (2009) showed how teachers used direct reported speech to foreground accomplishments and developing expertise, enabling them to present themselves as efficient, skilful, and confident, but when reporting mental states, the novice teachers highlighted uncertainty, gaps in knowledge, or negative feelings and emotions, thereby indexing an insecure, unskilled novice identity. Donaghue (2019), studying feedback with experienced, in-service teachers, focused on how display questions and answers were used to claim identities. Teachers claimed positive identities by voicing their knowledge and expertise in response to display questions and an observer used display questions to claim a practising teacher identity in order to reassure teachers of his worth as an observer and leader. Display questions also helped the observer perform a manager identity which allowed him to control topics and evaluate teachers. While some teachers verified this identity by complying and providing the required answer, one teacher resisted, replying reluctantly and with irritation, thereby contesting the observer's manager identity. This shows the importance of the interlocutor in maintaining a claimed identity.

Feedback participants also construct identities through telling stories. Vásquez (2007) explored reflective narratives (when teachers explain or make sense of their thoughts and actions during the observed lesson) and relational narratives (stories about interactions with problematic students beyond the observed lesson) produced by novice language teachers, revealing the unstable, uncertain, and inconsistent identities which were built in these narratives. These unstable identities were constructed by either the teacher narrator or by the observer responder who destabilised, reconstructed, interpreted, and evaluated teachers' narratives, again pointing to the interlocutor's role in constructing, maintaining, and contesting the identities of their conversational partner. Wagner and Lewis (2021), while not researching identity explicitly, present sequences which are similar to the relational narratives in Vásquez's study. They analysed sequences in which a novice teacher complained about non-present third parties and, like Vásquez, also examine the observer's response. The observer displayed a lack of affiliation and disattended to the teacher's complaints, either by shifting focus to another aspect of the complaint story or by offering a more positive reinterpretation. Wagner and Lewis ascribe this lack of affiliation to the observer's institutional and professional role or identity. However, they argue that observers could better support novice teachers' developing reflective practice, provide them with guidance, and help them to understand and manage their emotional responses if they did not downplay their complaint stories. Complaints enable important identity work and bring up important professional development issues (e.g. teaching beliefs, relationship conflicts, reactions to negative feedback) so novice teachers may benefit from a more affiliative response and more empathy and understanding of their emotions, interpretations, and responses to events.

Feedback participants also claim identities through various power moves. For example, an observer in Donaghue's (2020a) study manifested an identity of experience, power, assessment, and control at the beginning of his feedback meetings by opening meetings, claiming expert knowledge, exercising the right to evaluate a conversational partner (the observed teacher), taking and keeping the floor, and initiating new topics. However, this powerful identity shifted as the in-service teachers he had observed also indexed powerful identities by initiating new topics, taking/keeping control of the floor with extended turns, assuming the more powerful identity of questioner by challenging the observer's scores, and positioning the observer as the less powerful explainer/justifier. At key points in the meeting, this reversal of institutional power hierarchy rendered the observer unable to commit to critical feedback he had intended to deliver. The dominance of identities of experience and power from both parties also resulted in the observer making mostly evaluative statements and asking teachers very few questions, leaving little room for participants to engage in collaborative, reflective, or developmental discussion. Thus identity work compromised the developmental goal of feedback.

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Context also influences identity work in POF. For example, Donaghue (2020b) showed how one particular identity was co-constructed, ratified, and prioritised by teachers and observers during feedback: a teacher proficient in and enthusiastic about technology. Observers ascribed this positive identity to teachers through praise and favourable comparisons. Teachers claimed the valued identity for themselves by demonstrating knowledge and expertise. However, other teachers were less successful in their inability to inhabit the valued identity and found themselves marginalised, with one even leaving the institution. The technologically proficient identity was related to a broader context of government and institutional initiatives encouraging and often mandating the use of technology in teaching. Thus, feedback became a mechanism of conformity as identity work during feedback acted as a means by which participants absorbed and reified institutional priorities.

14. Facework

Feedback is complex (Farr, 2011), and while POF meetings can be opportunities for teachers to reflect and critically assess their teaching to mediate change (Farr, 2011), they can also be '*difficult discoursal events*' (Copland, 2008: 67). POF is often evaluative and observations can carry high stakes for teachers (e.g. a course or probationary assessment). Additionally, observers are frequently negotiating tensions between maintaining social, collegiate relationships and giving/receiving critical feedback aimed at improving teaching practice and enabling teacher development (Brandt, 2008; Louw et al., 2016). Teachers, too, are trying to balance requirements to demonstrate reflection and self-evaluation with the need to be positively evaluated. Feedback therefore often features difficult and delicate talk such as criticising, questioning, defending, advising, and suggesting. This section examines how feedback participants balance these tensions, focusing on the work participants do to negotiate relationships with others, that is, relational work or facework (Locher & Watts, 2005).

Although outside the time frame of this review, Ruth Wajnryb's (1994) seminal work deserves mention as she introduced the idea of face in feedback, showing how supervisors soften critical messages via different linguistic devices to mitigate face threat, that is, a challenge to a person's social identity or self-esteem. Similarly, Vásquez's (2004) study also focused on observers who, when criticising, suggesting, and advising, employed politeness strategies such as lexical hedges (e.g. maybe, just), modals, mental verbs, indirectness, positive evaluation, and self-denigration to avoid face threat. Vásquez found, however, that these face protecting strategies often softened the critical message so much that teachers missed the fact that their teaching needed improvement, compromising the purpose of feedback. While Vásquez's (2004) study examined a variety of strategies, two later studies (Batlle & Seedhouse, 2022; Waring, 2017) focused on particular facework moves. In Waring's study, observers employed facework by 'going general' or depersonalising advice and invoking larger disciplinary or pedagogical principles which served to take the spotlight off the teacher and present a problem as common. Batlle and Seedhouse looked at a third turn which followed a negative assessment from an observer and a response from the teacher. In the third 'affiliative' turn, observers made use of the teaching community, presenting themselves as fellow teachers and construing the problem as common to all teachers, in a similar move to Waring's 'going general'. These facework moves allowed observers in both studies to accomplish the developmental work of ensuring the teacher understood and accepted a problem, and socialising teachers into important disciplinary and pedagogical practices and ideas.

These studies focus on the strategies supervisors use to avoid or manage face threat. In contrast, Copland (2011) and Donaghue (2018, 2021) take a wider view of face in feedback and maintain that context influences participants' orientation (or not) to face threat: cultural norms of interaction, personal relationships, and speech genre all influence what is said and how this talk is interpreted by interactants. Donaghue (2021) illustrated the influence of context by revealing how account requests (i.e. a supervisor asking the teacher to explain their actions) were interpreted as face threatening in some feedback meetings but not in others. Copland (2011) showed that the feedback participants

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in her study oriented to speech acts such as giving advice and criticising as normal, leading her to claim that the feedback genre can allow, even expect, acts that might be considered face threatening in other contexts. However, even though certain kinds of behaviour can be considered generically acceptable, feedback participants can overstep the generic norms and move into face threatening behaviour, often deliberately. In Donaghue's (2018, 2021) studies, both observers and in-service teachers were frequently willing to risk face threat. In-service teachers risked face threat to justify and explain their actions while observers risked face threat to fulfil feedback goals – they challenged decisions and behaviour they felt could be improved and attended to their institutional duty of evaluating teachers as they advised, suggested, questioned, and criticised. However, while this risky behaviour often paid off and their interactional partners accepted these moves, sometimes the risk backfired and the interactional partner oriented to face threat. For example, in Donaghue's (2018) study, one observer aggressively delivered bald, unmitigated criticism to ensure the teacher improved his practice. However, the teacher oriented to this criticism as face threatening and resisted the observer's feedback, choosing to believe that his teaching required no attention or improvement. In another example (Donaghue, 2021), an observer oriented to face threat after a teacher challenged his suggestion that she ask students to read aloud. He closed down the topic, ending the teacher's attempts at discussion and reflection.

At the other end of the spectrum, research reveals that POF talk can be face-supporting, that is, interactants recognising each other's merit and position. At an interactional level, Donaghue (2021) showed how in-service feedback participants engage in face support. Teachers do this by conceding to and accepting observers' advice and asking for and agreeing with suggestions, confirming the observer's position of expert, authority, and advice giver. Observers engage in face support by recognising teachers' ability and independence and expressing confidence in teachers' ability to incorporate suggestions into their teaching. This facework promotes alignment and allows observers to perform their role and fulfil the goal of the meeting. Lewis and Wagner (2023) focused on empathy in POF, looking at observers' responses to teachers' problems in a move the authors term 'relate to self', that is, sharing a similar experience. This empathetic move normalised teachers' problems by framing them as typical or an expected part of becoming a teacher. This provided emotional and professional support for teachers, helped socialise teachers into the profession, and reassured teachers that their problems are surmountable. Other linguistic means of providing emotional support include providing space for teachers to develop self-confidence and identity (Bąk-Średnicka, 2024), delivering compliments before criticisms or specific suggestions, and helping teachers to pinpoint their own problems (Le & Vásquez, 2011).

15. Observer training

In this final review section, we look at studies focused on observer training. Three POF studies focus on observer development and training. Mutlu–Gülbak and Akcan (2024) explored how observers' feedback skills improved after they did an online mentor training program. Similarly, in a study focusing on feedback interaction, Vásquez and Reppen (2007), adopting a longitudinal researcher-as-participant design, analysed their own feedback interactions over two semesters. Analysis of the first semester transcripts raised awareness of their linguistic and interactional practices which then prompted them to implement changes in semester two, aiming for a more teacher (rather than observer) centred approach. Baecher et al. (2018) also used feedback recordings in an initiative where observers in a self-development group analysed videos of their post-observation conversations with a peer.

All three studies reported raised observer awareness of practice. Observers in Mutlu–Gülbak and Akcan's (2024) project reported recognising the importance of a positive attitude and the need to prompt reflection to foster teacher development. In Vásquez and Reppen's (2007) study, analysis of the first semester interaction revealed that observers produced most of the talk with teachers being

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more passive. Baecher et al.'s observers found watching the video records of their conversations to be 'intriguing … affirming, enlightening, and motivating in terms of a desire to further grow in their supervisory process' (Baecher et al., 2018: 567). However, individual refection and peer discussion also uncovered a gap between their stated positionality and their actual behaviour, a recognition that POF did not always achieve observers' objectives, and realisation that feedback talk was often formulaic. Observers recognised that they tended to focus on the observed lesson rather than considering a larger developmental plan. Observers also recognised how constraints such as limited time impacted their feedback.

While Baecher et al.'s (2018) study focused solely on raising observers' awareness, the observers did also consider ways of changing their practice such as how to draw teachers into conversation and, more broadly, how teachers could be better prepared to take part in POF conversations. Observers in Vásquez and Reppen's (2007) study took a further step by implementing changes in their second semester. In an effort to prompt dialogue and reflection, observers consciously tried to ask more questions to prompt teachers to talk more, a strategy which was also adopted by the observers in Mutlu–Gülbak and Akcan's (2024) study. Observers in Vásquez and Reppen's study also considered the metadiscursive positioning that takes place at the beginning of POF meetings which sets the stage and establishes interactional roles and responsibilities for each participant. Observers consciously changed from positioning themselves as primary speakers and teachers as primary listeners to positioning teachers as active contributors to the conversation. As a result of these changes, teachers talked more in the POF meetings in the second semester and observers were less dominant and less directional.

16. Research recommendations

Based on the research reviewed above, I offer four research recommendations. The first comes from many of the authors in this review (e.g. Baecher et al., 2018; Baecher & McCormack, 2015; Copland, 2011, 2012; Copland et al., 2009; Donaghue, 2019, 2020a, 2020b; Engin, 2013; Hyland & Lo, 2006; Kobayashi & Kobayashi, 2024; Le & Vásquez, 2011; Louw et al., 2016; Mutlu–Gülbak & Akcan, 2024; Shah & Harthi, 2014; Vásquez & Reppen, 2007) who, although perhaps not individually aware of this, join a loud and insistent call for observer training. As the reviews above show, feedback is complex and often difficult, and observers' behaviours, discourse, and judgements can cause teacher stress and anxiety (Agheshteh & Mehrpour, 2021; Shah & Harthi, 2014). This indicates that observers would benefit from training and support. In the field of language teaching, observers have little (or no) training in managing feedback. Observers are rarely required or encouraged to examine and reflect on their own practice, and are given few professional development opportunities, unlike the teachers they observe, despite the important role they play in teacher development. To help observers become more critically aware of their professional talk, they could be guided in analysis of extracts from their own feedback talk, like the observers in Baecher et al. (2018), Mutlu–Gülbak and Akcan (2024), and Vásquez and Reppen's (2007) studies. Suggested foci for observers' analysis include noting the degree to which teachers are given a chance to make their own points and explore their own agendas (Hyland & Lo, 2006), examining the distribution (i.e. who talks most) and type (monologic or dialogic) of feedback talk (Copland & Donaghue, 2021), noticing how observer talk impacts on the response, and thus the reflection and learning opportunities, of teachers (Engin, 2013), and noticing the identity and face work of both teachers and observers and the impact this has on teacher's acceptance of feedback. While the studies in the observer training section of this review offer promising results, more is needed in both practice and research to support observers in maximising the learning affordance of POF.

My second recommendation is for POF research and practice to include a focus on feedback enactment. Some of the papers in this review (Clark-Gareca & Warkentin, 2024; Inwang, 2024; Yaşar & Gürbüz, 2023) touch on feedback enactment. It is interesting to note that these are all recent papers,

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perhaps influenced by the burgeoning literature over the last decade on student feedback and the recognition within this field that effective feedback requires the receiver to understand and enact the feedback (Pitt & Quinlan, 2022). Considering the attention that feedback enactment has been given in the student feedback literature, and the fact that feedback is useless unless acted on, it is surprising that there is so little research looking at post observation feedback enactment (Donaghue & Heron, 2025; Heron et al., 2024) and at how feedback changes teachers' behaviour or leads to improved student learning (Baecher et al., 2024). A limitation of the studies in this review is that all rely on teachers' self-reports of uptake and have no empirical data detailing how feedback was carried out in teachers' practice. It is important that research looks beyond teachers' claims and includes more longitudinal research that investigates teaching after POF to look for evidence of feedback enactment and impact (Donaghue, 2021; Donaghue & Heron, 2025; Kanat Mutluoğlu & Balaman, 2023). Student feedback might assist this research focus. Teachers and institutions often gather student evaluation of teaching, but it would be interesting to see how student input might help evaluate feedback enactment. Also connected to feedback enactment is the idea of feedback literacy which has garnered much attention in the student feedback and higher education literature. Heron et al. (2024) propose a framework of post observation feedback literacy which would be interesting to test out empirically.

My third recommendation is for feedback researchers, scholars, and practitioners to embrace different modes of feedback. The studies in this review show clear affordances of video-mediated feedback, both for POF and for observer training. The study by Bates and Donaghue (2021) indicates that synchronous chat is also worth further investigation. As technology becomes central to how we do education in the post COVID-19 world, the profession is presented with an opportunity to change and enhance its POF practices. An inevitable change will be the use of AI in POF, an area yet to be investigated. An additional gap in the literature is the scarcity of studies looking at written feedback, which is surprising considering that this is commonplace, especially in pre-service training contexts.

My final recommendation is to extend a recently emerging strand of POF research which focuses on how support and empathy is (or can be) realised in feedback. The teachers surveyed and interviewed in the perceptions studies valued observers that were open-minded, empathic and flexible, and appreciated a teacher-centred approach to feedback. These views underscore the importance of relationships and creating a supportive environment for the observed teacher. The POF research on identity and face is relevant to this endeavour but much of this research focuses on face threat rather than face support. The research conducted by Bąk-Średnicka (2024), Donaghue (2022), Lewis and Wagner (2023), and Wagner and Lewis (2021) provide a useful starting point for future research focusing on support and empathy in feedback.

Overall, it is interesting to see how feedback is practised and perceived across the world, and encouraging to see a rich body of research within the field of language education, indicating an interest in POF and a commitment to enhancing its educational affordances. These studies show that POF is highly situated and contextualised, influenced by the preceding observation, the purpose and outcome(s) of the observation process, the institutional and cultural setting, and the participants – their relationship, experience, confidence, expectations, and emotional states. This makes it impossible to offer 'best practice' for POF. Research instead presents points of reference and empirically based advice and strategies for readers to consider for their own particular context. There is, however, one recommendation which is relevant to all POF contexts and which transcends geographical, cultural, and contextual boundaries, and this message is repeated by POF researchers across the world: observer training is crucial. Helping observers become more aware of their practice and its consequences, and helping them recognise their feedback motives, intentions, goals, and expectations may result in maximising the learning potential of POF and enhancing this important but often difficult and complex route to language teacher learning.

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Appendix 1: Chronology of studies reviewed

	Author(s)	Date	Focus/Aim	Location	Participants	Methods
1	Vásquez, C.	Vásquez, 2004	How supervisors give advice and suggestions	USA: intensive English Program housed in the English department of a public university	Supervisors and teaching assistants	Transcribed post-observation meetings, supported by questionnaires, interviews, and staff meeting transcripts
2	Watson, A., & Williams, M.	Watson & Williams, 2004	Evaluate the effectiveness of delayed debriefing in promoting reflective analysis compared to immediate debriefings	UK: two universities	Pre-service teachers on short TESOL courses	Audio recordings of POF meetings
3	Hyland, F., & Lo, M. M.	Hyland & Lo, 2006	How university tutors give feedback to ESL student teachers, how the feedback affects the student teachers, and how power differences influence their responses	Hong Kong: university	Pre-service teachers and their university tutors	Case study methodology used written feedback sheets, interviews with university tutors, recordings of feedback meetings, and follow-up stimulated recall interviews with the student teachers
4	Hobbs, V.	Hobbs, 2007	The problematic nature of required reflective practice	UK: university	Pre-service teachers on a short training course	Ethnographic research methodology, enrolling as a course participant; field notes, audio-recorded informal interviews and conversations, questionnaires, course documents, CPs' teaching practice journals, and follow-up emails
5	Vásquez, C., & Reppen, R.	Vásquez, 2007	Longitudinal action research in which two observers analysed their feedback talk over two semesters after a mid-year intervention aimed at maximising student teacher reflection	USA: Northern Arizona University, Master of Arts degree in the Teaching of English as a Second Language	Pre-service teachers and supervisors	Longitudinal action research. Data analysis of POF recordings focused on identifying patterns in how teachers participate in meetings, looking at who speaks, how often, and the nature of their contributions

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	Author(s)	Date	Focus/Aim	Location	Participants	Methods
6	Vásquez, C.	Vásquez, 2007	Construction of identities in POF talk	USA: university MA-TESOL programme	In-service teachers	Analysis of oral narratives in POF meetings
7	Brandt, C.	Brandt, 2008	Teachers' experiences of feedback	Bahrain, Singapore, UK	Pre-service teachers on short teacher training courses	Two phases over a four-year period, involved 95 participants in nine countries. Interviews, participant journals, questionnaires, shadowing trainees throughout a complete course
8	Urzúa, A., & Vásquez, C.	Urzúa & Vásquez, 2008	Teacher identity construction in feedback	USA: North American university	Pre-service teachers and tutors	Audio recorded and transcribed POF meetings
9	Copland, F., Ma, G. & Mann, S.	Copland et al., 2009	Reflection in feedback	UK and South Africa	Pre-service teachers and tutors on CELTA courses	Recordings and transcription of POF meetings, interviews, questionnaires, and reflective writing tasks
10	Vásquez, C., & Urzúa, A.	Vásquez & Urzúa, 2009	Teacher identity construction in feedback	USA: MA-TESOL programme	Pre-service teachers	Recordings of POF sessions
11	Copland, F.	Copland, 2011	Negotiation of face	UK: adult education college	Pre-service teachers and trainer on CELTA courses	Recorded feedback sessions, interviews, focus groups, fieldnotes Linguistic ethnography
12	Le, P. T. A., & Vasquez, C.	Le & Vásquez, 2011	Strategies adopted by mentors and teachers' perceptions of the feedback they received	USA: English Language Institute (ELI) of a public university in the Southeast USA	Pre-service teachers and mentors on a MA programme	Discourse analysis of recorded POF meetings; interviews
13	Copland, F.	Copland, 2012	Discourse practices that are legitimised in the feedback conference	UK: CELTA courses at a private language school	Pre-service CELTA trainees and tutors	Linguistic ethnography. Analysis of transcripts, interviews, field notes, focus groups
14	Eksi, G.	Ekşİ, 2012	Teachers' perceptions of peer feedback during microteaching activities	Turkey: English Language Teaching Department at a large state university	Pre-service teachers	Attitudinal questionnaires and a whole-class discussion

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	Author(s)	Date	Focus/Aim	Location	Participants	Methods
15	Engin, M.	Engin, 2013	Examples of trainer talk that scaffold trainee teachers' understanding of teaching	Turkey: English-medium university MA programme for teacher trainees, qualifying them to teach in Turkish high schools	Pre-service teacher trainees in their final year training	Recorded post-observation feedback sessions
16	Waring, H. Z.	Waring, 2013	How mentors encourage teacher reflection	USA: university MA TESOL program	Preservice teachers and mentors	Video recorded post observation meetings, conversation analysis as an analytical tool
17	Shah, S. R., & Al Harthi, K.	Shah & Harthi, 2014	Teachers' perceptions of classroom observation and feedback as part of instructional supervision	Saudi Arabia; English Language Institute of a Saudi university	In-service teachers with at least five years of EFL teaching experience	Classroom observations; pre-and post-observation conferences; semi-structured interviews
18	Engin, M.	Engin, 2015a	Scaffolding talk and context	Turkey; English-medium university	Pre-service teachers	POF sessions recorded and transcribed. Analysis used Maybin, Mercer, and Stierer's six features of scaffolding as a framework
19	Engin, M.	Engin, 2015b	How a written artefact (running commentary) guides or constrains the pedagogical conversation between tutor and student teachers, and how it represents the power and authority of the tutor and the teacher education establishment	Turkey. Faculty of Education in an English-medium university	Pre-service teachers	Recorded and transcribed feedback sessions. Running commentaries
20	Baecher, L., & McCormack, B.	Baecher & McCormack, 2015	How video-based observation may alter the nature of post-observation (POC) talk between supervisors and teacher candidates. Comparison of video-based and in-person feedback	USA: urban public university in the north-east US	Pre-service teachers on a TESOL master's program	Video-recorded POF meetings and in-person observations Conversation analysis used to code the POC talk, combined with an interactional-sociolinguistic approach to understand the roles of teacher educators and how communicative actions were interpreted

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	Author(s)	Date	Focus/Aim	Location	Participants	Methods
21	Louw, S., & Billsborrow, T.	Louw & Billsborrow, 2016	How private schools in Cambodia utilize observation and subsequent feedback, and the purpose ascribed to them by both the school administration and the teachers	Cambodia: private schools	In-service English language teachers and supervisors	Teachers surveyed, academic managers interviewed
22	Martínez Agudo, J.	Martínez Agudo, 2016	Teachers' needs and expectations from their school mentors' feedback in the practicum setting	Spain: university	Pre-service English language teachers	Quantitative and qualitative research methodologies used. Questionnaire that contained both quantitative and qualitative questions, and semi structured interviews
23	Louw, S., Watson, T. & Jimarkon, P.	Louw et al., 2016	Trainers' beliefs about the feedback they provide to examine congruences between these beliefs and practice	Thailand	Pre-service teacher trainers, teaching on short courses	Interviews and POF recordings
24	Mehrpour, S., & Agheshteh	Mehrpour & Agheshteh, 2017	Views of teachers and supervisors on effective feedback	Iran, EFL, institutes in Tehran, Shiraz, and Gorgan	In-service teachers	Semi-structured interviews, focus groups
25	Waring, H. Z.	Waring, 2017	Mentors provide constructive feedback to teachers without causing defensiveness or resistance	USA: university graduate TESOL programme	Pre-service teachers	Video-recorded post-observation conferences
26	Baecher, L., Browne Graves, S., & Ghailan, F.	Baecher et al., 2018	Evaluation of an initiative in which clinical supervisors were invited to investigate their post-observation conversations using video in a self-development group	USA: TESOL Master of Arts programme leading to P-12 state teaching certification within a college of education at a large, urban public university in north-east US	Supervisors	Exploratory, qualitative design; document analysis, questionnaires, and transcriptions of a focus group conversation

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	Author(s)	Date	Focus/Aim	Location	Participants	Methods
27	Donaghue, H.	Donaghue, 2020a	Language teacher identity negotiated in POF	UAE: federal tertiary institution	In-service teachers and supervisors	Linguistic ethnography. Audio recorded feedback meetings, semi-structured interviews. Analysis included conversation analysis
28	Donaghue, H.	Donaghue, 2020b	Identities constructed and negotiated during work-based talk between in-service English language teachers and a supervisor during dyadic post-observation feedback meetings	UAE: federal tertiary institution	In-service teachers and supervisors	Linguistic ethnography. Audio recorded feedback meetings, semi-structured interviews. Analysis included conversation analysis
29	Donaghue, H.	Donaghue, 2020c	The use of display questions to construct positive identities in post observation feedback talk	UAE: federal tertiary institution	In-service teachers and supervisors	Linguistic ethnography. Audio recorded feedback meetings, semi-structured interviews. Analysis included conversation analysis
30	Agheshteh, H., & Mehrpour, S.	Agheshteh & Mehrpour, 2021	The possible uses or abuses of power when teacher supervisors exercise their authority in POF	Iran: Tehran, Shiraz, and Gorgan at the Iran Language Institute, Shiraz University Language Centre, and Safir Language Teaching Institute	In-service teachers	Mixed-methods design, interviews, analysis of post-observation feedback recording, questionnaire
31	Donaghue, H.	Donaghue, 2021	Negotiation of face when teachers contest or manage supervisors' critical account requests during post-observation feedback meetings	UAE: federal tertiary institution	In-service teachers	Linguistic ethnography. Audio recorded feedback meetings, semi-structured interviews. Analysis included conversation analysis
32	Bates, P. & Donaghue, H.	Bates & Donaghue, 2021	Synchronous computer-mediated communication (SCMC) as a peer feedback tool with teacher trainee	UK: university	Pre-service teachers	Analysis of chat feeds
33	Wagner, S., & Lewis, K, B.	Wagner & Lewis, 2021	How and why teacher engages in complaining in POF	USA: large, mid-Atlantic research institution	Pre-service teacher practicum	The data were collected from three video-recorded post-observation meetings (POMs)

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	Author(s)	Date	Focus/Aim	Location	Participants	Methods
34	Batlle, J., & Seedhouse, P.	Batlle & Seedhouse, 2022	Interactional infrastructure developed between observers and observees after a negative assessment during peer observation feedback	Spain: private Spanish as a foreign language school in Barcelona	In-service Spanish as a Foreign Language teachers; peer observation	Video-recorded post-observation feedback
35	Gakonga, J., & Mann, S.	Gakonga & Mann, 2022	Effective aspects of a mentor relationship	UK: university	Pre-service (mentee) and experienced (mentor) teachers on two strands of the same MA TESOL course	Audio-recordings of post-observation feedback, recordings of reflection meetings between participants and researcher
36	Nguyen, H. T. T.	Nguyen, 2023	How feedback was used to mediate pre-service teachers' learning	Vietnam: teacher training institutions	Pre-service teachers, school mentors and university tutors, English language teacher education programme	Qualitative methods. Data- participant observation, semi-structured interviews, and document review
37	Topal, P., & Yiğitoğlu Aptoula, N.	Topal & Yiğitoğlu Aptoula, 2022	Observers' reflection	Turkey, Istanbul: private English preparatory school	In-service English	Micro-analysis of video recordings of POF using conversation analysis
38	Lewis, K. B., & Wagner, S.	Lewis & Wagner, 2023	Expressing empathy, via 'relate-to-self tellings' by mentors. Do in response to teachers' problem-tellings	USA: TESOL program at a large, mid-Atlantic research institution	Pre-service teachers	Video- and/or audio-recorded POF meetings
39	Yasar, D.I., & Gürbüz, N.	Yaşar & Gürbüz, 2023	How effective post-observation feedback sessions are perceived by teachers, what factors make feedback effective, and whether feedback has any impact on their practices	Turkey: university	In-service teachers on an in-service training programme run by a professional development unit	Interviews

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	Author(s)	Date	Focus/Aim	Location	Participants	Methods
40	Turan, P., & Aptoula, N. Y.	Turan & Yiğitoğlu Aptoula, 2023	Fluctuations in knowledge (a)symmetries in reflection- and evaluation oriented Sequences	Turkey: university	Pre-service teachers on an initial teacher education programme	Video-mediated recordings sequentially and functionally analysed using multimodal conversation analysis
41	Kanat Mutluoğlu, A., & Balaman, U.	Kanat Mutluoğlu & Balaman, 2023	Interactional, pedagogical, and technological processes involved in video-mediated post observation meetings oriented to pre-service teachers' online practicum teaching	Turkey: language teacher education university programme (undergraduate degree in English Language Teaching)	Pre-service teachers	Multimodal conversation analysis to examine the interactional management of the video-mediated post-observation conversations specifically focusing on the reflective talk that addresses reflection-for-action
42	Ahmad, M. F. B.	Ahmad, 2024	How video enhanced observation facilitates collaborative reflection among student teachers	Malaysia: university	Pre-service teachers	Video analysis
43	Bąk-Średnicka, A.	Bąk-Średnicka, 2024	Identify dialogic elements that constitute supportive, democratic, and open dialogue, which, in turn, fosters the development of the characteristics of a professional and empathetic teacher	Poland: university	Pre-service teachers	Linguistic ethnography with conversation analysis
44	Clark-Gareca, B., & Warkentin, T. B.	Clark-Gareca & Warkentin, 2024	What currently practicing teachers of multilingual learners retained of their supervisors' feedback from their student teaching days, and what nuggets of supervisory wisdom continue to resonate with them throughout their teaching careers	USA: public schools	In-service teachers	Questionnaire and interviews

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	Author(s)	Date	Focus/Aim	Location	Participants	Methods
45	Farr, F., & Riordan, E.	Farr & Riordan, 2024	Experiences of pre-service teachers and their tutors on their experiences of both online and in-person teaching and supervisory feedback practices	Ireland: University of Limerick	Pre-service MA TESOL students and their TP tutors	Face-to-face and online feedback, recorded break out room feedback sessions; survey
46	Inwang, V. I.	Inwang, 2024	Challenges faced by teachers and the role of an e-coaching intervention in providing support for these challenges	Nigeria: secondary schools	In-service teachers	Analysis of POF recordings, interviews and the e-coach's reflective diary
47	Kobayashi, E., & Kobayashi, M.	Kobayashi & Kobayashi, 2024	Affordances of a video-mediated POF	Japan: middle school	Pre-service teachers and mentors	Analysis of video recordings of POF conducted in Japanese followed by video-stimulated recalls
48	Mutlu-Gülbak, G., & Akcan, S.	Mutlu–Gülbak & Akcan, 2024	Improvement of supervisory skills among mentor teachers	Turkey: Department of Foreign Language Education at an English-medium state university in Istanbul	Seven mentor teachers in K-12 who work with student teachers in an English language teaching program	Reflection tasks with mentor teachers' responses
49	Sert, O.	Sert, 2024	The use of a digital video tagging tool in a teacher practicum, focusing on how the tool is used in post-observation reflection sessions by student-teachers and mentors and how this method contributes to teacher development	Sweden: secondary schools	Pre-service teachers and mentors working in upper secondary schools	Interviews Sequences

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	Author(s)	Date	Focus/Aim	Location	Participants	Methods
50	Tapia, B., & Evison, J.	Tapia & Evison, 2024	Perceptions of pre-service English as a Foreign Language teachers and supervisors of observation conferences and their role in teacher development in a training programme in Chile	Chile: university	Preservice – HE teacher training Chile	Questionnaire, semi-structured interviews
51	Karakaş A., & Yuksel, C.	Karakaş & Yükselir, 2025	The role of peer and instructor feedback on teachers' reflection types and levels during a video-mediated microteaching process	Turkey: language teacher education university programme	Third-grade pre-service EFL teachers	Pre– and post -observation forms, field notes, video recordings, focus group discussions, and peer/instructor feedback
52	Turan, P., & Yiğitoğlu Aptoula, N.	Turan & Yiğitoğlu Aptoula, 2025	Interactional structure of screen-sharing in video-mediated feedback sessions and the ways in which the virtual environment operates as a part of participants' interactional sense-making	Turkey: English-medium university	Pre-service teachers doing their senior year practicum course of a four-year teacher education undergraduate program	Conversation analysis of video recorded feedback meetings

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Appendix 2: Studies grouped by theme

Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
Perceptions							
2	Watson, A. & Williams, M.	2004	Evaluate the effectiveness of delayed debriefing in promoting reflective analysis compared to immediate debriefings	UK: two universities	Pre-service teachers on short Trinity TESOL courses.	Audio recordings of POF meetings Analysis examined topic initiation, use of modal verbs and types of reasoning talk	No details about observation given but the authors may assume the reader has some knowledge of the Trinity Cert.TESOL course and would therefor know that observation is assessed on this course: **evaluative observation**
7	Brandt, C.	2008	Teachers' experiences of feedback	Bahrain, Singapore, UK	Pre-service teachers on short teacher training courses: Trinity TESOL and CELTA (Cambridge ESOL certificate in teaching English to speakers of other languages)	Two phases over a four-year period, involved 95 participants in nine countries. Interviews, participant journals, questionnaires, shadowing trainees throughout a complete course.	Participants doing teaching practice (TP) on Trinity Cert.TESOL and CELTA courses. Trainees completed six hours of assessed TP, supervised by a tutor. Trainees were arranged into TP groups of four or five. Feedback was held after TP and all trainees in the group were required to attend to receive their own feedback and contribute towards peer feedback. Group feedback. **Evaluative observation**
13	Copland, F.	2012	Discourse practices that are legitimised in the feedback conference.	UK: CELTA courses at a private language school.	Pre-service CELTA trainees and tutors	Linguistic Ethnography. Analysis of transcripts, interviews, field notes, focus groups	Intensive CELTA course. Trainees did six hours of TP, all of which was observed, discussed in feedback conferences, and assessed. Feedback took place 30 minutes after the observation and lasted for about an hour. Trainers offered support and advice about teaching as well as acting as 'gatekeepers' to the English language teaching profession, through assessing the teaching as pass, borderline or fail. Trainees were expected to comment on their own lessons and on those of their peers in order to develop their ability to teach and to reflect. Group feedback. **Evaluative observation**

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
14	Eksi, G.	2012	Teachers' perceptions of peer feedback during microteaching activities	Turkey: English Language Teaching Department at a large state university	Pre-service teachers	Attitudinal questionnaires and a whole-class discussion.	Pre-service teachers performed microteaching presentations for 3 weeks. Peers acted as 'pupils' while observing the presentations with the aim of sharing opinions and participating in follow-up discussions. However, trainees did not actively participate in the feedback stage and seemed unhappy with the feedback they received. The trainer gave most of the feedback, with students rarely contributing. The reflection and feedback stage, aimed at providing trainees with deeper insights, did not work properly, prompting the researcher to determine the reasons why the trainees did not effectively share observations and join discussions. **Developmental observation**
17	Shah, S. R., & Al Harthi, K.	2014	Teachers' perceptions of classroom observation and feedback as part of instructional supervision.	Saudi Arabia; English Language Institute of a Saudi university	In-service teachers with at least 5 years of EFL teaching experience	Classroom observations; pre-and post-observation conferences; semi-structured interviews	In-service teachers working in an English language institute. Observations are evaluative with observers scoring teachers on a scale of 1-5 against given criteria focused a range of teaching aspects: effective use of classroom space and teaching resources, rapport with learners, classroom management skills, lesson delivery and execution of plan, linguistic competence of a teacher. and lesson components and its flow, i.e. warm up, effective instructions, monitoring, feedback and assessment, effective questioning, varied learner centred activities, subject knowledge, and the timing and pace of the lesson. Although positioned as peer observation, details suggest the evaluation to be evaluative. **Evaluative observation**

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
22	Martínez Agudo, J.	2016	Teachers' needs and expectations from their school mentors' feedback in the practicum setting	Spain: University	Pre-service English language teachers	Quantitative and qualitative research methodologies used. Questionnaire that contained both quantitative and qualitative questions, and semi structured interviews.	School-based practicum with feedback from school-based mentors. This study had participants from a second practicum placement for student teachers offered in the last semester of the programme. Pre-service teachers are observed by both their university tutors and their school-based mentors, but the study focused on pre-service teachers' expectations of their mentors. Not clear if the observation was evaluative or developmental.
23	Louw, S., Watson, T. & Jimarkon, P.	2016	Trainers' beliefs about the feedback they provide to examine congruences between these beliefs and practice	Thailand	Pre-service teacher trainers, on short intensive courses	Interviews and POF recordings	Data collected from one course which had 6 hours of TP. TP lessons lasted 90 minutes, were co-taught by two trainees and supervised by one of four course trainers. Feedback was conducted immediately after the lesson with the two trainees and the trainer. Following feedback, the trainer completed an evaluation of the TP by assigning a grade for each trainee on seventeen discrete elements of the lesson. **Evaluative observation**
24	Mehrpour, S., & Agheshteh,	2017	Views of teachers and supervisors on effective feedback	Iran, EFL, institutes in Tehran, Shiraz, and Gorgan.	In-service teachers	Semi-structured interviews, focus groups	No information given about the observation because the authors were collecting perceptions on feedback in general
30	Agheshteh, H., & Mehrpour, S.	2021	The possible uses or abuses of power when teacher supervisors exercise their authority in POF	Iran: Tehran, Shiraz, and Gorgan at the Iran Language Institute, Shiraz University Language Centre, and Safir Language Teaching Institute.	In-service teachers	Mixed-methods design, interviews, analysis of post-observation feedback recording, questionnaire	No information given about the observation because the authors were collecting perceptions on feedback in general

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
38	Yasar, D.I. & Gürbüz, N.	2023	How effective post-observation feedback sessions are perceived by teachers, what factors make feedback effective, and whether feedback has any impact on their practices.	Turkey: university	In-service teachers on an in-service training programme run by a professional development unit	Interviews	Observations were part of a one-year training course for teachers new to the institution, carried out by a professional development unit. Observations were intended to be reflective and non-directive. **Developmental observation**
44	Clark-Gareca, B., & Warkentin, T. B.	2024	What currently practicing teachers of multilingual learners retained of their supervisors' feedback from their student teaching days, and what nuggets of supervisory wisdom continue to resonate with them throughout their teaching careers.	USA: public schools	In-service teachers	Questionnaire and interviews	Participants from various institutions recruited via Facebook, social media, email and represented a range of teachers in various career points and pathways. Observations were not addressed – the authors focused only on participants' memories of supervisory feedback
45	Farr, F., & Riordan, E.	2024	Experiences of pre-service teachers and their tutors on their experiences of both online and in-person teaching and supervisory feedback practices	Ireland: University of Limerick	Pre-service MA TESOL students and their TP tutors	Face-to-face and online feedback, recorded break out room feedback sessions; survey	Participants did TP assessed observations as part of their course. **Evaluative observation**

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
46	Inwang, V. I.	2024	Challenges faced by teachers and the role of an e-coaching intervention in providing support for these challenges.	Nigeria: secondary schools	In-service teachers	Analysis of POF recordings, interviews and the e-coach's reflective diary.	Observations were part of an e-coaching intervention to support teachers dealing with challenges. The cycle included a pre-planning session as well as observation and feedback. Observations were filmed and the observer watched the recorded lesson. **Developmental observation**
50	Tapia, B. & Evison, J.	2024	Perceptions of pre-service English as a Foreign Language teachers and supervisors of observation conferences and their role in teacher development in a training programme in Chile	Chile: university	Preservice – HE teacher training Chile	Questionnaire, semi-structured interviews	School-based TP. No other information about observations so unable to tell if they were developmental or evaluative.
Reflection							
3	Hyland, F., & Lo, M. M.	2006	How university tutors give feedback to ESL student teachers, how the feedback affects the student teachers and how power differences influence their responses.	Hong Kong: university	Pre-service teachers and their university tutors.	Case study methodology used written feedback sheets, interviews with university tutors, recordings of feedback meetings, and follow-up stimulated recall interviews with the student teachers	Teaching practicum on a PGCE course. During their teaching practicum the student teachers were each observed by two different university tutors. These observations served both formative and summative assessment purposes. **Evaluative observation**

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
4	Hobbs, V	2007	The problematic nature of required reflective practice	UK: university	Pre-service teachers on a short training course	Ethnographic research methodology, enrolling as a course participant; field notes, audio-recorded informal interviews and conversations, questionnaires, course documents, CPs' teaching practice journals, and follow-up emails	Participants were on a Trinity Cert.TESOL course which, although not stated in the article, requires 6 hours of assessed TP. No information given about observations – the article focuses on a TP journal that participants had to keep which gives some insight into observations through example prompts. These included asking course participants to reflect on objectives, stages and learners. **Evaluative observation**
9	Copland, F., Ma, G., & Mann, S.	2009	Reflection in feedback	UK and South Africa	Pre-service teachers and tutors on CELTA courses	Recordings and transcription of POF meetings, interviews, questionnaires and reflective writing tasks	CELTA courses which involve 6 hours of assessed TP. Group feedback. **Evaluative observation**
15	Engin, M.	2013	Examples of trainer talk that scaffold trainee teachers' understanding of teaching	Turkey: English-medium university MA programme for teacher trainees, qualifying them to teach in Turkish high schools	Pre-service teacher trainees in their final year training	Recorded post-observation feedback sessions	Trainees in their final year of an MA which would confer them qualified teacher status to teach English in high schools. Trainees did TP in schools but the article doesn't give information about observations, including whether or not they were assessed.

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
16	Waring, H. Z.	2013	How mentors encourage teacher reflection	USA: university MA TESOL program	Preservice teachers and mentors	Video recorded post observation meetings, conversation analysis as an analytical tool.	Teaching practicum but no further observation details given, including whether or not observations were assessed.
18	Engin, M.	2015a	Scaffolding talk and context	Turkey; English-medium university	Pre-service teachers	POF sessions recorded and transcribed. Analysis used Maybin, Mercer, and Stierer's six features of scaffolding as a framework	Students in the final year of a combined BA/MA course which confers qualified teacher status. Teaching practicum course carried high stakes – this course carried the majority of the credits required for students to graduate and get a job. **Evaluative observation**
19	Engin, M.	2015b	How a written artefact (running commentary) guides or constrains the pedagogical conversation between tutor and student teachers, and how it represents the power and authority of the tutor and the teacher education establishment.	Turkey. Faculty of Education in an English-medium university	Pre-service teachers	recorded and transcribed feedback sessions. Running commentaries	Students in the final year of a combined BA/MA course which confers qualified teacher status. No details given about whether observations were evaluative or developmental.
20	Baecher, L., & McCormack, B.	2015	How video-based observation may alter the nature of post-observation (POC) talk between supervisors and teacher candidates. Comparison of video-based and in-person feedback	USA: urban public university in the northeast US.	Pre-service teachers on a TESOL master's program	Video-recorded POF meetings and in-person observations. Conversation analysis used to code the POC talk, combined with an interactional-sociolinguistic approach to understand the roles of teacher educators and how communicative actions were interpreted,	Teacher candidates completed 30 weeks of supervised teaching across their two final semesters. Each teacher candidate was assigned a university field supervisor who observed them two times on-site, and one time via video in each practicum, for a total of six formal observations over two semesters. After each observation, the supervisor evaluated the lesson according to a standard rubric that covered eight domains of teaching. **Evaluative observation**

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
21	Louw, S. & Billsborrow, T.	2016	How private schools in Cambodia utilize observation and subsequent feedback, and the purpose ascribed to them by both the school administration and the teachers	Cambodia: private schools	In-service English language teachers and supervisors	Teachers surveyed, academic managers interviewed	Observations were viewed as primarily evaluative by teachers and observers. Teachers reported observations happening frequently and most often conducted by the director or head teacher. Observations are bureaucratically imposed rather than a negotiated and democratic event. **Evaluative observation**
32	Bates, P. & Donaghue, H.	2021	Synchronous computer-mediated communication (SCMC) as a peer feedback tool with teacher trainee	UK: university	Pre-service teachers	Analysis of chat feeds	Assessed TP during a CELTA course which has 6 hours assessed TP. Group feedback. **Evaluative observation**
35	Gakonga, J & Mann, S.	2022	Effective aspects of a mentor relationship	UK: University Pre-service (mentee) and experienced (mentor) teachers on two strands of the same MA TESOL course	Audio-recordings of post-observation feedback, recordings of reflection meetings between participants and researcher		Peer observation model in which a student on the MA TESOL strand for more experienced teachers observes and gives feedback to a student on the strand for new/inexperienced teachers. Pairs meet before and after the observation and the observer/mentor also gave written feedback. **Developmental observation**
36	Nguyen, H. T. T.	2022	How feedback was used to mediate pre-service teachers' learning	Vietnam: teacher training institution	Pre-service teachers, school mentors and university tutors, English language teacher education programme.	Qualitative methods. Data- participant observation, semi-structured interviews, and document review.	Teaching practicum during a 4-year English language teacher training programme. Course participants do the practicum in secondary schools under the supervision and guidance of school mentors. The students observe the mentors' and peers' lessons, teach a minimum of six lessons for assessment, and complete other teaching-related responsibilities. **Evaluative observation**

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
38	Topal, P. & Yiğitoğlu Aptoula, N.	2022	Observers' reflection	Turkey, Istanbul: private English preparatory school	In-service English	Micro-analysis of video recordings of POF using conversation analysis	In-service teachers, peer observation. Although the article is positioned as peer observation, the peer observers are accompanied by a 'level coordinator' manager, the purpose is to improve practice and reach '*a quality standard amongst school's practitioners',* written feedback forms are submitted to the administration, and observers mark the teachers on a scale of 1 to 5. **Evaluative observation**
40	Turan, P. & Yiğitoğlu Aptoula, N.	2023	Fluctuations in knowledge (a)symmetries in reflection- and evaluation oriented sequences	Turkey: university	Pre-service teachers on an initial teacher education programme.	Video-mediated recordings sequentially and functionally analysed using multimodal conversation analysis.	Senior-year practicum course of an initial teacher education program. No details given about the observation so unable to tell if they were evaluative or developmental.
41	Kanat Mutluoğlu, A. & Balaman, U.	2023	Interactional, pedagogical, and technological processes involved in video-mediated post observation meetings oriented to pre-service teachers' online practicum teaching	Turkey: language teacher education university programme (undergraduate degree in English Language Teaching)	Pre-service teachers	Multimodal conversation analysis to examine the interactional management of the video-mediated post-observation conversations specifically focusing on the reflective talk that addresses reflection-for-action	Practicum (in high school) on a language teacher education programme. Students complete 2 semesters of practicum. Student teachers teach with a school-based teacher and a university tutor observes at least 4 hours. No further details are given about the observations so unable to tell if they were evaluative or developmental.
42	Ahmad, M. F. B.	2024	How video enhanced observation facilitates collaborative reflection among student teachers.	Malaysia: university	Pre-service teachers	Video analysis	No details given about observations

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
43	Bąk-Średnicka, A.	2024	Identify dialogic elements that constitute supportive, democratic, and open dialogue, which, in turn, fosters the development of the characteristics of a professional and empathetic teacher.	Poland: university	Pre-service teachers	Linguistic ethnography with conversation analysis	Practicum with third year students specialising in TESOL. **Evaluative observation**
47	Kobayashi, E., & Kobayashi, M.	2024	Affordances of a video-mediated POF	Japan: middle school	Pre-service teachers and mentors	Analysis of video recordings of POF conducted in Japanese followed by video-stimulated recalls	Supervision of pre-service teachers during in-school practicum with school-based mentors. There were two post observation feedback meetings: one with the school-based mentor and one with a visiting university-based teacher educator. No details given about whether either observation was assessed.
49	Sert, O.	2024	The use of a digital video tagging tool in a teacher practicum, focusing on how the tool is used in post-observation reflection sessions by student-teachers and mentors and how this method contributes teacher development	Sweden: secondary schools	Pre-service teachers and mentors working in upper secondary schools	Interviews	Practicum with student teachers and school-based mentors in upper secondary schools. No details given about whether these observations are assessed.

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
51	Karakas. A & Yuksel, C.	2025	The role of peer and instructor feedback on teachers' reflection types and levels during a video-mediated microteaching process.	Turkey: language teacher education university programme	third-grade pre-service EFL teachers	Pre - and post - observation forms, field notes, video recordings, focus group discussions, and peer /instructor feedback.	Microteaching with students on a language teacher education programme, on a teaching language skills course. For their microteaching sessions, students taught in groups in twos or threes. Each week, two or three groups performed their microteaching, which lasted between 35 and 40 minutes. Each session was video recorded for later viewing for reflective purposes. No further details are given about who was involved in the microteaching (e.g. who the students were) or whether or not the microteaching was assessed.
52	Turan, P. & Yiğitoğlu Aptoula, N.	2025	Interactional structure of screen-sharing in video-mediated feedback sessions and the ways in which the virtual environment operates as a part of participants' interactional sense-making	Turkey: English-medium university	Pre-service teachers doing their senior year practicum course of a four-year teacher education undergraduate program	Conversation analysis of video recorded feedback meetings	Language teaching practicum with students in their senior year of an initial teacher education course. University practicum supervisors observed trainee teachers. No details given about whether observations were evaluative or developmental.
Relationships (Identity)							
6	Vásquez, C.	2007	Construction of identities in POF talk	USA: university MA-TESOL programme	In-service teachers	Analysis of oral narratives in POF meetings	Teaching practicum. No details about whether observations were evaluative or developmental.
8	Urzúa, A., & Vásquez, C.	2008	Teacher identity construction in feedback	USA: North American university	Pre-service teachers and tutors	Audio recorded and transcribed POF meetings	Teaching practicum. No details about whether observations were evaluative or developmental.
10	Vásquez, C., & Urzúa, A.	2009	Teacher identity construction in feedback	USA: MA-TESOL programme	Pre-service teachers	Recordings of POF sessions	Teaching practicum. No details about whether observations were evaluative or developmental.

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
27	Donaghue, H.	2020a	Language teacher identity negotiated in POF	UAE: federal tertiary institution	In-service teachers and supervisors	Linguistic ethnography. Audio recorded feedback meetings, semi-structured interviews. Analysis included conversation analysis	In-service teachers being observed as part of a probationary or three contract appraisal. High stakes observation which contributed to decisions about renewing employment contracts. Observers are managers who use an institutional observation form with 3 pages of assessment criteria. Teachers are scored on a scale of 1-4 for each criterion. **Evaluative observation**
28	Donaghue, H.	2020b	Identities constructed and negotiated during work-based talk between in-service English language teachers and a supervisor during dyadic post-observation feedback meetings.	UAE: federal tertiary institution	In-service teachers and supervisors	Linguistic ethnography. Audio recorded feedback meetings, semi-structured interviews. Analysis included conversation analysis	In-service teachers being observed as part of a probationary or three contract appraisal. High stakes observation which contributed to decisions about renewing employment contracts. Observers are managers who use an institutional observation form with 3 pages of assessment criteria. Teachers are scored on a scale of 1-4 for each criterion. **Evaluative observation**
29	Donaghue, H.	2020c	The use of display questions to construct positive identities in post observation feedback talk	UAE: federal tertiary institution	In-service teachers and supervisors	Linguistic ethnography. Audio recorded feedback meetings, semi-structured interviews. Analysis included conversation analysis	In-service teachers being observed as part of a probationary or three contract appraisal. High stakes observation which contributed to decisions about renewing employment contracts. Observers are managers who use an institutional observation form with 3 pages of assessment criteria. Teachers are scored on a scale of 1-4 for each criterion. **Evaluative observation**

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
Relationships (Face)							
1	Vásquez, C.	2004	How supervisors give advice and suggestions	USA: intensive English Program housed in the English department of a public university	Supervisors and teaching assistants	Transcribed post-observation meetings, supported by questionnaires, interviews, and staff meeting transcripts.	Teachers on an intensive English programme housed in the English department of a university. Although the four teaching assistantsin the study were enrolled in an MATESOL programme, the observations were not part of this course but rather part of the English programme provision, with programme administrators observing teachers during each semester of the academic year, conducted for the program administrators to gain an understanding of what is happening in each class, and also for program administrators to offer guidance and support to the teachers. Not stated whether this description was developmental or evaluative.
11	Copland, F.	2011	Negotiation of face	UK: adult education college	Pre-service teachers and trainer on CELTA courses	Recorded feedback sessions, interviews, focus groups, fieldnotes. Linguistic ethnography	Assessed TP during a CELTA course which has 6 hours assessed TP. Group observation and feedback. **Evaluative observation**
25	Waring, H. Z.	2017	Mentors provide constructive feedback to teachers without causing defensiveness or resistance.	USA: university graduate TESOL programme	Pre-service teachers	Video-recorded post-observation conferences	Course instructors (observers) and student teachers during teaching practicum. Observations were assessed. POF meetings were on average 20 minutes with some being as short as 10 minutes and others as long as 30 minutes. The goal was to help the student teachers improve their performance over the course of a semester. **Evaluative observation**

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
31	Donaghue, H.	2021	Negotiation of face when teachers contest or manage supervisors' critical account requests during post observation feedback meetings.	UAE: federal tertiary institution	In-service teachers	Linguistic ethnography. Audio recorded feedback meetings, semi-structured interviews. Analysis included conversation analysis	In-service teachers being observed as part of a probationary or three contract appraisal. High stakes observation which contributed to decisions about renewing employment contracts. Observers are managers who use an institutional observation form with 3 pages of assessment criteria. Teachers are scored on a scale of 1-4 for each criterion. **Evaluative observation**
33	Wagner, S & Lewis, K, B.	2021	How and why teacher engages in complaining in POF	USA: Large, mid-Atlantic research institution	Pre-service teacher practicum.	Video-recorded post-observation meetings (POMs)	Teaching practicum. No details about whether observations were evaluative or developmental.
34	Batlle, J. & Seedhouse, P.	2022	Interactional infrastructure developed between observers and observees after a negative assessment during peer observation feedback.	Spain: private Spanish as a foreign language school in Barcelona	In-service Spanish as a Foreign Language teachers; peer observation	Video-recorded post-observation	Peer observation. Participation was voluntary. Strong and formal and informal relationship between participants. Explicitly stated as **developmental observations**. The focus was on the establishment of a reflective practice process. Although the scheme was not mandatory and teachers did not receive any incentive, all of them joined the activity. The feedback style can be considered as collaborative as both the observer and the observee were working as equals beforehand.

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
38	Lewis, K. B., & Wagner, S.	2023	Expressing empathy, via 'relate-to-self tellings' by mentors do in response to teachers' problem-tellings.	USA: TESOL program at a large, mid-Atlantic research institution	Pre-service teachers	Video- and/or audio-recorded POF meetings	Mentors are assigned to observe TESOL student teachers three times during their practicum teaching semester. While mentors in this context do not assign a grade to teachers, they write a report highlighting strengths and areas for improvement that is sent to the teacher and their practicum instructor.
Observer training							
5	Vásquez, C. & Reppen, R.	2007	Longitudinal action research in which two observers analysed their feedback talk over two semesters after a mid-year intervention aimed at maximising student teacher reflection	USA: Northern Arizona University, Master of Arts degree in the Teaching of English as a Second Language.	Pre-service teachers and supervisors	Longitudinal action research. Data analysis of POF recordings focused on identifying patterns in how teachers participate in meetings, looking at who speaks, how often, and the nature of their contributions.	Study conducted at an Intensive English Programme, closely associated with an MA TESOL. And serving as an educational resource at which several students in the MA program can gain practical ESL teaching experience. Most typically, MA students are contracted for one year to teach ESL part-time in the IEP during their second, and final year of graduate coursework. The authors were observing supervisors. No explicit details given on whether observations were assessed but the description suggests observations may have been developmental.
12	Le, P. T. A., & Vasquez, C.	2011	Strategies adopted by mentors and teachers' perceptions of the feedback they received.	USA: English Language Institute (ELI) of a public university in the Southeast USA	Pre-service teachers and mentors on a MA programme	Discourse analysis of recorded POF meetings; interviews	Teaching internship (in a language centre), observations part of the MA programme. No details about whether observations were assessed.

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Appendix 1 entry	Author(s)	Date	Focus/Aim	Location	Participants	Methods	Observation details
26	Baecher, L., Browne Graves, S., & Ghailan, F.	2018	Evaluation of an initiative in which clinical supervisors were invited to investigate their post-observation conversations using video in a self-development group.	USA: TESOL Master of Arts programme leading to P-12 state teaching certification within a college of education at a large, urban public university in the northeast US.	Supervisors	Exploratory, qualitative design; document analysis, questionnaires, and transcriptions of a focus group conversation	In the program, teacher candidates complete 30 weeks of supervised teaching in English as a second language in public school classrooms.Each teacher candidate is assigned a university field supervisor who observes them two times onsite at their school, and one time via video each semester, for a total of six formal observations over two semesters. After each observation, the supervisor evaluates the lesson according to a standard rubric that covers eight domains of TESOL. Performance is evaluated by the supervisor and a grade is given for the observed lesson. **Evaluative observation**
48	Mutlu-Gülbak, G., & Akcan, S.	2024	Improvement of supervisory skills among mentor teachers	Turkey: Department of Foreign Language Education at an English-medium state university in Istanbul	Seven mentor teachers in K-12 who work with student teachers in an English language teaching program	Reflection tasks with mentor teachers' responses	Student teachers do two semesters of teaching practicum. Mentor teachers from the public schools where the practicum takes place are observers. These observers did an online training programme. No details about whether the observations that mentors carry out are assessed or not.

Helen Donaghue is a senior lecturer in academic development at Queen Margaret University, Edinburgh. Her research is situated at the nexus of language and education. Her research interests include post observation feedback, institutional and dialogic talk, assessment and feedback in higher education, and doctoral pedagogy. She is co-author (with Fiona Copland) of *Analysing Discourses in Teacher Observation Feedback*, part of the Routledge Studies in Applied Linguistics series.

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