

Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Pre-service Teachers' Perspective

Dr. Rachel Koross

University of Eldoret, School of Education,

Department of Social Sciences

P.O Box 1125-30100 Eldoret, Kenya.

Type of Review: Peer Reviewed

DOI: <http://dx.doi.org/10.21013/irajems.v4.n2.p7>

How to cite this paper:

Koross, R. (2016). Micro Teaching an Efficient Technique for Learning Effective Teaching Skills: Pre-service Teachers' Perspective. *IRA International Journal of Education and Multidisciplinary Studies* (ISSN 2455–2526), 4(2), 289-299.

doi:<http://dx.doi.org/10.21013/irajems.v4.n2.p7>

© Institute of Research Advances



This work is licensed under a [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) subject to proper citation to the publication source of the work.

Disclaimer: The scholarly papers as reviewed and published by the Institute of Research Advances (IRA) are the views and opinions of their respective authors and are not the views or opinions of the IRA. The IRA disclaims of any harm or loss caused due to the published content to any party.

ABSTRACT

Micro teaching is a method that has been used since 1960s in teaching and learning environments to enhance prospective teacher' instructional experiences. Microteaching is a remarkable technique that is used in teacher education programs to offer valuable opportunities for trainee teachers to develop effective teaching strategies. The main purpose of this paper is to examine the experiences, competencies, and perceptions of 100 pre-service teacher trainees from the Kiswahili language Education program in the school of education, University of Eldoret Kenya. A combinations of quantitative and qualitative techniques were used and a questionnaire and focus group interview were used to collect data from the respondents. The findings indicate that prospective teachers gained a variety of experiences and competencies from micro teaching and that majority of them have positive attitudes toward micro teaching as a training technique.

Key words: Micro teaching, Efficient technique, Teaching Skills, Pre service Teachers

1. INTRODUCTION

Today the Kenyan government gives great support to education and one of the supported sectors is teacher training. This is because it is known that the economic prosperity and good quality of any nation depends upon the development of human resources of that nation. Different factors have effect in improving education and one of the most important factors in improving the quality of education and the teaching process is the teacher. The teacher has the key role in any education process. Teaching is a process that enhances behavioural changes in learners and involves informing, persuading, illustrating, demonstrating, guiding and directing. Therefore, the most important role of the teacher in a school is to guide and direct students while providing knowledge. With this role, the teacher shapes the terminal behaviors of the students, helps the student to have positive relationships and makes them skillful. Hence, it is very important to train teachers who can compete with the rapidly developing age. From the traditional perspective, the teacher is the source and transmitter of knowledge; however, nowadays the teacher has become the guide of the students throughout the learning process. This new role requires the teachers of today to attain new competencies and attitudes, which creates an obligation to review and revise the teacher education training programmes (Liston, Whitcomb,&Borko,2006). Therefore, for this purpose we need highly competent teachers for imparting these competencies. It is essential that teachers imparting these competencies should have the capability to perform their task efficiently. Otsupius (2014) states that the complexity of a teaching situation can be overwhelming, hence to deal effectively with it, teachers must not only have a good knowledge of the subject in hand, but also some communication skills such as ability to observe, supervise, lead a discussion and pose questions. All these skills can be attained by the use of micro teaching technique while training. Also it is difficult to self assess one's own abilities and we benefit from colleagues' feed back to recognize our strength and identify areas for possible improvement which is a component of micro teaching. The art of teaching does not merely involve a simple transfer of knowledge from one to another. Instead, it is a complex process that facilitates and influences the process of learning. Otsupius (2014) further indicates that the quality of a teacher is estimated on how much the students understand from his/her teaching. Therefore the classrooms cannot be used as a learning platform for acquiring primary teaching skills. The pedagogic skill for teaching can be acquired only through more structured and cheaper training techniques by the introduction of microteaching.

Micro teaching has been adopted by a number of teacher education institutions that have become committed to it as a powerful tool in teacher training. Micro teaching method has been widely used in pre-service teacher education because it offers new and different opportunities to pre-service teachers about the planning and implementation of new teaching strategies. Micro teaching has an important place in preparation for the teaching profession because of its potential to emphasize the relationship between

theory and practice (Ajayi-Dopemu and Talabi, 1986). The use of microteaching offers valuable opportunities for trainee-teachers to develop effective teaching strategies. Understanding the perceptions and concerns of student teachers is crucial for promoting teacher education programs' outcomes. Micro teaching helps to promote real-time teaching experiences. The core skills of micro teaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent. Moreover, Microteaching is a technique in teacher education which provides a transition from theory to real teaching situations (Çelik, 2001). Allen and Eve (1968) defined microteaching as a system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions. Microteaching is one of the efforts by the pre-service teachers to transfer the knowledge and skills into action, and thus, they try to bridge the gap between the theory and practice (Gürses, Bayrak, Yalçın, Açıkıldız & Doğar, 2005). This technique is an excellent way to build up skills and confidence, to experience a range of lecturing/tutoring styles and to learn and practice giving constructive feedback. Microteaching gives instructors an opportunity to safely put themselves "under the microscope" of a small group audience, but also to observe and comment on other people's performances. As a tool for teacher preparation, microteaching trains teaching behaviors and skills in small group settings aided by video-recordings. In a protected environment of friends and colleagues, teachers can try out a short piece of what they usually do with their students, and receive a well-intended collegial feedback. A microteaching session is a chance to adopt new teaching and learning strategies and, through assuming the student role, to get an insight into students' needs and expectations. It is a good time to learn from others and enrich one's own repertoire of teaching methods. Most of the pre-service teacher education programs widely use micro teaching, and it is a proven method to attain gross improvement in the instructional experiences. Effective student teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be effective, skills and practices of microteaching needs being implemented (Ambili, 2013).

The purpose of this paper is to show that microteaching has the potential to impact pre- service teachers' competencies, beliefs and attitudes and to provide students with valuable teaching experiences and make them aware of the benefits and relationships between theory and practice. Within the traditional theory/practice dichotomy, there has always been an assumption that student teachers will be able to transfer the pedagogical theories and approaches they learned in universities to their future classes in schools (Kubukcu, 2010; Fernandez and Robinson, 2007; Johnson, 2006). Furthermore, a microteaching program provides pre-service teacher-trainees with a simulated situation to put the theories that they have learned into practice and to develop confidence and teaching skills while conducting a mini-lesson to their colleagues. Microteaching is also intended to provide teacher trainees with additional practical experience before they start their practice in real classes.

1.2 BACKGROUND

Micro teaching was first used in medicine at Stanford University in 1960s to promote the quality of students (Cruickshank & Metcalf, 1993) and then it was applied in teacher training for the same purpose (He & Yan, 2011). Görgen (2003) states that pre-service teachers can experience real teaching situations with microteaching, and they have the opportunities to transfer their teaching knowledge into practice. Thus, it can be said that micro teaching can provide the possibility of forming a trial situation for teaching activities. In microteaching, pre-service teachers find opportunities to develop skills to prepare lesson plans, choose teaching goals, check students' attention, speak in front of group, ask questions, managing time effectively, and assessment techniques (Kılıç, 2010). In this way, pre-service teachers improve their classroom management skills. It also provides expert supervision and a constructive feedback and above all it provides for repeated practice without adverse consequences to the teacher or his students (Anantha krishnan, 1993). The micro teaching practices improve both student's and teachers' self-confidence and the teaching skills. Research indicates that micro teaching is useful in that pre-service teachers can gain much when micro teaching technique is used. Görgen (2003), in his research with 24 pre-service teachers, found out that the views of pre-service teachers pose some differences before and after micro

teaching. Similarly, He & Yan (2011), in the research with 60 students, indicated that micro teaching has remarkable effect on the professional development of the students. Küçüköğlü, Köse, Taşgın, Yılmaz, & Karademir (2012) carried out a research to determine the effect of micro teaching on teaching skills. It was an experimental study with 40 pre-service teachers. The findings of the research show that the pre-service teachers who applied micro teaching in training had fewer challenges than those who had no micro teaching activities. Researchers recommend that teacher training programs should adopt training techniques and experiences that provide student teachers with opportunities to be involved in exploring pedagogical experiences, self-reflection and critical analysis of teaching (Fernandez, 2010). Grossman and McDonald (2008) indicated that such opportunities allow student teachers to experiment with aspects of practice and then learn from that experience. Micro teaching application is considered a suitable approach to meet the above-mentioned recommendations. It is on this background that this paper highlights on micro teaching as an efficient technique for learning effective teaching skills

1.3 STATEMENT OF THE PROBLEM

Micro teaching is a technique that is used in all Kenyan universities to train teachers and it is strongly believed that it is an effective method of training. It has been observed that some of the student teachers seem to enjoy this experience while others struggle to get through the whole process of practicing to learn how to teach. Hence, it is vital to conduct a thorough investigation to find out about the learners' perception, experiences and competencies on the whole process of micro teaching. Ultimately, the findings of this study will assist course instructors to review the program and meet students' needs and expectations.

1.4 OBJECTIVES

- 1) To establish pre- service teachers' perception on the impact of micro teaching on their teaching competencies.
- 2) To find out the pre- service teachers' experiences during micro teaching and its impact on student training.
- 3) To examine the attitude of the pre- service teachers towards micro teaching.

2.0 LITERATURE REVIEW

2.1 Micro teaching Technique in Education

A teaching skill is a set of teaching behaviors of the teacher which is especially effective in bringing about desired changes in pupils' behavior. Otsupius (2014) indicates that micro teaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe. In micro teaching practice, lesson duration is short (5-20 minutes) and the number of the students is few (not more than 20) (Külahçı, 1994). It scales down the complexity of real teaching as immediate feedback can be sought after each practice session. Micro teaching has various phases of acquiring skills; knowledge acquisition phase is the preparatory pre-active phase in which the teacher gets trained on the skills and components of teaching through lectures, discussion illustration and demonstration of skills by experts. In the interactive skill acquisition phase the teacher plans a micro lesson for practicing the demonstrated skills. In respect to subject, teachers work to meet only one teaching skill. Micro teaching is a cycle which starts with planning. As shown in Figure 1, the process includes; Planning, teaching, criticizing, re-planning, re-teaching and re-criticizing (Peker, 2009).

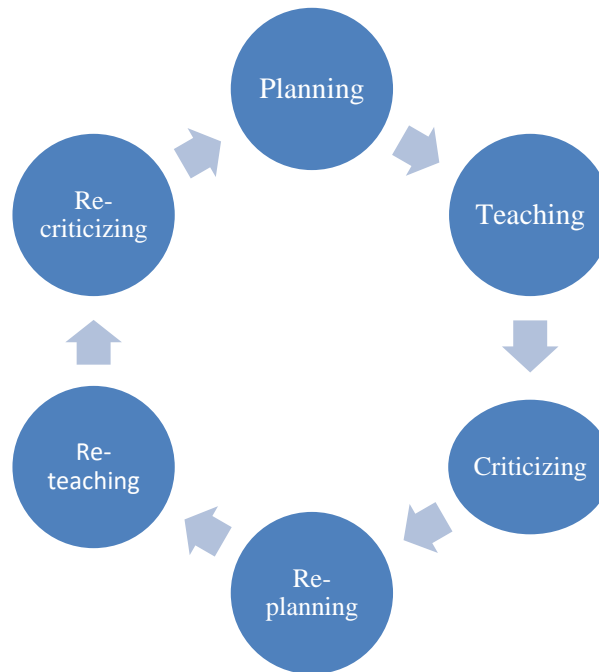


Figure 1: Stages of micro teaching

In the planning process, pre-service teachers are required to prepare the scheme of work, instructional media and the lesson plan before the lesson. This also includes the psychological preparedness of the pre-service teacher. In the teaching stage, the pre-service teachers perform micro lessons to real students (a micro class) that were planned and prepared by them. Also, these lesson presentations are recorded by video camera or portable receivers. After that pre-service teachers will watch the video recording after the teaching session. In the critique stage, pre-service teachers' micro lessons are reviewed, discussed, analyzed and evaluated (Çelik, 2001). Pre-service teachers take criticisms and suggestions from the guide teacher and their colleagues. According to the given suggestions, pre-service teachers prepared the lesson plan again and re-teach micro lessons to the same group. Also, the second micro lessons are recorded by video camera or portable receivers. After watching the second micro lessons, the teacher and peers present their critiques which are about the worst or better sides between first and second micro lessons. The end of the process of microteaching practices gives pre-service teachers the opportunity to evaluate their strengths, weaknesses and tries to improve weak sides (Ekşi, 2012). The micro teaching process has been established by many researchers to be an effective technique for learning effective teaching skills. Peker (2000) established that most of the fears of teachers disappeared at the end of the micro teaching process, and extended micro teaching practices are seen to be equivalent to a one-year trainee teacher experience. This explains why most of the pre-service teacher education programs widely use micro teaching as it is a proven method to attain gross improvement in the instructional experiences.

2.2 Related studies

Many studies have shown that the traditional teacher education programmes were inadequate in preparing pre-service teachers for the real classroom environment in the future (Rüppell, 2001). Although what a good lesson should be or what qualifications a good teacher should have is learnt theoretically, the complexity of the course environment requires a lot more than theoretical knowledge. Asking questions, managing discussions, and applying the principles of classroom management are among various skills that need to be used. How pre-service teachers should display these skills in a classroom environment is an issue that traditional teacher education programs usually fail to address (Frye, 1988). This study looks

at micro teaching as an effective teaching technique that can bridge the gap between the traditional and modern teaching methods.

Micro teaching application has gained popularity as a practical training tool in pre-service teacher education programs in the world ever since its emergence in the 1960s, the practice of microteaching has evoked scholars to carry out various studies in this area. (Fernandez, 2010; Lu, 2010; Britton and Anderson, 2010; Seferoglu, 2006; Amobi, 2005 ;).

Amobi (2005) examined the reflective outputs of 31 secondary education pre-service teachers during a second micro teaching session and concluded that student teachers considered micro teaching as a favorable and meaningful learning experience. Seferoglu (2006) examined the reflections of 176 ESL prospective teachers at Ankara's Middle East Technical University in Turkey on the methods of teaching and the clinical aspects of the English education program and established that students emphasized their needs for more opportunities to practice teaching through micro teaching application. In an another study, Fernandez and Robinson (2007) investigated the perceptions of 74 student teachers at Florida State University about MLS and the findings show that the students in this research overwhelmingly expressed that the opportunity to apply in practice the pedagogical theories they learned in the course was extremely beneficial. They indicated that they had spent a lot of time talking about theories while they needed the chance to try the theories and get feedback on their actual performance. At the end, student teachers appreciated other people's views and feedback about their teaching performance and they acknowledged the great benefits of reflection in learning the art of teaching. In a relevant study, Ogeyik (2009) investigated the attitudes of teacher trainees at Trakya University in Turkey regarding the benefits and disadvantages of micro teaching and concluded that the use of micro teaching in a teacher-training program could promote effective teaching strategies and reflective practices among student teachers. In a study of peer coaching, Britton and Anderson, (2010) investigated the influence of peer coaching on classroom teaching practices of pre-service student teachers and established that participants had positive views about peer coaching as they saw it as a simple process to teach and easy to learn. Participants also found peer coaching useful because it provided them with opportunities to observe and communicate with their colleagues and that peer coaching assisted in altering and developing teaching practices. Support for the findings of this study was reported by Lu's (2010) review of peer coaching literature from 1997-2007. Lu reported that peer coaching was found to be beneficial in pre-service programs as it helps student teachers develop professionalism. The present study examined the pre-service teachers' attitudes, competencies and experiences in relation to micro teaching technique.

2.3 The advantages of micro teaching

A micro teaching session is much more comfortable than real classroom situations, because it eliminates pressure resulting from the length of the lecture, the scope and content of the matter to be conveyed, and the need to face large numbers of students, some of whom may be inattentive or even hostile. Another advantage of micro teaching is that it provides skilled supervisors who can give support, lead the session in a proper direction and share some insights from the pedagogic sciences.

2.4 Objectives of Microteaching

The main objectives of micro teaching as stated by Otsupius (2014) are that it enables teacher trainees to learn and assimilate new teaching skills under controlled conditions, enables teacher trainees to master a number of teaching skills, the teacher trainees gains confidence in teaching, understand the concept and principles underlying micro teaching. Also the student can analyze the complex process of teaching into essential micro teaching skills and comprehend the procedure of micro teaching for developing teaching skills.

3.0 Methodology

A questionnaire and focus-group interview questions were developed and used to collect the required data. A sample of 100 third year pre-service students from the school of education university of Eldoret was used whereby they were each given the 22 item questionnaire to respond to the questions and focus group interviews were held with the 10 groups each consisting of 10 pre service teachers. The used questionnaire was a five-point Likert scale extending from strongly agree, agree, undecided, disagree and strongly disagree. The pre-service teachers were organized into focus-groups of ten students, and a leader was assigned for each group. An intensive training session had been conducted to all group leaders to explain how to conduct the interviews with their colleagues. The reason for involving students in interviewing their peers was that prospective teachers were expected to be more open and to speak more freely if they were interviewed by their colleagues. Besides the group leaders' interviews with pre service teachers, the researchers interviewed four groups.

4.0 Results and Discussion

4.1 Students' teachers' perception on the impact of micro teaching on their teaching competence

The findings of this study have been discussed as per the research questions. The research sought to establish pre- service teachers' perception on the impact of micro teaching on their teaching competencies and the findings as shown on Table 1 indicate that majority of the pre- service teachers agree that micro teaching has an impact on their training. When asked if it helped them develop awareness of their teaching competencies, 65 (65%) of the pre- service teachers strongly agreed with this statement while 30 (30%) agreed 2 (2%) were undecided and 3 (3%) disagreed. They were also asked if it helped them improve their instructional planning skills and it was established that majority of the pre- service teachers 65 (65%) of them strongly agreed 30 (30%) agreed 4 (4%) were undecided and 1 (1%) student disagreed. Concerning the statement that it helped them develop actual teaching skill that they will need later, it was found that 60 (60%) pre- service teachers strongly agreed 38 (38%) agreed and 2 (2%) were undecided. When asked if it gave them an opportunity to apply learnt teaching skills it was shown that 70 (70%) pre- service teachers strongly agreed 28 (28%) agreed and 2 (2%) were undecided. Also when asked if it enabled them discover their teaching strengths and weaknesses it was established that 82 (82%) of the pre- service teachers strongly agreed with this statement and 18 (18%) of them agreed. Another statement was that micro teaching gave me an opportunity to learn by observing others and the findings indicate that 56 (56%) of the pre- service teachers strongly agreed 40 (40%) agreed while 2 (2%) were undecided and 2 (2%) disagreed. They were also asked if it made them aware of what makes a good teacher and the findings show that 75 (75%) of the pre- service teachers strongly agreed 20 (20%) agreed and 5 (5%) were undecided. Also when asked if it gave them an opportunity to learn class management skills it was established that all the pre- service teachers agreed with this statement in that 50 (50%) of them strongly agreed and 50 (50%) agreed. On the aspect that micro teaching encouraged them to develop autonomy it was established that 64 (64%) of the pre- service teachers strongly agreed, 34 (34%) agreed and 2 (2%) were undecided. They were also asked if it helped them to learn how to organize and manage their time and majority of them 70 (70%) strongly agreed while 25 (25%) agreed, 3 (3%) were undecided and 2 (2%) disagreed.

The findings from the interviews with the focus groups agree with these findings in that majority of the pre- service teachers indicated that micro teaching had an impact on their teaching competencies. The findings also agree with the findings of Ogeyik (2009) and Sadiq (2011) who established that micro teaching has an impact on students' teaching competencies

Table 1: Students’ teachers’ perception on the impact of micro teaching on their teaching competence

	Statement	SA	A	UD	D	SD	Total
1	Micro teaching: Helped me develop awareness of my teaching competences	65	30	2	3	-	100
2	Gave me an opportunity to improve my skills on planning for instruction	65	30	4	1	-	100
3	Helped me develop the actual teaching skills that I will need later	60	38	2	-	-	100
4	Gave me an opportunity to apply my learnt teaching skills	70	28	2	-	-	100
5	Helped me discover my teaching strengths and weaknesses	82	18	-	-	-	100
6	Gave me an opportunity to learn by observing others	56	40	2	2	-	100
7	Made me aware of what makes a good teacher	75	20	5	-	-	100
8	Gave me an opportunity to learn class management skills	50	50	-	-	-	100
9	Encouraged me to develop autonomy	64	34	2	-	-	100
10	Helped me to learn how to organize and manage my time	70	25	3	2	-	100

4.2 Pre- service teachers’ experiences during micro teaching and its impact on pre- service teachers training

The second research question was to establish the pre- service teachers’ experiences during micro teaching and its impact on pre- service teachers training. The findings also indicate that pre- service teachers’ experiences during micro teaching have an impact on pre- service teachers training since majority of the pre- service teachers agreed with the posed statements as shown on Table 2. The pre- service teachers were asked if micro teaching helped them develop confidence in their speaking skills and the findings show that 60 (60%) of them strongly agreed with the statement while 35 (35%) agreed, 3 (3%) were undecided and 2 (2%) disagreed. They were also asked if micro teaching allowed them to apply ideas that they had learnt in different courses and their responses indicate that 30 (30%) pre- service teachers strongly agreed and 60 (60%) of the them agreed 5 (5%) were undecided and 5 (5%) disagreed. When asked if it gave them an opportunity to improve their lesson planning skills, 50 (50%) of them strongly agreed while 40 (40%) agreed 5 (5%) were undecided and 5 (5%) disagreed. They were also asked if micro teaching helped them to write good performance objectives and they all agreed with this statement in that 40 (40%) pre- service teachers strongly agreed while 60 (60%) agreed. Concerning the development of teaching activities and materials, 30 (30%) of the pre- service teachers strongly agreed and 70 (70%) of them agreed. Also positive response was given to the statement that micro teaching gave them the confidence to stand and talk before a class in that 60 (60%) of the pre- service teachers strongly agreed while 40 (40%) agreed with this statement.

The findings from the focus groups agreed with these findings in that majority of the pre- service teachers indicated that their experiences during micro teaching had an impact on their training. Majority of them cited that micro teaching improved their speaking skills, confidence, questioning and reinforcement skills and planning skills. These findings agree with the findings of Imran (2013) and Sadiq (2011) who established that, student teachers’ experiences during micro teaching has an impact on student training.

Table 2:Pre-service teachers’ experiences during micro teaching and its impact on student training

	Statement	SA	A	UD	D	SD	Total
1	Micro teaching: Helped me develop confidence in my speaking skills	60 (60%)	35 (35%)	3 (3%)	2 (2%)	-	100 (100%)
2	Allowed me to apply ideas that I had learnt in different courses	30 (30%)	60 (60%)	5 (5%)	5 (5%)	-	100 (100%)
3	Gave an opportunity to improve my lesson planning	50 (50%)	40 (40%)	5 (5%)	5 (5%)	-	100 (100%)
4	Helped me to write good performance objectives	40 (40%)	60 (60%)	-	-	-	100 (100%)
5	Helped me to develop teaching activities and materials	30 (30%)	70 (70%)	-	-	-	100 (100%)
6	Gave me the confidence to stand and talk before a class	60 (60%)	40 (40%)	-	-	-	100 (100%)

4.3 The attitude of the pre- service teachers towards micro teaching

The third research question was to examine the attitude of the pre- service teachers towards micro teaching and the findings show that pre- service teachers have a positive attitude towards micro teaching as the findings on Table 3 indicate. The pre- service teachers were asked if they thought that micro teaching consumed a lot of their time and the responses indicate that 75 (75%) pre- service teachers strongly disagreed with this statement while 15 (15%) disagreed, 5 (5%) were undecided and 5 (5%) agreed. Majority of them 80 (80%) also strongly disagreed with statement that it made me feel bored and stressed, while 10 (10%) disagreed and 10 (10) strongly agreed. Also when asked if micro teaching forced them to do difficult tasks, 85 (85%) of them strongly disagreed while 10 (10%) disagreed and 5 (5%) agreed. The other statement was that ‘micro teaching made me feel embarrassed when teaching my colleagues and majority of the pre- service teachers a total of 65 (65%) strongly disagreed with the statement while 20 (20%) disagreed, 5 (5%) were undecided 5(5%) agreed and 5 (5%) strongly agreed. The overwhelming disagreement with these statements indicates that the pre- service teachers have a positive attitude towards micro teaching. The pre- service teachers also agreed to the statement that micro teaching forced me to prepare a number of teaching materials in that 60 (60%) of them strongly agreed while 30 (30%) agreed and 10 (10%) strongly disagreed. Also when asked if micro teaching made them to enjoy and appreciate teaching as a career, 65 (65%) of them strongly agreed while 30 (30%) agreed and 5(5%) were undecided.

The findings from the focus groups also support these findings in that majority of the pre- service teachers said that they had a positive attitude towards micro teaching in that they supported this technique for training and indicated that they enjoyed the whole process and they appreciated teaching as a career. These findings agree with the finding of Sadiq (2011) and Otsupius (2014).

Table 3: The attitude of the pre- service teachers towards micro teaching

	Statement	SA	A	UD	D	SD	Total
1	Consumed a lot of my time	-	5(5%)	5(5%)	15(15%)	75(75%)	100(100%)
2	Made me feel bored and stressed	10(10%)	-	-	10(10%)	80(80%)	100(100%)
3	Forced me to do difficult tasks	-	5 (5%)	-	10(10%)	85(85%)	100(100%)
4	Made me feel embarrassed when teaching my colleagues	5(5%)	5(5%)	5(5%)	20(20%)	65(65%)	100(100%)
5	Forced me to prepare a number of teaching materials	60(60%)	30(30)	-	-	10(10)	100(100%)

6	Made me to enjoy and appreciate teaching as a career.	65(65%)	30(30%)	5(5%)	-	-	100(100%)
---	---	---------	---------	-------	---	---	-----------

5.0 Recommendations

The main purpose of this research was to examine micro teaching as an efficient technique for learning effective skills and from the findings the following recommendations have been made:

- 1) The micro teaching component should continue to be integrated with courses of teaching methods in teacher training institutions because micro teaching experiences have an impact on teaching competencies
- 2) More micro teaching sessions should be organized since it has shown a positive impact on pre-service teachers training.
- 3) Micro teaching sessions should be more interactive and the use of modern technologies should be encouraged so as to improve on students' attitudes towards micro teaching.

5.1 Conclusion

This study concludes that:

- 1) Micro teaching is an efficient technique for learning effective skills in that micro teaching experiences have an impact on students' teaching competencies.
- 2) Pre service teachers' micro teaching experiences have an impact on their training
- 3) Pre- service teachers have a positive attitude towards micro teaching.

References

- Allen, D. W. & Eve, A. W. (1968). Micro teaching. *Theory into Practice*, 7(5), 181-185.
- Ajayi-Dopemu, Y. & Talabi, J. K. (1986). The Effects of Videotape Recording on Microteaching Training Techniques for Education Students. *Journal of Educational Television*, 12 (1), 39-44
- Ambili, R. (2013, February). Micro teaching, an efficient technique for learning effective teaching. *Journal of Research in Medical Sciences*, 18(2), 158–163. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/pmc3724377>
- Amobi, F. A., and Irwin, L. (2009). Implementing on-campus micro teaching to elicit pre-service teachers' reflection on teaching actions: Fresh perspective on an established practice. *Journal of the Scholarship of Teaching and Learning*, 9(1), 27-34.
- Anantha krishnan N. (1993). Micro teaching as a Vehicle of Teacher Training--Its Advantages and Disadvantages. *Journal of Postgrad Medicine*.142-143
- Britton, L. R., and Anderson, K. A. (2010). Peer coaching and pre-service teachers: Examining an underutilized concept. *Teaching and Teacher Education*, 26(2), 306–314.
- Çelik, Ş. (2001). The Attitudes of The Student Teachers Towards Micro teaching Technique As A Tool For Reflection In A Teacher Education Programme. (Unpublished master's thesis). University of Uludag, Bursa
- Cruikshank, D., & Metcalfe, K. (1993). Improving Pre-service Teacher Assessment Through On-Campus Laboratory Experiences. *Theory and Practice* 32 (2), 86-92
- Ekşi, G. (2012). Implementing an observation and feedback form for more effective feedback in microteaching. *Education and Science*, 37 (164), 267-282.
- Fernandez, M. L. (2010). Investigating how and what prospective teachers learn through microteaching lesson study. *Teaching and Teacher Education* 26(2), 351–362.
- Fernandez, M. L., and Robinson, M. (2007). Prospective teachers' perspectives on microteaching lesson study. *Education*, 127(2), 203–215.
- Frye, H. (1988). The principal's role in teacher preparation. *Journal of Teacher Education*, 39 (6), 54-58.
- Görgeç, İ. (2003). The Effect of Microteaching Practises on Student Teachers' Views Of Giving Lessons In The Classroom. *Journal of Hacettepe University Education Faculty*, 24, 56-63
- Gürses, A., Bayrak, R., Yalçın, M., Açıkyıldız, M., & Doğan, Ç. (2005). Investigation of Effectiveness of Microteaching at Practicum. *Kastamonu Education Journal*, 13 (1), 1-10

- Grossman, P., and McDonald, M. (2008). Back to the future: directions for research in teaching and teacher education. *American Educational Research Journal*, 45,184–205.
- He, C. & Yan, C. (2011). Exploring Authenticity of Microteaching in Pre-Service Teacher Education Programmes. *Teaching Education*, 22(3), 291-302.
- Imran, M. S. (2013). Micro Teaching to Improve Teaching Method: An Analysis on Students' Perspectives *Journal of Research & Method in Education*, 1(4) 69-76
- Johnson, K.E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40, 235-257.
- Kılıç, A. (2010). Learner-Centered Micro Teaching in Teacher Education. *International Journal of Instruction*,3(1).
- Kubukcu, F. (2010). Congruence and dissonance between micro-teaching and macro- teaching. *Procedia Social and Behavioral Sciences* 2(2), 326–329.
- KülahçıŞ.G. (1994). Mikroöğretimde Fırat Üniversitesi Teknik Eğitim Fakültesi Deneyimi I. Model Geliştirme. *Eğitim ve Bilim*. 18(91), 12-23.
- Küçükoglu, A., Köse, E., Taşgın, A., Yılmaz, B.Y. ,&Karademir, Ş.(2012). The teacher candidates' opinions regarding the effect of microteaching implementation on teaching skills. *Journal of Educational Sciences Research*, 2 (2), 19–32.
- Liston,D.,Whitcomb,J.,&Borko,H.(2006). Too little or too much : Teacher preparation and the first years of teaching. *Journal of Teacher Education*.57(4),351-358
- Lu, H. L. (2010). Research on peer coaching in pre-service teacher education: A review of literature. *Teaching and Teacher Education* 26, 748–753
- Ogeyik, M. C. (2009). Attitudes of the student teachers in English language teaching programs towards microteaching technique. *English Language teaching*, 2(3), 205-212.
- Otsupius, I. A. (2014) Micro-Teaching: A Technique for Effective Teaching. *An International Multidisciplinary Journal*, Ethiopia 8(4), 183-197
- Peker, M. (2009). Pre-service Mathematics Teacher Perspectives about the Expanded Microteaching Experiences. *Journal of Turkish Educational Science*, 7(2), 353-376
- Rüppell,H.(2001).MicroteachingMinicourses.RetrievedJan29.2007. from<http://www.unikoeln.de/phil-Fak/paedsem/psych/medien/ws01/microteaching.htm>.
- Seferoglu, G. (2006). Teacher candidates' reflections on some components of a pre-service English teacher education program in Turkey. *Journal of Education for Teaching*, 32(4), 369–378.
- Sadiq A. A. I. (2011) .Student Teachers' Microteaching Experiences in a Pre-service English Teacher Education Program. *Journal of Language Teaching and Research*, 2(5), 1043-1051.