



Implementing Microteaching Technique in EFL Classes at College of Basic Education

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Abstract

Microteaching technique employed in undergraduate level has received recognition in research conducted in the field of teacher education recently. The aim of this research is to elicit EFL students' perspectives in College of Basic Education at Salahaddin University toward implementing microteaching technique during the academic year (2022-2023). Fifty-five fourth year students were randomly chosen as the sample of the study. A questionnaire was used to collect the related data. Moreover, an interview was carried out with four teachers who taught microteaching module at the department in the previous three years.

The results revealed that the teacher candidates expressed positive attitudes toward microteaching module. It resulted in the development of a cluster of teaching skills that are essential for their growth in their future profession. Besides, the teachers expressed their dissatisfaction of not receiving enough training on microteaching and they reported that teaching microteaching was challenging for them. The most common challenges were time restriction, inconvenient physical setting, and technical problems.

Key words: Microteaching, Technique, Professional Development

Implementing Microteaching Technique in EFL Classes at College of Basic Education

تطبيق تقنية التدريس المصغر في فصول اللغة الإنجليزية كلغة أجنبية في كلية التربية الأساسية

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الملخص

حظيت تقنية التدريس المصغر المستخدمة في المرحلة الجامعية بتقدير في الأبحاث التي أجريت في مجال إعداد المعلمين مؤخرًا. يهدف هذا البحث إلى استنباط وجهات نظر طلاب اللغة الإنجليزية كلغة أجنبية في كلية التربية الأساسية بجامعة صلاح الدين تجاه تطبيق تقنية التدريس المصغر خلال العام الدراسي (٢٠٢٢-٢٠٢٣). تم اختيار خمسة وخمسين طالبًا في السنة الرابعة بشكل عشوائي كعينة للدراسة. تم استخدام استبيان لجمع البيانات ذات الصلة. علاوة على ذلك، تم إجراء مقابلة مع أربعة مدرسين قاموا بتدريس وحدة التدريس المصغر في القسم في السنوات الثلاث السابقة.

كشفت النتائج أن المرشحين للمعلمين عبروا عن مواقف إيجابية تجاه وحدة التدريس المصغر. وقد أدى ذلك إلى تطوير مجموعة من مهارات التدريس الضرورية لنموهم في مهنتهم المستقبلية. بالإضافة إلى ذلك، أعرب المعلمون عن استيائهم من عدم تلقي تدريب كافٍ على التدريس المصغر وأفادوا بأن تدريس التدريس المصغر كان تحديًا بالنسبة لهم. وكانت التحديات الأكثر شيوعًا هي قيود الوقت والبيئة المادية غير الملائمة والمشكلات الفنية.

الكلمات المفتاحية: التدريس المصغر، تقنية، التطوير المهني

Implementing Microteaching Technique in EFL Classes at College of Basic Education

1. The Problem

Microteaching is considered as a teacher training technique whereby the teacher presents a teaching session in order to get constructive feedback from peers or a teacher about what has worked and what improvements can be made to their teaching in the future.

Microteaching as a module has been introduced to the curriculum of English department four years ago. The module is taught to senior students after they return from their internship at public schools, where they undertake a teaching experience for six weeks to obtain the necessary skills and experience for their teaching profession. Two main reasons contributed to incorporating microteaching module into the curriculum of fourth grades. Firstly, it was deemed necessary to set up students in real teaching practice contexts after their practicum internship at schools. This module took part in filling the gap between theoretical information and teaching practicum by putting students in real teaching situations and giving them the opportunity to teach. Theory and practice were not evenly balanced since too much focus was laid on the theoretical aspect rather than the practical one in the curriculum of the department. Therefore, experiential modules that promote practical elements in EFL teacher education programs were proposed in the new curriculum of the semestral system that launched in 2018. These practical modules included microteaching, language testing, classroom management, and methods of teaching the four skills separately. These modules provide EFL teacher candidates with the opportunity to have enough practice in their future profession.

Secondly, our graduates do not have the opportunity to be officially appointed in public schools since the authority has not recruited college graduates for more than ten years. Therefore, the graduates are left with no option but to seek work opportunities in the private sector and strive to find vacant positions in the

Implementing Microteaching Technique in EFL Classes at College of Basic Education

work market. As a matter of fact, the private sector employs new graduates on the basis of their teaching experience and skills, and usually the applicants are required to present a demo where they present a short lesson and demonstrate their teaching skills. Consequently, preparing the alumnae for this formidable and inevitable task became a major mission of the department. If the teacher candidates are not well-rehearsed on teaching, they will be off-the-cuff, left to their intuition to lead their teaching, and their lessons will be impromptu.

2. Research aims

The current study aims to find out:

- 1- EFL senior students' perspectives toward implementing microteaching technique in their classrooms
- 2- The extent to which microteaching has influenced language improvement, teaching practice awareness, and classroom management
- 3- The challenges encountered by teachers when implementing microteaching technique in EFL classrooms

3. Research questions

This research tries to find answers for the following questions:

- 1- What are EFL senior students' perspectives toward implementing microteaching technique in their classrooms?
- 2- To what extent microteaching has influenced students' language improvement, teaching practice awareness, and classroom management?
- 3- What challenges does implementing microteaching technique in EFL classrooms pose to teachers?

4. Microteaching

Microteaching, as a crucial part of teacher professional development, has received recognition in research conducted in the field of teacher education recently. Bakker et al (2021) attributes this recognition to the fact that it accentuates developing teachers on what and how students should learn.

Implementing Microteaching Technique in EFL Classes at College of Basic Education

Cooper and Allen (1970) define microteaching as a “teaching situation which is scaled down in terms of time and numbers of students”. Typically, it ranged from four to twenty-minutes lesson that included 3 to 10 students. According to Amobi (2005), microteaching is a technique implemented in teacher education programs so as to train pre-service teachers to master a set of prerequisite skills.

Richards and Schmidt (2010) contend that microteaching is basically based on the idea that “teaching is a complex set of activities which can be broken down into different skills. These skills can be practised individually, and later combined with others” (p.365). In microteaching, the teacher candidates distribute the responsibility and each one teaches a part of a lesson to a small group of their classmates. Hence, microteaching ‘scales-down’ teaching since it includes reduction of class size, lesson duration, and teaching intricacy. In other words, microteaching downgrades the overarching nature of the teaching process for pre-service teachers. Furthermore, the lesson is given with decreased logistics as compared to an ordinary classroom. Cruickshank et al (2012) simply clarify microteaching as a process where “instead of teaching a complete lesson to a complete class, you teach an abbreviated lesson to a small group of your classmates” (p448). Similarly, Uzun (2012) describes it as a teaching technique especially used for teacher trainees to train them systematically by allowing them to experiment important teacher behaviours.

According to Lozgka (2024), microteaching is perceived as “an innovative educational method that began to be applied almost fifty years ago in teachers’ education and training, with its application subsequently expanding to other professional environments” (p.345).

Ur (1992) considers the unbalance between theory and practice as one of the serious problems in EFL teacher education programs. To her, there is a

Implementing Microteaching Technique in EFL Classes at College of Basic Education

perceived big mismatch between the theoretical knowledge and the experiential knowledge received by teacher candidates. In another work, Ur (2019) further asserts that in language teacher education, theory and practice do not lie on opposite poles; instead, they lie on the same continuum and work complementarily. Making any assertion about teaching is essentially practical and theoretical. This is why she calls for developing a ‘theory of action’, a thoughtful theoretical framework underlying practice when preparing future EFL teachers. As Lozgka (2024) argues that utilising microteaching in pre-service teachers’ practicum arms them with the needed equipment that develops their self-confidence and professional efficacy.

Overall, the modules studied by teacher candidates significantly affect their belief construction about their future profession. Gaining considerable teaching experiences and broadening their understanding of teaching could, as Ozmen (2012) maintains, contribute to change the belief of teacher candidates about learning and teaching. Consequently, he considers microteaching module with its rich integration of practice as a “fertile field” for teacher candidates to form positive and favourable attitudes toward teaching. Microteaching is an amalgam of reflective practice and situated teaching; this is why it can successfully prepare prospective teachers before graduation (Coşgun, 2024).

Hence, it can be said that microteaching affords a golden opportunity for teacher candidates to implement their pre-acquired theoretical knowledge in to real teaching situation where the actual students act as an authentic audience. Hence, it prepares competent teachers both in content and pedagogy.

According to Septiyanda et al (2022), the importance of microteaching lies in the fact that it allows EFL teachers to realize that language proficiency does not guarantee that their teaching is effective. Instead, teachers need to increase knowledge with a lot of teaching experience as regards their professional

Implementing Microteaching Technique in EFL Classes at College of Basic Education

subjects. It enables instructors to hone their students' abilities in a low-pressure setting.

In microteaching sessions, candidate teachers are provided with the opportunity to sharpen their teaching abilities, by getting the hang of the numerous tasks, called 'teaching skills'. They can perform in a stress-free environment in front of a small group of students, that builds up teaching skills and confidence (Abubakar et al, 2023). Similarly, Dickerson et al (2022) believes that the students will develop communication skills that enable them have the courage to speak publically and manage time successfully.

Tian et al (2023) maintain that microteaching, as a model of project-based learning, is effective in developing students' conceptual understanding and learning skills. Besides, it promotes in students the spirit of innovation and the desire for lifelong learning, that are essential to keep pace with the requirement of the 21st century

Cavanaugh (2022) argues that tracing the literature on microteaching from its emergence to the current time reveals the prevalent trends in teacher education and educational psychology at every stage, and it was considered differently based on the theoretical lens of those using it.

Although microteaching has gained real appreciation and being applied in most teacher education programs, it is not without limitations. Theoretically, microteaching has been criticized for being markedly influenced by behaviorism, by giving more weight to training rather than educating. Accordingly, the role of a supervisor is to control and direct the trainees, which is against the virtues of student autonomy emphasised in the 21st century. To come to grips with such shortcoming, it is important to make microteaching a genuine interactive strategy accompanied by practice rather than making it a

Implementing Microteaching Technique in EFL Classes at College of Basic Education

void laboratorial activity (Mukuka and Alex, 2024). By doing so, it can be said that microteaching cultivates in teacher candidates an inclination to revisit their teaching for the sake of making meditative judgment and amend their teaching accordingly.

Illahi (2019) puts forward the following points as the basic features of microteaching:

- No compromise on the reality of teaching situation
- Deconstruction of the teaching process
- Technique of training not teaching
- Result oriented training

5. The Context of the Current Study

This study was carried out in an ELT Department for graduating English teachers at a public University in Kurdistan Region- Iraq. Specifically, College of Basic Education at Salahaddin University prepares teachers to teach EFL at basic schools (grade 1-9).

In spite of the fact that the teacher candidates acquire theoretical knowledge concerning methods of language teaching, language assessment, and classroom management; their teaching practice in microteaching module represents their first experience of actual teaching. They endeavor to show different teaching skills that vary from planning a lesson, translating the plan into meaningful activities, and receiving feedback on their own teaching. Based on teachers' and peers' feedback, teacher candidates refine their teaching to perform better in their next practice. Consequently, this would deepen their understanding of the pedagogical issues and enhance their ability to teach.

In the context of the current study, peers are being used instead of students due to the difficulty encountered in getting actual students. The availability of peers

Implementing Microteaching Technique in EFL Classes at College of Basic Education

made them a good substitute of real students who are in school all day. This is particularly the case here when the microteaching session is carried out at a college rather than at the schools. Teacher candidates rotate the roles of teacher and student throughout the microteaching sessions.

Generally, a teacher candidate is asked to prepare a short lesson (lasting for 15 minutes) for a small group. The students are divided into two groups: one acting as real students who interact with the teacher, and the second group will observe the lesson and provide feedback. The provision of immediate and constructive feedback on the part of the teacher and the classmates seems like putting the student teacher's teaching under the microscope that helps to highlight the strong points and diagnose the weak points of the lesson to be avoided or developed in the next lesson presentation.

According to Remesh (2013), microteaching comprises three main phases: knowledge acquisition, skill acquisition, and transfer. These phases were followed by the teachers in teaching microteaching module. Knowledge acquisition phase is the preparatory step where the student gets trained on the skills and components of teaching through lectures, discussion, illustration, and demonstration of the skill by the experts. In the skill acquisition phase, the teacher planned a micro-lesson for students to interactively practice the presented skills. Then, peers acting as students and evaluators assisted their friends by the provision of supportive feedback. Finally, the student-teachers were able to assimilate and transfer the learned skills from artificial teaching situation to real classroom teaching experiences.

The essence of microteaching lies in the low-risk artificial classroom environment where the teacher candidates receive immediate and concentrated supportive feedback, doubled with the provision of opportunity for practicing the recommended improvements. In the context of the current study, the

Implementing Microteaching Technique in EFL Classes at College of Basic Education

teachers gave the student candidates some introductory remarks and an opening session on how and what to concentrate on while practicing microteaching (whether as a teacher or acting as a student and providing feedback to peers). It is worth mentioning that the students (lesson presenters) were directed to categorise their teachers' and peers' feedback and comments according to Taeko et al's (2014) classification. It consists of five criteria: lesson plan, teaching techniques, teacher talk, student and teacher interaction, and classroom atmosphere.

In this respect, Amobi (2005) emphasises the importance of promoting reflective thinking habits in pre-service teachers. According to him, it is of prime significance for teacher educators to guide their students and determine the content and quality of reflection. This can be achieved by establishing practical guidelines about what to consider as they think back on their teaching and guiding student teachers to take into account the different aspects of reflection as they contemplate their teaching. Hence, microteaching paves the way for the effective use of questions raised while practicing teaching for discussion purposes among teacher candidates. Throughout microteaching activities, the student teachers utilise all of the teaching tactics that are available and learn how to adapt and make them relevant to their students' needs and qualities. Consequently, they can carry out the instructional process successfully (Herdiawan, 2023).

Every student was required to start the lesson by a lead-in. As the word suggests, a lead-in aids to smoothly lead students into the lesson and paves the way to arouse their curiosity about the topic based on their prior knowledge and experiences. As a matter of fact, it aimed at setting the mood for what followed and aroused students' eagerness for the lesson. It mainly tried to tap into students' previous knowledge relevant to topic; thus, it related the lesson to students' experiences. It was designed to take the first five minutes of the

Implementing Microteaching Technique in EFL Classes at College of Basic Education

lesson. In general, leads in can take different formats, for example: discussions, pictures, games, videos, and songs. The students were previously informed to avoid pre-teaching the grammar and vocabulary of the lesson in their lead-in. then, every student was provided with 15 minutes to present and practice a specific grammar/vocabulary point.

Since artificial in nature, microteaching could not handle discipline problems and classroom control issues. However, through working collaboratively in teaching practices and following the steps of collaborative lesson planning, teaching, and revising; the students became aware of their strengths and weaknesses and they recognized their problems as well as dealt with them successfully. It was clear that issues like close supervision, immediate feedback, professional guidance, and establishing realistic objectives fostered students' professional development.

6. Research methodology

To collect data and outreach the research aims, the researcher opted for a mixed methodology. She developed two tools: a questionnaire and an interview. The questionnaire is used to elicit students' perspectives toward the implementation of microteaching technique in EFL classes. Besides, the interview is conducted with four teachers in order to find out the challenges posed by implementing microteaching technique.

6.1 Data Analysis and Discussion

6.1.1 Students Questionnaire

The first research question sought to find out EFL senior students' perspectives toward implementing microteaching technique in their classrooms. Data were collected through a Likert-scale questionnaire where the students pick up the response category that most accurately indicates their response to each statement ranging from Strongly Agree to Strongly Disagree. From the

Implementing Microteaching Technique in EFL Classes at College of Basic Education

collected data, it has been ascertained that the student teachers have positive perspectives toward implementing microteaching technique in their classrooms, indicating that microteaching is effective and rewarding, as is shown in the table below:

Attitudes	Microteaching helped me to psychologically prepare myself for real teaching.	4.06	.878
	Microteaching activities were beneficial for evaluating my teaching performance.	4.20	.898
	Microteaching made me enthusiastic to teach.	4.48	.693
	Microteaching improved my interaction with students.	4.30	.717
	Microteaching made me feel autonomous in making classroom decisions.	3.81	.933

They showed a high recognition of the effectiveness of microteaching technique and credited it with upgrading their teaching skills and diagnosing their gaps in their teaching performances. The practice setting of microteaching is a good opportunity for teacher candidates to utilize and try out new activities that are learnt and can be improved upon through practice. Consistent with the results, Sagban et al (2021) reported that microteaching is an effective and favourable technique by student teachers.

The rest of questionnaire items were categorised into three main dimensions: language improvement, teaching practice awareness, and classroom management. Calculating the mean scores of each group of items related to each dimension (Appendix 1) revealed that microteaching was almost indistinguishably effective and influential in improving these three aspects of

Implementing Microteaching Technique in EFL Classes at College of Basic Education

microteaching, as is clear in the table below that shows no significant difference in their total means:

Dimension	Language improvement	Teaching practice awareness	Classroom management
Mean	4.381481	4.144444	4.062963

this result indicates that microteaching sessions worked successfully on improving the students' teaching skills as a whole. This result accords with Al Darwish and Sadeqi (2016) who considered microteaching as an actual and active technique that produces qualified and professional teachers and assists candidate teachers in acquiring effective teaching abilities. Similarly, the result is in line with Abubakar et al (2023) who maintained that microteaching sessions paved the way for the teacher candidates to converse with one another and with their teacher, while also think up new lesson plans for their classroom instruction.

Gaining this result adds support to the work of Sihite et al (2024), who asserted that microteaching helped student teaching and have an overview of the world of teaching; hence, they obtain teaching theory from microteaching lecturers. Coupled with this, they gained increased teaching skills through teaching practices in the actual microteaching classes and practices.

To a large extent, the results highlight that microteaching sessions are essential in providing substantial skills in designing lesson plans, offering constructive feedback and increasing self-confidence. The results serve as a great source of

Implementing Microteaching Technique in EFL Classes at College of Basic Education

evidence-based information since the students' insights have strong potential to refine microteaching module for the future.

6.1.2 Teacher Interview

The second research question aimed at eliciting the challenges encountered by teachers when implementing microteaching technique in EFL classrooms. Starting with the **first question**, it asked the teachers about the importance of microteaching, their grounds for employing it, and unveiling the pedagogical significance of it. Their responses were as follow:

One of the teachers believes that microteaching is an effective and necessary experience for teacher candidates since it provides them the opportunity to practice and polish their teaching skills in an artificial environment before putting them in real practice. Besides, these practice sessions assist teacher candidates to realize their teaching potentials and hone them before teaching in real classrooms. Consequently, they can get ready for a variety of classroom scenarios. Another teacher considered it as indispensable because it is a space where student can practice all the theories, approaches, techniques, activities that they have been studied in the previous modules to see to what degree they can implement them, how practical they are, how capable they (as potential teachers) are.

Two teachers consider microteaching as indispensable for teacher candidates because it prepares teachers to have a plan B. having pre-service training for teacher candidates helps them anticipate classroom problems and always have an ace up their sleeves as regards classroom management issues'. In case something does not go the way they have already planned, they can think of a supplementary activity to maintain the lesson. Of course, this immediate alternative does not come so easily if they do not have prior practice in

Implementing Microteaching Technique in EFL Classes at College of Basic Education

teaching. It prepares them for their future career and enhances their teaching performance.

In response to the **second question** which reads as “Do you think that microteaching improves students’ cooperation, self-criticism, self-dependence? What other traits can be developed in students in micro-teaching classes?”, two teachers shared the opinion that microteaching provides several opportunities to grow teaching skills, it can also help the students to boost their collaboration, teamwork, self-monitoring, being independent and getting constructive feedback. Another teacher was of the belief that microteaching also improves students’ skills in embedding all the knowledge they have received in a long-term memory and improves students’ planning and organizational skills. A teacher maintained, microteaching entails practicing teaching under controlled conditions and receiving feedback on teaching skills and style, it helps juniors acquire specific skills and lessens about the complexities in the teaching process. This not only helps in strengthening teaching skills, but also helps them improve their soft skills like teaching behavior, communication and class management.

Concerning the **third question**, almost all the four teachers reported that they have not received any training prior to teaching this module. However, two of them contended that they got introduced to the concept and had some practice during their MA study abroad. It seems that that they partially rely on their teaching experience and intuition in how to teach this module. They professed that reviewing the literature and watching microteaching videos on the net were of great help to them.

In the **fourth question**, the researcher was after knowing whether the teachers actually carry out microteaching cycle (plan-teach-feedback, replan-reteach-

Implementing Microteaching Technique in EFL Classes at College of Basic Education

refeedback). The teachers indicated that time limit was a real obstacle for them. Hypothetically, it is supposed to repeat microteaching sessions multiple times in order to enable the teacher candidates to fine-tune their teaching. However, this seemed impractical in real academic settings of the current study due to lack of time for all teacher candidates to run multiple sessions. As a consequence of this shortcoming, two teachers tended to perceive the microteaching as premature and impulsive.

As for the **fifth question**, it explores the challenges encountered by teachers when teaching microteaching module.

In this regard, Allen and Eve (1968) assert that practicing microteaching as pre-service training (as is the case in the current study) is effective and trouble-free; yet, it poses tight restrictions in in-service training due to the following reasons:

- students are not a testing ground for their teachers' training, i.e. they are expected to be taught not practiced on,
- practicing microteaching as a technique needs a longer period of time rather than a single lesson on a particular day, and
- lack of ample opportunity to receive feedback on the implementation of microteaching technique.

Another positive point to be added in favour of microteaching as pre-service training is associated with its thriftiness. While in in-service teacher training, participation in such courses is limited due to transportation cost and problems.

Examining the challenges and their underlying reasons is necessary so that teachers can develop more suitable approaches to execute microteaching sessions. This will result in more successful and interactive microteaching classes since the recognized challenges will offer recommendations on how to

Implementing Microteaching Technique in EFL Classes at College of Basic Education

handle such obstacles and boost their skills in conducting microteaching sessions (Cendani and Purnamaningwulan, 2023).

The four teachers mentioned the following challenges:

- Overall, the teachers expressed lack of comfort and contentment about microteaching activities due to the unrealistic nature of the module itself. For instance, artificial classroom arrangements, illusional colleague audience, unnatural classroom management, and instructional design in accordance with shortened lesson time, abridged subject matter, and reduction of class size might not result in acquiring the pedagogical competencies that formulate the basis of professional teachers.
- Since the context of the current study lacked the needed technology, a different format of microteaching was employed. The step of videotaping was skipped. The microteaching lessons were supposed to be videotaped, as videotaping was an exceptional practice to allow participants view their performance.
- Some students are introvert and do not find it easy to come on the stage and present a lesson on their own in front of their peers.
- Time restriction prevents teacher to follow the necessary steps in the microteaching cycle. Teachers are left with no option but to dispense with the usual steps of microteaching and skip the (replan-reteach-refeedback) step, which is deemed very essential in microteaching.
- Teachers encounter the chronic challenge of large classes, where students are deprived from having abundant opportunity to show their teaching skills.

Implementing Microteaching Technique in EFL Classes at College of Basic Education

- Teachers' unfamiliarity with how to incorporate and manage microteaching classes due to inadequacy of training on that topic.

In the sixth question, the researcher asked the teachers to put forward some recommendation for more effective teaching of microteaching module. Their responses are summarized as follows:

- Plan thoroughly
- Have very strong desire and passion towards teaching and preparing future teachers
- Being a great role model for the student teachers
- Providing opportunities to practice whatever you include in your training materials
- Choosing different well-qualified basic school teachers to give undergraduates model lessons at college
- Providing enough teaching aids by the departments
- Teaching undergraduates handcraft skills

Given the teachers acknowledge that microteaching is challenging aligns with Jebur's (2023) assertion that employing microteaching at university is quite challenging because teachers are almost restricted by the syllabus and time constraints, and integrating microteaching demands learning specialized skills necessary in teaching smaller groups.

7. Conclusion

Microteaching yields well-prepared teachers with a profound practice-based understanding of the skills needed in the classroom. The results revealed that it indistinguishably culminated in the development of a cluster of teaching skills that are essential for their growth in their future profession (language

Implementing Microteaching Technique in EFL Classes at College of Basic Education

improvement, teaching practice awareness, and classroom management). Besides, the teacher candidates expressed positive attitudes toward microteaching module for it equipped them with the skills necessary to offer a useful lesson.

The teachers expressed their dissatisfaction of not receiving enough training on microteaching and they reported that teaching microteaching was challenging for them. Time restriction, inconvenient physical setting, technical problems, and the complicated nature of the module itself were among the serious challenges encountered by them.

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Implementing Microteaching Technique in EFL Classes at College of Basic Education

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Implementing Microteaching Technique in EFL Classes at College of Basic Education

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Implementing Microteaching Technique in EFL Classes at College of Basic Education

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Appendix (1) The descriptive analysis of students' questionnaires results

	Items	Mean	Std. Deviation
Language Improvement	1- Microteaching helped me improve my classroom language.	4.26	.757
	2- Microteaching helped me learn to speak clearly.	4.57	.499
	3- Microteaching allowed me to apply ideas I learned from peers.	4.46	.693
	4- Microteaching helped me to better understand different teaching methods.	4.50	.720
	5- Microteaching helped me discover and fix language problems.	4.11	.883
Teaching Practice Awareness	6- Microteaching helped me develop awareness of what makes a good teacher.	4.57	.602
	7- Microteaching gave me a valuable opportunity to apply my teaching skills.	4.35	.805
	8- Microteaching helped me develop the actual teaching skills I will need later.	4.24	.889
	9- Microteaching gave me an opportunity to learn by observing others.	3.91	.807

Implementing Microteaching Technique in EFL Classes at College of Basic Education

	10- Microteaching helped me discover my teaching strengths and weaknesses.	3.65	1.067
Preparation/Management	11- Microteaching helped me learn to organize my time.	4.24	.799
	12- Microteaching helped me learn how to manage the class.	3.93	.797
	13- Microteaching gave me an opportunity to improve my lesson planning.	3.96	.931
	14- Microteaching gave me an opportunity to improve my lesson planning.	3.83	1.077
	15- Microteaching enabled me respond to students' questions and comments well.	4.35	.731

Appendix (2) Teachers' Interview

Hello, I appreciate allocating the time to take part in this interview. Your feedback is of prime importance and will be used to inform an academic research carried out by the researcher on microteaching technique.

1. According to your viewpoint, what is the importance of microteaching module in teacher education programs?
2. Do you think that microteaching improves students' cooperation, self-criticism, self-dependence? What other traits can be developed in students in micro-teaching classes?
3. Have you received any training concerning microteaching?
4. Do you actually carry out microteaching cycle? (plan-teach-feedback, replan-reteachch-refeedback)

Implementing Microteaching Technique in EFL Classes at College of Basic Education

5. What challenges did you encounter when teaching microteaching module?
6. What do you recommend for more effective teaching of microteaching module?