

## **The Effect of Using Micro-Teaching on the Acquisition of Some Teaching Skills by English Department Students/ Basic Education College**

**Asst. Lecturer**  
**Reem Hazim Sulayman**  
*University of Mosul\ College of Education for Girls*

**Asst. Lecturer**  
**Rana Fawzi Yunan**  
*University of Mosul\ College of Education for Girls*

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### **Abstract:**

This research aims at investigating the effect of using micro-teaching on the acquisition of some teaching skills (sustain skills and skills of using teaching techniques) by English Department students / Basic Education College during the first semester of the academic year (2007-2008). The sample of the study has been randomly chosen from the fourth year students. It consists of (20) subjects. It has been divided into two groups, the first group represents the experimental group that has been taught by using microteaching and the second group represents the control group that has been taught by using the conventional method. The researchers have chosen the post-observation equivalent groups design as an experimental design; and they prepared an evaluation card depending on previous studies to test the hypotheses of the current study. Moreover, the validity of the evaluation card has been confirmed through its presentation to a panel of experts. The reliability factor, however, has been computed by using Person Correlation Coefficient with Spearman-Brown Prophecy formula. After the treatment of the statistical data by using T-test of the two separated groups, the findings show significant statistical differences between the experimental group and the control group in favour of the experimental group.

## اثر استخدام التدريس المصغر في اكتساب بعض المهارات التدريسية لدى طلبة قسم اللغة الانكليزية / كلية التربية الأساسية

م.م. ريم حازم سليمان  
م.م. رنا فوزي يونان  
جامعة الموصل / كلية التربية الأساسية

### ملخص البحث:

يهدف البحث الحالي إلى معرفة اثر استخدام التدريس المصغر في اكتساب بعض المهارات التدريسية (مهارات الإثارة والتشويق ومهارات استخدام الوسائل التعليمية) لدى طلبة قسم اللغة الانكليزية / كلية التربية الأساسية خلال الفصل الدراسي الأول للعام الدراسي 2007-2008. وقد تم اختيار عينة البحث عشوائيا من طلبة الصف الرابع. وقد تكونت العينة من عشرين طالبا تم تقسيمها إلى مجموعتين: المجموعة الأولى هي المجموعة التجريبية التي تم تدريسها باستخدام التدريس المصغر. أما المجموعة الثانية فهي المجموعة الضابطة التي تم تدريسها باستخدام الطريقة التقليدية. واختارت الباحثتان تصميم المجموعات المتكافئة ذات الملاحظة البعدية كتصميم تجريبي. وقامت الباحثتان بإعداد بطاقة تقييم لاختبار فرضيات البحث بالاعتماد على دراسات سابقة. وقد تم التأكد من صدق الأداة من خلال عرضها على مجموعة من الخبراء حيث بلغ 88%. أما ثبات الأداة فقد تم حسابه باستخدام معامل ارتباط بيرسون وبلغ 0,85. وبعد معالجة البيانات إحصائيا باستخدام الاختبار التائي لعينتين مستقلتين أظهرت النتائج وجود فروق دالة إحصائية بين المجموعة التجريبية والضابطة لمصلحة المجموعة الأولى.

## 1. Introduction

Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person (Amidon and Hunter, 1966: 1). In this sense, the teacher is considered the basic element in the teaching system.

Hence, through pre-service teachers' preparation programs, student-teachers receive the essential information about teaching skills which enables them to commence their performance (Al-Yassen, 2007: 11-13). Building on this, we as educators need to provide our student-teachers

with opportunities for practicing the teaching process. Teachers of English as a foreign language must, in addition to language, have many skills which make the communication easy to stimulate their learners and provide them with extra keys for learning. In this way, teaching practice refers to the practicing of various teaching skills associated with the role of the teacher (Cohen and Manion, 1978: 1).

Ridha and Khalf (2003: 3-4) refer to many programs and activities that are used for developing the student-teacher performance such as:

- 1- Programed learning,
- 2- Micro-teaching,
- 3- Self learning,
- 4- Continuous learning, and
- 5- Teaching strategies.

These programs take part in filling the gap between theoretical information and teaching practice, because they divide the process of preparing teachers into many skills taken from many real teaching situations and give the opportunity to the student-teacher for training on them.

Consequently, the researchers treat micro-teaching as a new method for practicing teaching. Allen and Ryan (1969), cited in Brusling (1974: 19) assert this treatment, because micro-teaching in their view is:

- 1- real teaching,
- 2- reduces the complexity of normal classroom teaching,
- 3- makes the student teachers' practice focuses on the acquisition of a special skill and a special teaching method,
- 4- allows feedback on the results of practice through such sources of information as the students themselves, the supervisor, the fellow students, and the audiovisual registration of micro-teaching, and

- 5- allows a high degree of control over practice conditions such as frequency, time, pupils and supervision.

## **2. The Problem of the Research:**

The problem of the research lies in the fact that the relationship between the theoretical and practical sides of preparing the student-teachers for the teaching task is rather weak. In other words, the student-teacher receives the essential information on the teaching skills which enables him/her to commence his/her profession, contrary to the training (practicing period) which is not enough.

## **3. The Significance of the Research:**

The significance of the current research can be summarized as follows:

1. This research is intended primarily for teachers and student-teachers to better understanding the process of teaching and learning. Such an understanding can be achieved through the use of micro-teaching for training the student-teacher on the basic educational skills.
2. Using micro-teaching is very important because it helps student-teachers scrutinize their own role in the process of teaching in order to discover the strong and weak points in this process.
3. The results of this study can be used as a starting point for further investigations regarding the nature and importance of micro-teaching.

## **4. The Aim of the Research:**

This research aims at investigating the effect of using micro-teaching on the acquisition of some teaching skills (sustain skills and skills of using teaching techniques) by English Department Students/ Basic

Education College providing pedagogical implications and suggestions for further studies.

## **5. The Hypotheses:**

This research is carried out with some hypotheses in mind:

1. There is no significant statistical difference between the mean scores of the experimental group taught by using micro-teaching and the control group taught by using the conventional method in the acquisition of sustain skills.
2. There is no significant statistical difference between the mean scores of the experimental group taught by using micro-teaching and the control group taught by using the conventional method in the acquisition of skills of using teaching techniques.

## **6. Limits of the Research:**

The current research is limited to:

1. The students of fourth year in the English Department / College of Basic Education at the University of Mousl during the first semester of the academic year (2007-2008).
2. It is also limited to two basic teaching skills, viz. sustain skills and skills of using teaching techniques.

## **7. Definitions of Terms:**

This section is aimed at giving the reader a general view of some of the essential terms that are used very often in the research along with their operational definitions which mirror how these terms are carried out by the researchers of this study.

### **1. Micro-Teaching:**

Wahba (1999: 1) defines micro-teaching as “ a training context in which a teacher situation has been reduced in scope or simplified in some systematic ways”.

The American Heritage (2000: 1) states that micro-teaching is “ a method of practicing teaching in which a video tape of a short segment of a student's classroom teaching is made and later evaluated”.

Kallenbach (2003: 1) considers micro-teaching as “ a method which consists of the presentation of 5-10 minutes videotape lesson segments to groups of 4-6 pupils. These lessons are evaluated by the supervisor and the pupils, and then discussed by them in turn during the playback”.

#### **Operational Definition of Micro-Teaching**

Micro-teaching is a method used for training the student-teacher on the teaching skills especially sustain skills and skills of teaching techniques. Therefore, a student-teacher teaches a small group of classmates for 5-10 minutes. The lesson is usually video taped and subsequently observed and analyzed by the student-teacher with the supervisor.

### **2. Acquisition:**

Al-Hanafi (1978), cited in Al-Shakarjy (2000: 11), defines acquisition as “ relating to the objectives and responses which are not born with the person but are developed by his/her life and learned from the environment”.

Ellis (1982: 74) treats acquisition as “ a natural process that occurs when the learner comes into contact with samples of the target language ”.

Abu-Jadoo (2000: 468) states that acquisition is “ the first stage in learning which makes the human being imitates good behaviours to become part of the behaviour outcome”.

### **Operational Definition of Acquisition:**

The student-teacher's ability to perform the teaching skills (sustain skills and skills of using teaching techniques) in a correct way.

### **3. Teaching Skills:**

Abdel Jabbar (1984: 168) defines teaching skills as “an ability to use the teaching style in classroom which help in achieving the teaching goals”

### **Operational Definition of Teaching Skills:**

The student-teacher's ability in English Department to use teaching styles for making his/her lesson more interesting to achieve the teaching goals.

## **8. Theoretical Survey:**

### **8.1. Origin and Development of Micro-Teaching:**

In 1961 a distinguished group of educators at Stanford University attempted preparing teachers in a new way. The members of this group were Dwight Allen, Kevin Rayan, Robert Bush and James Cooper. The first thing they did was to survey the necessary skills for a successful teaching process. Some of these skills were defined as necessary for the teaching process inside classroom. The method followed in the training was giving them theoretical and practical lessons. Then, a debate session was held directly after class. The trainees repeat these skills one by one in front of another group of students followed by another debate session to analyse what happened in the first one and so forth (Al-Fara and Jamil, 1999: 153). These stages are represented in the following figure:

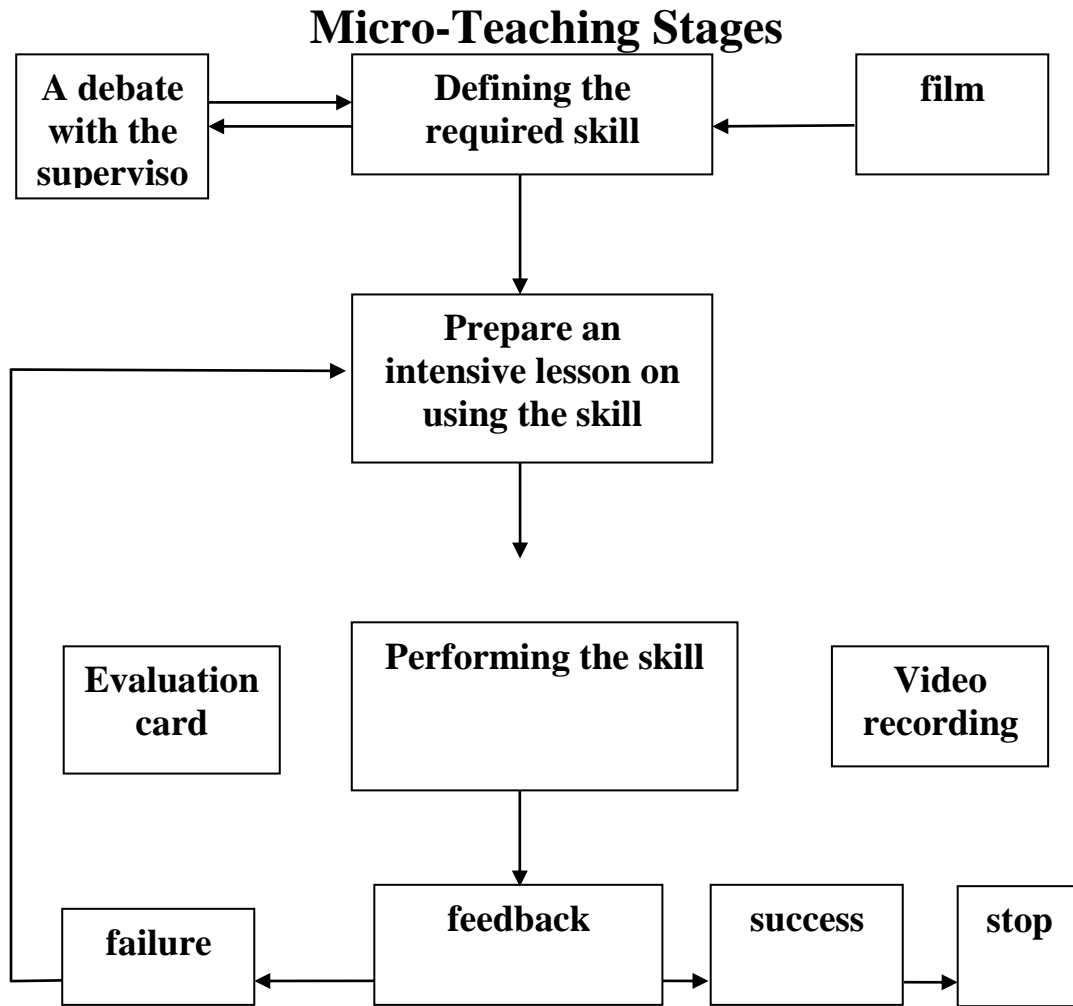


Fig. I Micro-teaching Stages (Adopted from Al-Fara and Jamil, 1999: 156)

## 8.2 Educational Advantages of Micro-Taching:

Micro-teaching is a new method for training. It provides the student-teachers with basic information on the teaching process. Moreover, it uses several ways for achieving many goals such as the training of: teachers through pre-service and in-service, training the supervisors, as well as the training of general interpersonal communication skills (Brusling, 1974: 15 and Al-Heela, 2001: 354).

Building on this, micro-teaching has many advantages for teachers' training on the teaching process. Barling (1980: 23), Wahba (1991: 1), and Hinckley (2004: 1) state the following advantages:



- 1- It gives teachers an opportunity to design and facilitate a lesson using a specific method of instruction covered in class.
- 2- It helps them understand the teaching and learning processes.
- 3- It provides them with ample opportunities to explore and reflect on their own and other teaching styles and to acquire new teaching techniques.
- 4- It enables them to evaluate their performance to observe the pupils' reactions and to analyse the art of teaching.
- 5- It presents them with the chance to see themselves as their class see them.
- 6- It helps them to practice their lesson planning while the development of a logical teaching sequence provides them with a good model lesson.

For Al-Heela (2001: 362) the advantages of micro-teaching in training pre-service teacher are as follows:

- 1- It allows the student-teacher to practice the skill by himself/herself filling the gap between theory and practical learning.
- 2- It encourages the student-teacher to discover the strong and weak points in his/her performance.
- 3- It opens the wide space for controlling the different difficult problems.

In spite of this, the researchers view micro-teaching as the source of changes and development of the elements of the teaching process, because it presents exactly the analysis of the teaching process elements.

In this way, micro-teaching gives the positive role for student-teacher to train himself/herself by himself/herself.

## **8.3 Types of Micro-Teaching:**

Micro-teaching differs according to the programme used , the aim of training , the nature of the skill to be practiced , and the level of practitioners. Al-Isseli (2004: 8-10) mentions the following types of micro-teaching:

- 1- Pre-service training in micro-teaching: it is micro-teaching while studying, i.e. before graduation and specializing in any aspect. Such type of micro-teaching requires the attention of the supervisor with all general and special teaching skills to ascertain the student's ability to teach.
- 2- In-service training in micro-teaching: this kind concerns in-service teachers who teach and practice, at the same time, some special skills they didn't perform earlier.
- 3- Continuous micro-teaching: it begins at early stages of the programme until graduation. Such type usually has a connection with curriculums and theorized materials which need a practical understanding and a real teaching in class experience so that to be understood under the supervising teacher.
- 4- Final micro-teaching: it is the teaching given by the training teacher in his/her graduation year or the final phase of the programme focusing on the basic curriculums.
- 5- Directed micro-teaching: directed micro-teaching is subdivided further into modeled micro-teaching where the supervisor gives his/her students a model of micro-teaching and asks them to adopt it.
- 6- Undirected micro-teaching: this kind is the opposite of the directed one. It aims at constructing teaching efficiency, ascertaining it by preparing learning materials, presenting lessons, and evaluating the

performance of teachers without any connection with theory, style, method or model.

- 7- General micro-teaching: it focuses on the basic skills which are necessary for teaching in general regardless of the specialization, material, level of students. The aim of this kind is to ascertain the ability of the trainee to practice teaching.
- 8- Specific micro-teaching: this kind emphasizes the practicing of specific skills of a certain aspect of teaching and learning like teaching foreign languages, mathematics, natural sciences, social sciences for a certain group of student-teachers specializing in these fields in a certain college, department or a specific programme.

#### **8.4 The Role of the Supervisor in Micro-Teaching:**

The role of the supervisor is to help a student to improve his/her own teaching. This role, therefore, subtly changes during the training programme. In the early stages, the supervisor usually needs to be particularly encouraging and supportive. As the student learns to analyse and improve his/her skills, the supervisor gradually withdraws his/her support but not his/her encouragement. By the end of the programme, the student should be able to analyse and suggest his/her improvements virtually with no help from the supervisor. In short, the supervisor should try himself/herself to work out of a job (Brown, 1975: 139).

### **9. Literature Review:**

In this section, the researchers try to present some previous studies which have a direct or an indirect relationship with the concept of micro-teaching and compare them with the current research

## **9.1 Wright's Study (1979):**

Wright (1979) investigated the effect of micro-teaching using feedback and models on the development of questioning skills of pre-service teachers. The sample of the study consisted of (22) undergraduate pre-service teachers in secondary school methods courses at Norfolk State College. The students were randomly assigned to four groups. One of them was the control group which was trained by using micro-teaching only, while the others were the experimental groups. The first experimental group was trained by using micro-teaching with feedback, while the second was taught micro-teaching by using models, and the third was trained by using micro-teaching with a combination of feedback and models. To achieve the aim of this study, the researcher used the following statistical means: two-way analysis of variance, analysis of covariance and the Pearson Product Moment Correlation. The statistical analysis of the results showed that micro-teaching using models was the most effective technique for training pre-service teachers to increase their levels of performance on questioning skills and the interaction of feedback and models was the second most significant. Also, the performance of all of the experimental groups was significantly higher when compared with the control groups' performances. (Wright, 1979: 3164-A).

## **9.2 Noronha's Study (1980):**

The purpose behind designing this study was to investigate the feasibility of introducing videotape feedback in micro-teaching in pre-service secondary school teacher education programmes in Bombay. The experiment tested the achievement on the following three skills: 1-

fluency in questioning, 2- reinforcement, and 3- silence and non verbal cues.

Eleven student-teachers from two Teacher Education Colleges in Bombay practiced each skill in a short lesson unit planned for a small class of peers who served as student learners. They followed micro-teaching cycle of: plan, teach, critique, re-plan, re-teach and re-critique. The student teachers' performance in the teach and re-teach sessions was videotaped. Playback of the videotape offered feedback on student-teachers performance during the critique sessions. Two supervisors, observed and rated the performance of a student-teacher at the teach and re-teach scores. The results of this study reveal that micro-teaching with videotape does produce the desired change in the teaching behavior of student teachers, (Noronha, 1980: 5012A).

### **9.3 Ghazal and Jawher's Study (1993):**

In this study of micro-teaching, Ghazal and Jawher (1993) tried to recognize the effectiveness of micro-teaching on the acquisition of attracting the students` attention skill and the retention of it by students of Education College/ University of Mosul.

The sample consisted of (24) students chosen randomly from the students of fourth grade/Department of Psychological and Educational Sciences. The sample was divided into two groups, the experimental group was trained on attracting the attention skill by using micro-teaching, while the control group was trained by using the traditional methods. For evaluating the students` performance, the researchers designed an observation format, the validity and reliability of which had been found. The results indicated that there were statistical differences in

favour of the experimental group which was trained by using micro-teaching ( Ghazal and Jawher, 1993: 329).

## **9.4 Toshi's Study (1998):**

The aim of this study was to evaluate the impact of a training programme employing micro-teaching on the acquisition of formulating and asking classroom questions skill and carrying out demonstrations for the female students in both Teachers` Preparation Institutes of Mosul at Ninevah. To achieve this aim, the researcher recruited a sample from the fourth year student-teacher Science and Mathematics Branch in both Teachers' Preparation Institutes in Mosul during the academic year (1997-1998).

The sample of the research consisted of 32 female students, divided into two groups, an experimental group trained by using micro-teaching, and a control group trained by using the traditional method. The researcher used two groups equivalent post test as an experimental design, and prepared an observation leaf let for each skill, finding its validity and reliability. She applied post-test for each skill after finishing the training of the sample. The results showed statistically significant differences between the two groups in favour of the experimental group in both skills (Toshi, 1998: 1).

## **10. Method of Research:**

### **10.1 The Experimental Design:**

The experimental design is the blueprint of the procedures that enables the researcher to test the hypotheses by reaching valid conclusions about the relationships between independent and dependent

variables (Best, 1981: 68). This study adopts the post-observation equivalent groups design (Best, 1970: 150).

## 10.2 The Population:

The population of the present research has been limited to the fourth year in the Department of English / College of Basic Education for the academic year (2007-2008).

## 10.3 The Sample of the Study:

The sample for the current research has been randomly chosen from the fourth year students. It consists of (20) subjects (male and female). It has been equally divided into two groups; each group comprised (10) students ( see table 1). The first group represents the experimental group taught by micro-teaching and the second group represents the control group taught by the conventional method.

**Table(1): Numbers of Students in the Experimental  
and Control Groups**

Groups	Numbers of Pupils	Methods
Experimental	10	Micro-teaching
Control	10	Conventional Method

## 10.4 Equivalence of the Groups:

After choosing the sample of two groups and before implementing the experiment, the researchers made an equivalence depending upon certain information taken from the available archives in the Department of English. This equivalence included:

#### 10.4.1 Students' Ages:

Students' ages have been measured in years. The arithmetic means of their ages, standard deviation and T-value have been computed as shown in table (2):

**Table (2): T-Test Results of Students' Ages**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Experimental	10	22.2	1.78	-0.178	1.739	No significant statistical difference
Control	10	22,5	1.58	-0.178	1.739	

Table (2) shows that there is no significant statistical difference between the two groups according to the age variable since the absolute value for the calculated-T, viz. (-0.178) is less than the tabulated-T value which is (1.739) at the significance level of (0.05) and (18) degrees of freedom (Ferguson, 1981: 487). This means that the two groups are equivalent in terms of this variable.

#### 10.4.2 Parents' Educational Attainment:

##### a. Fathers' Educational Attainment:

The frequency of fathers' educational attainment has been computed. On testing the differences in this respect by using Chi-square, the following results have been obtained as illustrated in table (3)



**Table (3): Chi-square Results of Fathers' Educational Attainment**

<i>Groups</i>	No.	<i>Level of Education</i>				<i>Chi-square Value</i>		Significance level at 0.05
		Primary and less	Secondary	Diploma	Bachelor and High Degree	Calculated	Tabulated	
Experimental	10	3	2	1	4	3.258	6.44	No significant statistical difference
Control	10	2	2	2	4			

It is obvious that there is no significant statistical difference between the two groups in the fathers' educational attainment variable since the absolute value of the calculated Chi-square, viz. (3.258) is less than the tabulated Chi-square value which is (6.44) at the significance level of (0.05) and (3) degrees of freedom (Ferguson, 1981: 487). This means that the two groups are equivalent in terms of this variable.

**b. Mothers' Educational Attainment:**

The frequency of mothers' educational attainment of the two groups has been computed, and the differences between them have been tested by using Chi-square. The following results have been obtained as represented in table (4)

**Table (4): Chi-square Results of Mothers' Educational Attainment**

<i>Groups</i>	No.	<i>Level of Education</i>				<i>Chi-square Value</i>		Significance level at 0.05
		Primary and less	Intermediate	Secondary	Diploma and more	Calculated	Tabulated	
Experimental	10	5	3	1	1	2.533	6.44	No significant statistical difference
Control	10	5	1	2	2			

Table (4) shows no significant statistical difference between the two groups in the mothers' educational attainment variable since the absolute value of calculated Chi-square, viz. (2.533) is less than the tabulated Chi-square value which is (6.44) at the significance level of (0.05) and (3) degrees of freedom. This means that the two groups are equivalent in terms of this variable.

#### 10.4.3 Intelligence:

The Iraqi standardized Ravens Progressive Matrices Test (Al-Dabbagh et al., 1983) is used for the purpose of equivalence, because it is a non-verbal test which can be easily used with many large groups simultaneously and at the university level. The arithmetic means of intelligence for the two groups and the standard deviations have been computed according to the scores students have obtained. On testing the differences between the means obtained by using T-test, the results arrived at are shown in table (5):

**Table (5): T-Test Results of Intelligence**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Experimental	10	42.1	4.93	0.121	1.739	No significant statistical difference
Control	10	41.4	6.53			

It is clear from table (5) that there is no significant statistical difference between the two groups in the intelligence variable since the absolute value for calculated-T, viz (0.121) is less than the tabulated-T value which is (1.739) at the significance level of (0.05) and (18) degrees of freedom. This means that the two groups are equivalent in terms of this variable.

## **11. Tools of the Research:**

### **11.1 The Evaluation Card:**

The evaluation card has been prepared by the researchers themselves by relying on the available literature to test the hypotheses of the current research. The evaluation card consists of two basic teaching skills and every skill consists of many sub-skills (See Appendix 2).

### **11.2 Daily Plan:**

The daily plan for each lesson has been prepared according to two methods of teaching i.e. micro-teaching for the experimental group and the conventional method for the control group (See Appendix 1). The two plans have been presented to a group of experts specialized in education and methodology (See Appendix 3). The experts accepted the plans and put forward some instructions that have been employed in the present research.

### **11.3 Validity:**

Validity is perhaps the most complex concept in test evaluation. It refers to the degree of success with which a technique or another instrument is measuring what it claims to measure (Verma and Beard, 1981: 87 and Best, 1981: 197).

The evaluation card has been given to a group of experts in methodology, education and applied linguistics (See Appendix 3) to judge whether it is applicable as far as the current research is concerned. Eighty-eight percent of the experts consulted have agreed on the validity of the evaluation card.

## **11.4 Reliability:**

Reliability means the stability of the test scores. It is a necessary characteristic of any good test to be valid; it should first be reliable as a measuring instrument (Heaten, 1988: 162).

In the current research, the reliability computed by using Person Correlation Coefficient with Spearman Brown Prophecy formula, and it was 0,85 coefficient.

## **12. The Experiment:**

After achieving equivalence between both groups in the non-experimental variables affecting results, the researchers presented the same activities and practical lessons for the sample. Both groups were given theoretical information about sustain skill and the skill of using teaching techniques at the beginning of the experiment on the 3<sup>rd</sup> of October, 2007. After that, each student was presented a practical lesson to practice these skills. Students of the experimental group used micro-teaching method while the control group used the conventional method. The experiment was ended on the 2<sup>nd</sup> of January, 2008 with the end of training both groups on using skills.

The data were collected during the period of students' practical application in schools, with the presence of the researchers observing them. Every student was presented two lessons.

## **13. The Statistical Means:**

The researchers have used the following statistical means to test the differences:

1. Two-sample T-test of two tails for independent samples (Glass and Stanley, 1970: 295).
2. Person formula of correlation to compute the reliability of the test (Ferguson, 1981: 113)
3. Chi-square to test the difference between the two groups for equivalent students` parents educational attainment (Ferguson,1981: 438).

## 14. Analysis and Discussion of Results:

This section deals with the data obtained to present the total scores of the evaluation card of teaching skills, viz. sustain skills and skills of using teaching techniques.

The results can be stated according to the hypotheses as follows:  
For the first hypothesis which reads:

**“There is no significant statistical difference between the mean scores of the experimental group taught by using micro-teaching and the control group taught by using the conventional method in the acquisition of sustain skills ”.** The results presented in table (6), below, indicate that there is a significant statistical difference between the scores of the evaluation card of sustain skills for the two groups and in favour of the experimental group. This is so because the calculated-T value is larger than that of the tabulated-T. As a result, the first null hypothesis is rejected. This result is an indicator of the significance of micro-teaching in the acquisition of teaching skills by pre-service teachers.

**Table (6): T-Test Results of Evaluation Card of Sustain Skills for the Experimental and Control Groups**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Experimental	10	33.5	1.43	7.137	1.739	There is a significant statistical difference
Control	10	14.8	3.42			

Regarding the second hypothesis which states that “**there is no significant statistical difference between the mean scores of the experimental group taught by using micro-teaching and the control group taught by using the conventional method in the acquisition of skills of using teaching techniques**”, the mean scores of the experimental and the control groups have been tested. Table (7) presents the results:

**Table (7): T-Test Results of Evaluation Card of Skills of Teaching Techniques for the Experimental and Control Groups**

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				Calculated	Tabulated	
Experimental	10	25.6	1.64	6.161	1,739	There is a significant statistical difference
Control	10	12.6	2.50			

It is clear that calculated-T value is larger than that of tabulated-T. This means that there is a significant statistical difference between the experimental and control groups in favour of the experimental group which had been taught by using micro-teaching. Therefore, the null hypothesis is rejected.

This result has demonstrated that micro-teaching is the most effective method for training pre-service teachers to increase their levels of performance on the skill of using teaching techniques.

## 15. Conclusions:

In the light of the results arrived at, the researchers conclude the following:

- 1- Micro-teaching is efficient in improving the pre-service teachers performance in sustain skills because the student-teachers practice the skill by themselves. Therefore, they can benefit from their

experiences in teaching, i.e. by discovering the weak and strong points in their teaching.

- 2- Micro-teaching is efficient in improving the pre-service teachers performance in the skill of using teaching techniques because micro-teaching divides the skill into many steps.

## **16. Recommendations:**

In view of the conclusions of the present research as well as the experience of the researchers in the training by using micro-teaching, the following recommendations are important:

- 1- Educational colleges should use micro-teaching as a sub method along with the practical education to construct a perfect system to prepare and develop student-teachers.
- 2- Vocational training programmes should use micro-teaching for improving the teachers' performance through teaching.

## **17. Suggestions:**

For further future studies, the researchers suggest the following:

- 1- Conducting a similar study on other teaching skills and materials.
- 2- Conducting a comparative study between micro-teaching and self-learning for acquiring teaching skills by student-teacher

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بسم الله الرحمن الرحيم

جامعة الموصل  
كلية التربية الأساسية  
قسم اللغة الانكليزية

م / استبانة آراء الخبراء في صلاحية الخطط التدريسية  
الأستاذ الفاضل ..... المحترم

تحية طيبة:

تروم الباحثان القيام بالبحث الموسوم:

((اثر استخدام التدريس المصغر في اكتساب بعض المهارات التدريسية لدى طلبة قسم اللغة  
الانكليزية في كلية التربية الأساسية))

*“ The Effect of Using Micro-teaching on the Acquisition of Some  
Teaching Skills by English department students/Basic Education  
College ”*

ولغرض تحقيق أهداف البحث أعدت الباحثان نوعين من الخطط التدريسية، الأولى  
للمجموعة التجريبية التي سوف تدرس بطريقة التدريس المصغر والثانية للمجموعة الضابطة  
التي سوف تدرس بالطريقة التقليدية، و لما كنتم من ذوي الخبرة والاختصاص ولما تتمتعون  
به من سمعة علمية جيدة، نرجو الباحثان الاستفادة من خبراتكم وملاحظاتكم حول صلاحية  
خطتي التدريس.

مع الشكر والتقدير للجهود المبذولة

الباحثان

## APPENDIX (1)

### *Daily Plan Lesson / The Experimental Group*

**Textbook:** textbook Analysis

**Day:**

**Level:** Fourth stage

**Date:**

**Subject:** How to teach structure

**Method:** Micro-teaching

**Behavioural Objectives:**

After the end of the lesson, the student is expected to:

1. Know the extent to which the teaching aid is suitable for the lesson,
2. Know how to organize the blackboard summary,
3. Make a balance between the blackboard summary and other available teaching aids(techniques), and
4. Know when to use his teaching techniques.

After providing students with the theoretical information, the followings are required:

- 1- Each student must prepare a mini-lesson of ten minutes to be presented on his classmates.
- 2- The teacher records the student's performance on a digital camera.
- 3- The teacher asks the student's classmates to write their observation according to what they have learnt in the previous lesson.
- 4- The teacher plays the recorded video to watch the student's performance.
- 5- The teacher checks the evaluation card while watching the video.
- 6- After discussing the strong and weak points in the student's performance, he receives feedback by stopping the video temporarily to start a discussion and then play it back again.
- 7- The student re-plans his lesson according to the criticism session.

- 8- The student gives another lesson to another group of students of the same level and number.
- 9- The teacher repeats the feedback again.

### ***Daily Lesson Plan / The Control Group***

**Textbook:** textbook Analysis

**Day:**

**Level:** Fourth stage

**Date:**

**Subject:** How to teach structure

**Method:** Traditional method

#### **Behavioural Objectives:**

After the end of the lesson, the student is expected to:

- 1- Know the extent to which the teaching aid is suitable for the lesson,
- 2- Know how to organize the blackboard summary,
- 3- Make a balance between the blackboard summary and other available teaching aids(techniques), and
- 4- Know when to use his teaching techniques.

After providing students with the theoretical information, the followings are required:

- 1- Each student must prepare a mini-lesson of ten minutes to be presented on his classmates,
- 2- The teacher may take some notes on the student's performance.
- 3- The teacher and students discuss the points of strength and weakness in the student's performance.

بسم الله الرحمن الرحيم

جامعة الموصل  
كلية التربية الأساسية  
قسم اللغة الانكليزية

م / استبانة آراء الخبراء في صلاحية بطاقة التقويم

الأستاذ الفاضل ..... المحترم

تحية طيبة:

تروم الباحثان القيام بالبحث الموسوم:

((اثر استخدام التدريس المصغر في اكتساب بعض المهارات التدريسية لدى طلبة قسم اللغة

الانكليزية في كلية التربية الأساسية))

***“ The Effect of Using Micro-teaching on the Acquisition of Some Teaching Skills by English department students/Basic Education College ”***

ولغرض إعداد بطاقة التقويم استعانت الباحثان بالأدبيات السابقة والمصادر في إعداد البطاقة التي تخص مهارة الإثارة والتشويق ومهارة استخدام تقنيات التعليم التي تود الباحثان قياسهما، ولما كنتم من ذوي الخبرة والاختصاص ولما تتمتعون به من سمعة علمية جيدة، يرجى بيان رأيكم وملاحظاتكم حول مدى صلاحية البطاقة.

مع الشكر والتقدير للجهود المبذولة

الباحثان

## APPENDIX (2)

### Evaluation Card

Basic Skills	Sub-Skills	4	3	2	1	0
<b>Sustain Skills</b>	1- Starting the lesson. 2- Attracting pupils attention to the new lesson. 3- Reminding pupils of their previous information related to the subject. 4- Taking into account pupils linguistic level. 5- Sustaining them to the new lesson. 6- Excluding memorial style. 7- Firing pupils enthusiasm. 8- Interacting with his pupils. 9- Emphasizing new terms, words, and concepts.					
<b>Skills of Using Teaching Techniques</b>	1- The means must be suitable for the skills and its aim is clear. 2- It is simple and inexpensive. 3- Using it at the suitable time. 4- It must be successful in achieving its aim. 5- Technically, the means must be used appropriately. 6- Blackboard summary illustrates the content. 7- Everyday life techniques used must be related clearly to the content of the textbook.					

## APPENDIX (3)

### Panel of Experts

No.	Name	Academic Status	Specialization
1.	Dr. Fadhil K. Ibrahim	Prof.	Methodology
2.	Dr. Wayees J. Ibrahim	Asst. Prof.	Linguistics
3.	Dr. Ahlam A. Dau'ed	Asst. Prof.	Methodology
4.	Dr. Thabit M. Khuthar	Asst. Prof.	Educational Psychology
5.	Dr. Isam A. Abdulraheem	Asst. Prof.	Applied Linguistics
6.	Dr. Ansam A. Ismaeel	Lecturer	Applied Linguistics