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SECTION OF ENGLISH

Introducing Microteaching Courses as a Pre-service Training Technique for the First-year EFL Master Students at Mohamed Kheider Biskra University

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Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of Language

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Declaration

I, Nessigha Bouthaina, hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that all of the cited and quoted sources in this work are put forward in the references list. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria.

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Signature:

Dedication

I dedicate my work

To my father's soul I wish you were here to witness your dream

becoming true.

To my mother and my sister Sarah who supported me through my

journey for better and worst.

To all my best friends and brothers thank you for being there

whenever I needed you.

A special thanks to Ikram Houfani for her help.

To all my family and friends.

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Abstract

Amateur instructors confront a few issues when beginning their careers. Such issues might be due to the inadequate information on how to handle the classroom climate, destitute preparation, or deal with the students. The present study aimed to investigate introducing Micro-teaching courses as a pre-service training technique for first year master's students distributing two semi-structured questionnaires to a sample of 90 students and 15 teachers in order to collect data. The results of the study revealed that introducing Micro-teaching courses is beneficial as a pre-service technique. The analysis of the two questionnaires results in addition to the interpretation of both teachers and students revealed responses and suggestions, give us positive attitudes towards the introduction of micro-teaching courses as pre-service teacher training technique to the EFL learners in the English department at the University of Mohammed Kheider Biskra

Keywords: EFL, Teacher Training, Micro-teaching.

List of Abbreviations and Acronyms

MKUB: Mohamed Kheider University of Biskra.

EFL: English as a foreign language.

ELT: English language teaching.

TEFL: Teaching English as a foreign language .

ESL: English as a second language.

L1: first language.

L2: second language.

T: teacher

TESL: teaching English language as a second language.

TESOL: teaching English as a second foreign language to other language speakers.

ELTM: English language teaching methodology.

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General Introduction

General Introduction

In recent years, a good deal of attention has been paid to teacher education programs and techniques which would keep pace with our changing societies and its requirement. Most countries acknowledge that initial or pre-service teacher education is just the first step in a longer process of professional development, and not the only preparation teachers will receive. A majority of these countries are beginning to require the same level of preparation to all teachers, regardless of the level they will teach. The preparation programs and techniques tend to be designed in such way as to encourage a longer-term production change and a more context-sensitive approach catering for trainee's current or future teaching contexts.

It is undeniable that teaching is a dynamic process that calls for systematic theoretical and practical preparation, both of which should be given to prospective teachers before they face their first teaching experience. Teachers' preparation programs should be comprised of a concise inventory of goals in teacher preparation and the means of implementing them, and, understandably, re-assessed and brought into line with the latest developments in the related disciplines and technological advances. The responsibility of initial teacher training institutions or departments is to set the standard for the development of professionally useful and pedagogically potent programs of teacher education.

Effective teaching has long been acknowledged as a desirable goal of teacher education programs. Several studies have demonstrated that on-campus clinical experiences are a viable vehicle for meeting the desired goals of preparing pre-service teachers to become effective teachers (Cruickshank, 1985 ;Cruickshanket al., 1996) . One of the most widely used methods for providing on-campus clinical experience for pre-service teachers is microteaching.

Developed in the early 1960s at Stanford University, microteaching has evolved in some variation or another as the on-campus clinical experience method in "91% of the teacher education programs" (Cruickshank et al., 1996, p.105). In its traditional form, microteaching is used to teach pre-service teachers to master specific teaching skills. Nowadays in many teacher education programs, the use of microteaching has expanded from its original focus of helping pre-service teachers to master discrete teaching skills, to giving them the complete teaching experience and orienting them to teach in the natural classroom during the field experience. Two associated components are critical in the implementation of this on-campus clinical activity: videotaped micro-lessons and feedback (Mills, 1991; Metcalf, et al. 1993; Cruickshake and Metcalf, 1993; Vare, 1994; Brent, Wheatley & Thomson. 1996; Bentonkupper, 2001).

Working alone, with the instructor and/or a handful of peers in the microteaching group, pre-service teachers view the videotape of their individual lessons to analyze and reflection lesson as taught. Individuals viewing the videotaped lesson for the purpose of writing a critique of instructional performance is a common practice aimed at encouraging the development of self-analysis and consequently, reflective practice. The other common element in microteaching activities is the provision of feedback. Led by an instructor or another trained supervisor, or sometimes working without a more knowledgeable person, peers engage in a discussion of each microteaching presentation and point out the strengths and weaknesses of the lesson. Oral feedback is followed by written feedback of the lesson on the microteaching review and feedback form developed for the purpose.

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1. Statement of the Problem

All around the world; green teachers face problems in their first year of teaching. Studies from different countries reveal some of the problems and issues faced by the new teachers such as the reality shock and changes in behaviors and attitudes. The problems perceived most often are classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and /or inadequate teaching materials and supplies, and dealing with problems of individual students. Issues such as person-specific and situation-specific differences, views of the principals, problems of experienced teachers, and job satisfaction of beginning teachers are also a big part of the problem faced by the new teachers.

2. The Research Questions

Along the current study the researcher seek to answer the following question

- Would introducing microteaching courses as a pre-service training technique for the first-year TEFL masters students atBiskra University be beneficial?

3. Research Hypothesis

Introducing microteaching as a pre-service training technique for the TEFL masters students at Biskra University would be helpful in providing them with the principal standards of teaching for a long successful teaching career.

4. Methodology

This study was carried out to introduce micro teaching courses as one of the training techniques for the TEFL pre-service teacher trainees in the English department of Mohamed Kheider University Biskra. The researcher had limited the scope of the study only to the first year Master students (2020/2021) to all the groups majoring in the science of the language. The researcher is choosing not to address many TEFL grades in this research, even though it might be valuable, in order to allow more depth of understanding regarding the first year master degree TEFL learners on which the focus will be.

4.1.Research Approach

The Researcher will use mainly Thequantitative descriptive method using surveys because of the nature of the topic. The descriptive method as it is seen by many researchers around the world does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study.

4.2.Population and Sampling

The population for the study is the two hundred twenty-eight (228) first year Masters Studentswhom are interested in teaching as a future career and the sample was ninety (90) students which only fifty-seven (57) had responded and fifteen (15) teachers of didactics and other English subjects in the English department to consolidate our data. The researcher have chosen to deal with the first year Master students in this study because the master student are lacking the pre-service training and they are one step closer to getting out on the field of practice with no sufficient knowledge or plans for the real world of teaching.

4.3. Data Collection Tools

As for the tools we intend to use questionnaires. They will be administrated to both teachers andlearners.

4.4. Structure of the Dissertation

This research study is distributed into three chapters. The first two chapters are devoted to the theoretical work, while the third is devoted to the field work including data analysis and interpretation of the results.

The first Chapter deals with Teaching English as a foreign language it's process, importance, and complexity. The second chapter provides an overview on Teacher's Education and Micro-Teaching.

The third chapter starts with the research methodology adopted forthis study. Also, it is devoted to the analysis of the data gathered from the teachers' and students'questionnaire in order to confirm or disconfirm the before mentioned hypothesis.

Chapter One:
Teaching English as Foreign Language

Introduction

Today English is so widely taught worldwide that the purposes for which it is learned are sometimes taken for granted. Thirty years ago the assumption was that teaching English was a politically neutral activity and acquiring it would bring untold blessings to those who succeeded in learning it. It would lead to educational and economic empowerment. English was regarded as the property of the English-speaking world, particularly Britain and the US. Native speakers of the language had special insights and superior knowledge about teaching it. English language teaching as second and foreign language is a field that is constantly in a state of change. For example new curriculum frameworks currently being implemented in different parts of the world. In many countries English is now being introduced at primary rather than secondary level necessitating considerable new investment in textbooks and teacher training.

1.1.Teaching English as a foreign language (TEFL)

The acronym TEFL refers to teaching English as a foreign language. TEFL is most commonly used when speaking about teaching English to learners those who live outside a native English speaking country and are non native-English-speaking students learning English in a country where it is not the primary language. TEFL is sometimes used in place of TESOL (Teaching English to Speakers of Other Languages) or TESL (Teaching English as a Second Language).

The demand for English teachers around the world today is very high. English continues to be the preferred language in many domains of life. More and more business people are finding English necessary to secure a job or a promotion. Thousands of people every year travel to English speaking countries to study and work. And, of course, the majority of pages on the Internets are in English. About a billion people engaged in studying

English as a Second (ESL) or Foreign (EFL) Language: Only about 300,000 million are LI English speakers. (British Council, 2004; Crystal, 2000).

1.2. Process of TEFL

1.2.1. The role of teacher and learner

The term 'role' is a familiar one and frequent use has worn away its foreign circumflex. It can be defined, generally, as part people play in the performance of social life. Roles, whether achieved or ascribed, are kinds of conventional script, or pre-script, which constrain the individual person to assume a person in conformity to normal and expected patterns of behaviour. A role, to put it in more precise sociological terms, is 'a set of norms and expectations applied to the incumbents of a particular position' (Banton 1965: 29). The incumbents we are concerned with here are those who take up positions in the language class-teachers and pupils, or learners. (Widdowson. H.G, 1990, p181).

The classroom provides the context for the enactment of these roles: but the classroom should not just be perceived as physical surroundings but also conceived as social space. The difference is important and can be marked by a terminological distinction: setting for the physical context, scene for the socio-psychological one. These are terms and distinctions proposed by Hymes (1972).

Setting refers to the time and place of speech act and, in general, to the physical circumstances. Scene, which is distinct from setting, designates the psychological setting, or the cultural definition of an occasion as certain type of scene...In daily life the same persons in the same setting may redefine their interaction as a changed type of scene, say, from formal to informal, serious to festive, or the like.(Hymes 1972).

Hymes (1972) identifies setting and scene as factors in the speech event, the situated communicative occurrence of language use. Since the classroom lesson is a type of speech event, it should be possible to characterize it in terms of these and the other factors which Hymes proposes.

With reference to setting, we might consider the physical features of the classroom which facilitate or constrain certain interactive procedures. If the walls are thin, this fact sets limits on activities which might provoke too much noise; if the desks are ranged in lines facing the teacher and fixed to the floor, this fact inhibits the setting up of small group discussion. So setting factors will have an influence on the kind of scene which the teacher wishes to create. One might compare the effect of seating arrangements in such places as courts of law or parliamentary assemblies.

But it is the Socio-psychologically defined context, the scene, which is of particular relevance in recognizing how roles are assumed by classroom incumbents. The protagonists have to be in position both socially and physically before the scene is set and the play can begin. The teacher comes into the room. There is a hull in the hubbub, a transitional phase of settling down. Then: 'Right. Quiet please. Sit down. The tumult and the shouting die. The scene is set. The classroom is constituted as a kind of social scene and the lesson starts. The participants, or the players, assume their normal and expected positions.

But what are these positions exactly .We have names for them in English: (school) master', '(school) mistress', 'teacher', on the one hand; 'pupil', 'student', 'learn', on the other. But the terms on each side are not in free variation: they seem too suggest different things, I think, that the roles of the classroom protagonists are not as straightforward as they might at first appear. (Widdowson .H.G, 1990, p182).

Let us look first at the terms 'pupil' and 'student'. These denote stable and socially established roles at different stages of life (student hood in Britain seems to coincide roughly with the right to vote) and they are institutionalized and a part of the incumbent's identity. So the terms can be used to mark social categories and to specify occupation. Someone might say, in a conversation, 'Rupert, you know, is a student at Oxford', or we might read as a newspaper item 'Fiona Chetwynd, a pupil at the Priory School, is the new junior East Basingstoke badminton champion.' But people are not categorized or identified as learners. Being a learner is not an occupation but an incidental activity. The term denotes a role of temporary engagement which does not attach to the incumbent as a continuing characteristic: it is not a means of identification. We cannot say that Rupert is a learner at Oxford or Fiona a learner at The Union of Students but not a National Union of Learners. Learners are not kinds of people. Students and pupils are. You can be a learner whenever you like; you do not have to formalize your position.

In Britain, though, they have a National Union of Teachers. This, together with the fact that this is the same sort of organization as the National Association of Schoolmasters and Women Teacher, indicates that the term 'teacher' is ambiguous. It can be used to refer to an identifying and categorizing role, in which case it is synonymous with '(school) master' and '(school) mistress', and corresponds to the terms 'pupil' and 'student'. But it can also be used in reference to a temporary and incidental role, which is engaged as an activity as and when occasion requires, and in this case it corresponds to the term 'learner'. What I am suggesting, then, is that we find two really quite different kinds of role enacted in the classroom. One has to do with occupation and is identifying (pupil, student; master, mistress) and the other kind has to do with activity and is incidental (learner), with the term 'teacher' ambiguous, able to denote both. Now it happens that, as with other things, they order this matter better in France.

The terms professeur, écolies and étudiant (e) denote the identifying occupational roles, the terms enseignant (e) and aprenant (e) the incidental activity ones. (Widdowson.H.G, 1990).

1.2.2. In the Classroom

A classroom is a room in which teaching or learning activities can take place. Classrooms are found in educational institutions of all kinds, including public and private schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place with no interruption by any other distractions.

"So what is a classroom? I feel that all too often we as teachers are tied up with the concept of the physical space as the place of learning. That to teach we must have tables or desks chairs whiteboards etc. And I guess that for "Teaching" this might actually be true, but are we about teaching or learning? Learning can and does occur anywhere. Teachable moments are not restricted to classrooms; learning isn't limited to the desk and seat in the room with 4 walls and a whiteboard"(Andrew, 2010)

The most important person in the classroom is the student. The teacher's primary focus must be on effective ways to have the student practice using his or her language. Classes should be planned so they enable the student to use just a little more language than they are comfortable with. This is known as "i+1" - an idea popularized by Stephen Krashen. The Learner-centered way of teaching is one of many theories and ways of teaching that centers on the goals, needs, interests and existing knowledge of the students. Students actively participate in such classrooms and may even be involved in setting learning outcomes. Teachers in student-centered classrooms ask students for input on their goals, needs and interests and on what they know before providing them with study topics or answers to

questions (for example, grammar rules). They may also ask students to generate (help produce) materials.

The teacher is seen more as a facilitator or helper than the dominant figure in the classroom. As for the relationship between teachers and learners in the classroom,

Ginny Hoover (2011), said "In order to teach:

1. You must have control over your classroom.

2. In order to have true respect, you must give it.

3. In order to have discipline there will be consequences for bad decisions.

4. In order to be the authority figure in a classroom, there is an imaginary line

that you shouldn't cross.

5. A teacher cannot always be fair, but should strive to fairly apply the rules.

6. A positive classroom will accomplish much more than a classroom that is filled with negativism.

7. If you discipline in anger, your judgment can be in error. Learn to be calm in

the face of problems.

8. It is important to act, not react. Give students choices.

9. If the emotional and/or physical well being of a student is at risk, and then

the offender should be removed from the room.

10. If teachers copy the discipline style of another; it may not fit them or their classroom. Classroom control requires personalization. What works best for you is what you should do."

Teachers should manage their classes really good by setting some strategies and techniques and materials to help them run throw the sessions and making each session in the class goes really smooth and wonderful. Such strategies and techniques are Lesson planning, Classroom management, Eliciting techniques, giving corrective feedback, Motivating students, Getting off to a good start and Learning School Policies, all this strategies represent a great help to the green teachers and teachers to be as they start working.

1.3.Importance of TEFL

People need to learn a second language because of globalization; connections are becoming inevitable among nations, states and organizations which creates a huge need for knowing another language or more multilingualism. The uses of common languages are in areas such as; in trade, tourism international relations between governments, technology, media and science. Therefore, many countries such as Japan (Kubota, 1998) and China (Kirkpatrick &Zhichang, 2002) create education policies to teach at least one foreign language in primary and secondary school level. However, some countries such as India, Singapore, Malaysia and Philippines make a second official language in their governing system.

It is already been pointed out that English is one of the major languages of the world. The U.N.O has given English the status of being an official language. English is being learnt and used all over the world not out of any imposition but through advantages. Today the compulsions of learning English are no longer merely political but scientific and technological. And no longer is English the language of Great Britain only, it is the language required by the world for greater understanding; it is the most of international languages.

As for the non-native speakers of English, teaching and learning it as a foreign language (TEFL), like any other teaching job, is about convening information to students in a

formative and interesting manner. Students learn English for a variety of reasons: to improve their standard of English in preparation for school exams; to improve their English to gain entry to an English speaking university or in order to be able to use English in their future job. (Manish A. Yogesh L, et al, 2004).

1.4. Current Status of TEFL at the Algerian University Level

Prior to the Algerian independence, the French language was strongly implemented but arabization has been a major force in education and politics in the past few decades. With the aim of increasing accessibility, public primary and secondary schools were unified in 1976 and private schools were abolished. The 1990s brought about many changes: English was introduced as an optional second language as of 1992 and, in 1999, an increased awareness of the importance of education led to 6% of the country's expenditure being devoted to education.(Hamzaoui, 2015)

Efforts are being made to improve the structure of the education system, but a turbulent past has left administration confused in certain areas and many schools require better organization as well as more teachers. Since the introduction of the English language into schools, it has become an important part of the curriculum and is in great demand in all levels of education. Various TEFL (Teaching English as a Foreign Language) schools have been established throughout the country, though some suffer from a lack of English teaching materials and fluent speakers. Though teachers are in demand, all non Algerians need a visa to enter the countryLanguage schools are located in the main cities, the main schools in Algiers are the HopelandInstitute inCheraga and the El HouroufInternational School of Algiers; both offers the chance to either get TEFL-qualified or teach English to Algerians.(Hamzaoui, 2015)

1.4.1. The University Requirements

In Algeria, the new 'Baccalaureate' holders enrolled in English departments normally spend a Period of four years of study (in the classic system) and a period of three years of study (in the new LMD system) to graduate and obtain the English 'License' degree'. During this period Students are theoretically assisted and trained to become either English teacher in Secondary Schools or to carry on post graduate studies at University upon an admission test. The first two years of graduation aim at consolidating the basis of the language already acquired in Secondary Schools (5 years of English learning). Therefore, the modules students are concerned with deal mainly with the teaching of the target (Hamzaoui, 2015).

Language system and skills: grammar, written expression, listening comprehension, reading comprehension and oral expression, in addition to phonetics, linguistics, and the Arabic French language and literature. Content modules such as civilization and literature are taught in the second, third and fourth years (in the classic system) and are taught in the first and second year (in the new LMD system). It should be pointed out that in the fourth year (in the classic system) and the third year(in the new LMD system), students are required to choose between writing an extended essay which would present a small scale research, or attending teacher training sessions in a Secondary School followed by writing the training report. (Hamzaoui. 2015).

1.5. Problems Faced by Learners

It is extremely difficult to say that people with a certain background only face one set of problems. The difficulties are as many and as varied as the people learning English. The obstacles they face in learning a new language are closely linked to Language I(LI) interference (L1 interference with English, L2), their education, the complexity of the English language and for some there could be difficulties due to culture. It is important for teachers to

be aware of these issues, since they will then be better able to assist their students in overcoming these.(Debbie B, 2006)

1.5.1. L1 Interference

Learner difficulties with L1 interference depend on the extent to which their native language differs from English. Many tend to carry over the same grammatical patterns from their L1 to L2. This would be problematic if L1 and L2 have different patterns. They also seem to confuse certain items of vocabulary known as false friends. Both of the afore mentioned contribute to language interference.(Debbie B, 2006)

1.5.2. Education

There are people with very little education who have learned English. We can all probably think of someone like this and can attribute their success to different aspects. Most of these people are highly motivated, goal oriented people. Their lack of education didn't prove to be a stumbling block. Many though, because of not having sufficient education, lack appropriate study skills that may prove very helpful in learning a new language. Students could be eager to learn, but their eagerness does not mean that they know how to study.(Debbie B, 2006)

1.5.3. The Complexity of the English Language

The history of English has resulted in a large vocabulary. Some experts claim that it has one of the largest vocabularies of any known language. Besides difficulties with the large vocabulary, learners tend to have many difficulties mastering English grammar. The tenses present a large number of subtle differences that a learner of English may have great difficulty detecting. Understanding the importance of auxiliary verbs and how they can be manipulated in order to form one of the many tenses of the English language is quite difficult at times.

Many times articles (the definite and indefinite article) are not used by students to form complete sentences. This we can understand, because in their L1 the use of articles may not be necessary or even non-existent. Articles are at times even used in a completely different way in their Ll.Not to be ignored are the pronunciation issues. Some sounds, such as the (in the, that, though) are difficult to produce for some students and they thus replace those sounds by the [t] or [d] sound. This might feel more natural to them. Spanish students may have difficulties with the [b] and [v] sounds and speakers of Asian languages may have difficulties pronouncing [r] and [I] sounds.

The syllable clusters in English also present many problems. English words may have clusters of up to 3 consonants before and/or after a vowel (example: straw, desks). This presents pronunciation issues for some learners. The Japanese are used to words where the consonant alternates the vowel. The word desks might be pronounced as desukusu because of trying to force a vowel in between the consonants. (Debbie B, 2006)

1.5.4. Culture

The influence of one culture should not be ignored. This influence may create barriers that teacher s need to overcome by being patient and understanding. Many language teachers have observed passivity and shyness in their Asian students. This does not necessarily mean that they are not eager to learn. Teachers need to familiarize themselves with the culture of their students because this will help them to avoid embarrassing situations that could form roadblocks to learning.(DebbieB ,2006)

Conclusion

As can be seen, deferent experts and educational specialists have their own ideas and views of how to and what is TEFL, but the one thing in common with this experts is that they all agree on the importance of the proper preparation of the new TEFL teachers, which is the subject to be tackled in the next chapter.

Chapter Two:

Teacher Education and Micro-Teaching

Introduction

The progress of any country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies and honorable position in the society and as far as the field of teacher education it is a relatively underexplored one in both second and foreign language teaching. Little data have been gathered on the kinds of programs that work and don't work. For the past decades teacher training and teaching has moved from a period of "teacher training" characterized by approaches that view teacher preparation as familiarizing student teachers with techniques and skills to apply in the classroom, to "teacher education", characterized by approaches that involve teacher in developing theories of teaching, understanding the natural of teacher decision making, and strategies for critical self-awareness and self-evaluation.

In this chapter, the theoretical background of microteaching and other related issues are provided so as to cast light on further discussion on the subject matter. Firstly, the term microteaching will be investigated in terms of its history, definition, its importance to ELTM, its internationally popular variations and some controversies regarding this practice. The last section presents some related studies and their findings about the application of microteaching in various contexts whose gaps and limitations form the basis for this study.

2.1. Teacher education

How can teachers be prepared to undertake the process of pragmatic mediation that we have been proposing in these chapters? The requirement for a research perspective which this necessarily entails, the relating of abstraction to actuality, the use of technique to realize principle, indeed the whole process of self-monitoring, presupposes attitudes and teachers. Indeed, as we have already indicated, it seems to me that the very claim of pedagogy to

professional status is based on the same supposition. What then does teacher education involve and how does it differ as a concept from teacher training (Rao & Rao, 2005).

In general terms, the distinction between education and training can be formulated in the following way. Training is a process of preparation towards the achievement of a range of outcomes which are specified in advance. This involves the acquisition of goal-oriented behavior which is more or less formulaic in character and whose capacity for accommodation to novelty is, directed at providing solution to a set of predictable problems and sets a premium unreflecting expertise. It is dependent on the stability of existing states of affairs since it assumes that future situation will be predictable replicas on those in the past. Education on the other hand is not predicated on predictability in this way. It provides for situations which cannot be accommodated into preconceived patterns of response but which require a reformulation of ideas and the modification of established formula. It focuses, therefore, not on the application of ready-made problem-solving techniques but on the critical appraisal of the relationship between problem and solution as a matter of continuing enquiry and of adaptable practice.(Pters 1967, 1973; Widdowson 1983, Larsen Freeman 1983).

It should be noted that this view of teacher education does not give warrant to abstract speculation for its own sake in dissociation from actuality Rather it provides for the initiative of invention whereby actuality can be variously interpreted and changed. This does not mean that the educated teacher will continually be in quest of innovation and reject conventional practices out of scrutiny and not simply accepted on trust. The reason for the familiar bandwagon phenomenon is to be found in educational failure. (Rao & Rao, 2005)

Teacher education, then, provides for the appraisal of ideas in orders to make them more practically effective, because an understanding of abstract concepts and their relationships allows for adaptability in their realization. It follows that such an educational perspective on teacher preparation does not deny the importance of practical technique. On

the contrary, it proclaims its crucial role as effecting a renewal of connection with the actuality of particular classrooms context. But techniques are not goals in themselves, as they are in training perspective; they are the means for making ideas operational and subject to modification in the light of evaluation. They do not determine the activities of teaching and learning, but on the contrary are themselves required to conform to the changing perception and experiences of the teacher and learner. (Rao & Rao, 2005)

The way techniques are to be considered in teacher education, not as procedures to conform to but to exploit, bears on the question of the use of existing teaching materials in the preparation of teachers. These teaching materials are techniques made manifest by the specific choice of language, designed and arranged as a series of tasks or exercises for immediate implementation. To the extent that such materials are realizations of principles, instances of what exercises informed by certain ideas might look like, then they are illustrations. They can be assessed by reference to abstractions. To the extent that such materials are designed for direct implementation with the implicit claim for general pedagogy effectiveness, then they are prescriptions. They presuppose that the particularities of different classrooms are not determinants of teaching and learning but are incidental. In this case, they can only be assessed by reference to actuality (Widdowson. H.G, 1990).

As illustrations, therefore, teaching materials can be seen as stimulants of enquiry calling for appraisal as prerequisite for application as prescription they call for application without the requirement of appraisal and so constrain the users into conformity a training perspective would obviously tend towards the prescription view of teaching materials as illustrations This distinction between the illustrative and prescriptive character of teaching materials thought obvious enough does not always seem to be recognize the materials which I designed myself as illustrative of a particular approach to teaching (Allen and Widdowson, 1973) have been criticized on the grounds that they have not been subjected to evaluation and

thereby given the seal of practical effectiveness (Murphy, 1985). But the point about the evaluation of materials is that it cannot be carried out in dissociated from the context of particular classrooms: it must be part of the process of self-monitoring mediation that we are advocating here. In this view there can be no possibility of any global approval or rejection. It is interesting to note that Murphy's concept of evaluation in this respect is at variance with that of Breen and Candling which we referred to earlier. (Widdowson. H.G, 1990)

2.2.Teacher Trainees

Training is necessary for efficient work in particular job. Certain people, who are not in favor of training hold, the view that there is no need of training the teacher only they should have mastery over the subject because there is no significant difference found in teaching of trained and untrained person. Theoretically it is not right. Training is essential for every teacher trained teachers can de much more than untrained teachers. There may be so many reasons for that why they do not perform their work effectively. Demand of job or profession, is the objective of existence of teacher training. (Sing .Y.K, 2004)

To have mastery over subject matter and communicate this to students are quite different. Many skills are needed to questioning etc..., other skills which may be required are skill of arranging and logically sequencing the subject matter.

Teaching is not confined aims at the all round development of personality of child. But there are the things to be taught to the teachers, e.g. what are his responsibilities and duties, etc. These things or skills or attitudes can only be developed through systematic training hence a systematized knowledge is required in order to achieve these skills and attitudes for this training is must.(Singh. Y.K, 2004)

There is not only the knowledge of these things which are essential for a teacher unless a person has a positive attitude towards students and his job.

Attitudes are learnt through experiences. In training program many pleasant experiences are provided to student teachers by whom he can develop by systematic program of teacher training. (Sing .Y.K, 2004)

So theoretically need for training the teacher has some rational. The technical knowledge and skill can be developed in the teacher through the training. Therefore, the training is necessary for all types of teachers.

We have talked so far about teacher training and education without distinguishing between pre-service and in-service programs. It seems reasonable to suppose that there will be differences in the kind of provision that needs to be made by each of these stages of teacher formation. These differences are, I believe, closely related to the training and education perspectives outlined above.

2.3.Pre-service training and teaching

Pre-service preparation initiates the prospective teacher into the basics of professional activity. These are, in general, of two kinds. There are those which relate to the craft of classroom management and the use of routine producers for organizing class activity, the tricks of the pedagogy trade. Here what is important for novices is the development of confidence when confronted with a new and demanding, indeed threatening, social situation, and for this they need to draw upon a set of established and reliable technique and learn to feel secure in the straightforward business of actually putting them into practice, whatever their validity in terms of learning effect might be. Novice teacher clearly have to feel secure in their own role, and establish their own identity, before indulging in experimentation which could undermine their authority before they have actually acquired it. (Widdowson. H.G, 1990)

The second basic element of initiation is that which relates newcomers to their fellow teachers, process of acculturation whereby they become members of the group. This too inclines them to accept a set of conventional attitudes and practices. To adopt too critical or enquiring a position at this stage would be to run the risk of alienation. In their initiation into both the craft and culture of pedagogy, it is the interests of novice teacher to conform in order to place their relations with pupils and fellow teachers on a secure base and so to get established in their role. In view of this, it seems clear that pre-service or initial preparation needs to pay particular attention to training. This is not to say that such courses would not also encourage an awareness of wider theoretical implication or the kind of appraisal we have associated with education, but this would be more in the manner of a long-term investment rather than something expected to yield immediate returns, something which might influence attitude rather than instigate action.(Widdowson. H.G,1990).

The instigation of action, indeed of action research, is a matter which must mainly be taken up by in-service provision. And it is here, of course, that an educational orientation is required in order that teacher might enact the role of mediator along the lines we have been proposing. There is, of course, very extensive provision already made in field of in-service education for provision already made in the field of in-service education for language for language teachers, ranging from award-bearing year-long courses in universities to the relatively informal meeting of teacher groups on a self-help basis. With such programs there is, however, a persistent problem of renewal of connection with the classroom. This is perhaps more evident in the case of longer courses where teacher are displaced from their pedagogic habitat for considerable periods of times, but it exist also in shooter courses. What happens very often here is that participant are inspired by the social and professional intensity of the event but find that they have little to carry home with them except a heady sense of general enlightenment which is often quickly dispersed on its contact with reality. This is not to deny

the value of such courses: they provide, at the very least, a sense of professional community and there is no doubt that some of the inspiration they generate carries over into practice. But for many participants what is needed is something more definite in the way of scheme of work of some kind which will direct and maintain the momentum of the course into a continuing program of monitored activities in the classroom. It seems to me that it should be the purpose of all in-service courses to develop such schemes through the joint enterprise of the participants. In this way, these courses prepare teacher for the responsibility of their own continuing professional education. They are provided with guidance which enables them to take the initiative. (Widdowson. H.G,1990).

2.4. Overview of Microteaching in English Language Teaching

Microteaching 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. (Hymalata 2015)

A microteaching 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 microteaching 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.

In Duff's words (1988), training should be practical and directly applicable to the working context; therefore, the more teacher trainees get acquainted to the teaching environment, the better prepared they become for their career. That is the reason why microteaching is described as one of the foremost effective methods for moving forward instructing and gives a premise for self-reflection and proficient development.

2.5. Origin and development of Microteaching

The idea of micro-teaching originated for the first time at Stanford University in USA, when an Experimental Project on the identification of teaching skills was in progress under the guidance and supervision of the faculty members (Bush, Allen, McDonald Acheson and many others). This Project was aided by Ford Foundation and Kettering Foundation. The team of experts was assigned the development of testing and evaluation tools to measure the attainment of teaching skills. At this juncture Keith Acheson, a research worker was investigating the utility of video tape recorder in the development of technical teaching skills. This instrument could be used for recording the class interaction and the behaviors of the trainee vividly and accurately. This lead to the development of a systematic and accurate method of giving feedback to the teacher trainee. The Stanford model consisted of a three-step (teach, review and reflect, re-teach) approach using actual students as an authentic audience. The model was first applied to teaching science, but later it was introduced to language teaching. A very similar model called Instructional Skills Workshop (ISW) was developed in Canada during the early 1970's as a training support program for college and institute faculty. Both models were designed to enhance teaching and promote open collegial discussion about

teaching performance. Thus the name of micro-teaching was coined for this method of developing teaching skills in 1963. (Gulzar, A. A, 2013)

One of the first integration of microteaching into the English language teaching programs happened at the Scottish Centre for Education Overseas at Morey House College of Education, Edinburgh in 1971 (Wallace, 1979). From then on, microteaching has been a vital part of the ELTM curricula all over the world. Following is some background knowledge of this useful technique.(Gulzar, A. A, 2013)

2.6.Definition of Microteaching

As a familiar term to anyone majoring in teacher training, microteaching has been defined by different educational experts. Allen and Wang (2002), consider it as "a scaled down, simulated teaching encounter designed for the training of both pre service and in-service teachers"(p.1620).

According to University of York's Teaching practicum Micro-teaching is one of the foremost effective methods for progressing instructing and gives a premise for self reflection and professional growth. It may be a research facility approach to educating improvement planned to assist people create and refine their educating aptitudes and to hone helpful feedback. In these sessions, members audit essential thoughts almost educating, check current hones, watch and learn modern thoughts from colleagues, try out modern techniques, and share input with colleagues in a helpful air. Microteaching could be a prerequisite of the "UNIVERSITY'S INSTRUCTING PRACTICUM" for graduate understudies, and contributes to candidates' continuous, orderly advancement of their instructing hone and execution whereas they are educating. The self-evaluation necessity (through micro-teaching) complements the understudy assessment and colleague assessment necessities and the comes

about of all these components advise the advancement of a arrange for progressing self-improvement of educating

Microteaching is: "A system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled condition". Allen and Eve (1968).

In these definitions, microteaching is not only applied to students who are trained to become teachers but also to in-service teachers who want to improve their teaching skills. Thus, it is easy to understand why it is soon included in "more than half of the teacher training programs in the United States and many other parts of the world" (Allen & Wang).

Wallace (1991) gives a more detailed description of how microteaching should be:

" Microteaching denotes a training context in which a teaching situation has been reduced in scope and/or simplified in some systematic way. There are three main ways in which the teaching encounter may be scaled down: The teacher's task may be simplified and made very specific; the length of the lesson may be shortened; the size of the class may be reduced. With this depiction, the picture of a microteaching session becomes clearer. It is the place where the teachers do not have to work as much as usual. They just practice one skill at a time and keep on doing this repeatedly until it is accepted by the supervisors. Besides, a microteaching session often lasts five to ten minutes, which is far different from real lessons (45-60minutes). The class size is also smaller than in reality. Usually, fewer than ten students who may be real students or other teacher trainees form a class. (p.92)

In short, no matter how it may be perceived, microteaching has provided novice teacher trainees with opportunities to try teaching and correct themselves before being thrown into the real teaching profession.

2.7. Importance of microteaching

The purposes of microteaching in teacher training mainly relate to the effort to "give instructors confidence, support, and feedback" for what they are planned to do with their real students in the future.

While doing the microteaching sessions with their colleagues and supervisors, teacher trainees may feel more comfortable to practice the language skills and components intended for their classes. Thus, microteaching is the safe practice that a one learner of the focuses of teacher may have when teaching before those who are familiar to them. It helps eliminate the pressure of "the need to face large numbers of students, some of whom are hostile temperamentally" (Ananthakrishnan, 1993). Creating a friendly environment for learner teachers to practice their teaching lessons is the first factor worth mentioning herein.

Another factor is the lessened workload the teacher trainees deal with in a microteaching session. The pressure of the length of the lecture, the content of the matter to be taught and the long duration of the lesson are no longer big worries, which encourages them to perform with more confidence. "Simple, single-concept lessons" (Allen & Wang, 2002, p1620) help them pay due attention to their performance, resulting in detailed analysis of the microteaching practice. Their application of every aspect of teaching methodology is looked into to see what has come up to expected standard and what has not. This is what can be done in a microteaching session only, not in a usual long and complicated lesson in which the teacher tends to "cover far more materials than students could absorb" (Dadswell. 1998,).

Furthermore, the analysis and discussion - one of the main elements of microteaching session - proves very effective when the teacher trainees can express "a vague but genuine feeling about how well or how badly they have done" (Chan, 1999, p.l) and the supervisor is capable of "harnessing the trainees' own powers of analysis" (Wallace, 1991, p.102). On the one hand, teacher trainees tend to give excessively self-critical comments which can be made more supportive and encouraging by their supervisors and fellow trainees (Wallace). Chan also states that peers' comments can be absolutely fair, unbiased and become a substantial part of a trainee's teaching assignment. On the other hand, receiving comments and corrective feedback, even a seemingly critical or strict constructive one, from familiar people is far more acceptable than from the aliens.

In England, micro-teaching applications and the analysis of the skills acquired during these applications are widely used in teacher training (Bisset, 1999). In his study, Macleod (1987) found very little evidence concerning the ineffectiveness of micro-teaching. Although, micro-teaching is limited to theory-based research, it is argued that together with the present applications, microteaching applications is based on the cognitive model which bring a new dimension to future research attempts.

In Turkey micro-teaching has started to be applied in some universities and private institutions as a means of pre-service and in-service training. For this reason, micro teaching is an important aspect of the teaching application which is used to prepare student teachers for the profession of teaching. Teaching practices are still conducted in real school and classroom settings. In the beginning, it is not a very easy experience for most teachers.

In short, the ultimate goal of microteaching is vividly symbolized with the comparison made by Ananthakrishnan (1993) that "while classroom teaching is like learning to swim at the deeper end of the pool, microteaching is an opportunity to practice at the shallower and less risky side."

2.8.Stages of microteaching

As proposed by Wallace (1991), the perfect model of a microteaching session often consists of four different stages, namely "the briefing, teaching, the critique and the re teaching". Other descriptions also share similar procedures such as described by Ananthakrishnan (1993) and Massachusetts Institute of Technology.

In the first stage, the teacher trainee is to present brief information about what he/she intends to teach in the micro lesson, including the skill to be taught and the techniques to be used to fulfil the teaching aims. The trainee can do this orally or in written form. Another way to do the briefing is to watch or listen to models which offer the suggestions for the teacher trainee to teach the lesson. However, there remain some arguments around this issue, one saying it is helpful for inexperienced trainees to imitate such models while the other saying it could create a fixed image of good teaching in the trainees' mind that can limit their teaching potential.(Wallace, 1991)

What Wallace and Ananthakrishnan share is the planning of the micro lesson though it is not included in the four stages mentioned by Wallace. Teacher trainees are usually given "scenarios to prepare in advance"; so they should take this time to prepare not only the lesson but also how to use class management skills in general (www.isites.harvard.edu). In order to reduce the challenges for the trainees, they are often required to design a 5 to 10-minute lesson. They can do this individually or in groups. Wallace (1991) suggests that either an individual or a group of trainees does the design and then send a representative to teach the lesson and the others will act as "Mice".

When the preparation time is finished, there comes the teaching stage. The micro lesson, as stated before, runs in about 5 to 10 minutes in which the trainee has to apply all theories learnt to acquire what she or he has planned (Wallace, 1991). While one trainee is

teaching, all the others try to note down their comments on the teaching session often with a checklist handed out at the beginning of the course (Moore, 1979). The reason for a short lesson is that it is sufficient for the trainees to accomplish the targeted teaching skill(s) and also for the observers (fellow trainees and the supervisors) to analyze the session and generate a fruitful discussion later. Furthermore, by watching the teacher trainee conducting the micro lesson, other students can learn from both their own teaching practice and their friend's performance. The third stage of a microteaching session is the critique (analysis and discussion) in which the supervisor facilitates other teacher trainees to give feedbacks on the micro lesson. However, it is recommended that the teacher of the micro lesson should be given a chance to raise her/his voice first of all in order to explain what she/he has intended to do and what has been achieved and what has not (Wallace, 1991). Chan (1999) shares this point by implying that we ourselves (as the mock teachers) can sometimes be the most reliable source of feedback. After that, the supervisor and fellow trainees add their opinions to the critique so as to help improve the forthcoming micro lesson. It should be noted for this stage that both giving and receiving comments require the qualities of being "practical, tactful, and upbeat".

The last stage in the cline of microteaching is the reteach. This is the time for the teacher trainees to plan and teach the skill again trying to avoid the mistakes they have made in the previous micro lesson. Unfortunately, very few schools can afford the luxury of repeated attempts at a certain skill (Wallace, 1991). This stage is often omitted from the microteaching program and the introduction to several microteaching courses makes no mention of it in their course. To improve the situation, some adjustments have been made to include this stage in the microteaching cline in a less costly way. One is invented by Ahrens (as cited in Wallace, p103) when a pair is responsible for the micro lesson with one doing the teaching and the other doing the re teaching.

The theoretical microteaching continuum has the above four main stages. In reality, it may appear in different forms due to the conditions of different educational institutions.

2.9. Variants of Microteaching

Wallace (1991) emphasizes that one of the greatest advantages of microteaching is its flexibility, which means microteaching can be designed to adapt to different conditions. As a result, there are various modifications of microteaching although they all share the same theoretical background. In most of the cases, microteaching no longer keeps its original procedure due to the "constraint of resources" of the training institutions. The first modifications were made in Malawi, then Namibia, China and even in the United States to facilitate the incorporation of the teaching and re teaching stages (Allen & Wang, 2002). Some typical changes made to microteaching are described below.

The very first variant to mention is related to the re teaching stage. In some schools, teacher trainees are allowed to re-teach the micro lessons after a day or a week.. In some other programs, the re teaching is skipped altogether as it is sometimes regarded to be too luxurious to be included in the course. Despite the fact that this detract may have negative effect on the whole microteaching session, it is unavoidable due to the limited time allowed for this practice.

Another popular adaptation of microteaching is the increase in the class size used for microteaching. Ideally, four or five students form a micro class for the trainees to carry out the lessons; however, this is inconvenient regarding the lack of facility and staff for multiple, simultaneous sessions. This requires fellow trainees to work as mock students for a great number of lessons and often have only one time to teach, resulting in their incapability to do the re teaching stage.

The third variant that can be easily found is the longer micro lesson for each learner teacher. Instead of teaching a 5 to 10-minute lesson, a trainee has to work in 15 to 20 minutes, in some cases up to 45 minutes like a real lesson. An excuse for that is the difficulty in breaking down the whole lesson into single simple concepts to be taught. Understandably, there are reasons for the choice of lengthening the micro lesson. The first one is that it replicates the real situation in which teacher trainees have to teach 45-minute lessons. Secondly, it helps reduce the number of microteaching sessions for each individual trainee, seeming to lessen the workload for them. However, 5-minute micro lessons still prove to be more sufficient for the practice of many teaching skills in all subjects (Allen & Wang, 2002). That is why another modification was proposed by Beattie and Teather (1971, as cited in Wallace, 1979)in which a complete 30-minute lesson is divided into several units, each of which is taught by a different teacher trainee.

One more variation invented due to the lack of technology is microteaching without hardware which was conducted in Malawi (Wallace, 1979) and many other undocumented places. Microteaching is supposed to be carried out with video- or audio-taping in order for the supervisors and teacher trainees to look back to their performance in the critique stages. Yet, such technologies are not always available in some educational institutions which ideally can afford "one out of three or four sessions to be videotaped...to view the lesson immediately" (Allen & Wang, 2002). Moreover, the time allocation for microteaching practice is not sufficient for long discussions with the replaying of the taped micro lessons. With regard to this issue, Moore (1979) states that microteaching is still a powerful tool and the training results are acceptable without the presence of video although teacher trainees are highly appreciative of trying modern technologies in their classes.

Allen and Wang (2002) present three new concepts of microteaching which tend to simplify the procedures but concurrently increase its flexibility and adaptability. This

revolution was first launched in Namibia where teacher trainees were low-qualified and technologies were limited and then more developed in China where it became one of the measures applied to modernize their teaching practice. The first concept is self-study groups in which trainees take turn to act as "mock teachers" and "mock learners". The second one is peer supervision in which fellow trainees provide their comments and feedbacks on their friend's performance. In return, the mock teacher has the opportunity to evaluate the suggestions they receive and decide to accept or reject them. It is interesting to note that comments from peers and supervisors are said to be equally valued. Last but not least, the 2+2 evaluation protocol has been developed and well received in many microteaching programs (Chan, 1999). The procedure for a 2+2 protocol is presented in the following graph: This protocol still works as a usual microteaching session. Its focus is that the critique stage is composed of two compliments and two suggestions from each mock student so as to maximize the helpfulness of the feedbacks. With this 2+2 protocol, if there are five teacher trainees in a micro class, each trainee will receive up to eight positive and eight constructive comments from her/his fellow trainees, which seems more well-structured and easier to digest. (Chan, 1999)

2.10.   Debates about Microteaching

Like any other teaching techniques, microteaching also has its advocates who give positive evaluation to it effectiveness as a practice tool and opponents who express their concerns about the way microteaching is conducted.

According to Wallace (1979), few experts consider microteaching as a substitution of teaching practice. While this point is not agreed upon by many, there are several other advantages of microteaching that have been claimed so far. The first one is that it allows trainees to totally focus on teaching and not be distracted by other factors of classroom

management that are very likely to happen practice when teacher trainees are exposed to in teaching real classroom with real students. Again, as the scope of a micro lesson is small, learner teachers are able to concentrate on teaching one skill at a time. It can be said that only in microteaching can they do such kind of practice. Even in teaching practicum, they are required to teach the whole period, not just a segment of it. By splitting a lesson into its component skills, microteaching "lays the basis for a truly scientific approach to teacher training." (Wallace, 1998). As microteaching is sometimes likened to a role play (Geddes &Raz, 1979), teacher trainees can act as real teachers and have the power to monitor and adjust their performance when necessary. In other words, they are provided the opportunity to manage themselves in an active way. The last benefit mentioned in Wallace is the critique session which evaluates the trainees' performance as a process, guaranteeing better self-awareness of the trainees about their teaching. Sharing his opinion about the advantages of microteaching at this point, Ananthakrishnan (1993) also added another good point of microteaching which is the "repeated practice without adverse consequences to the teacher or his students." Despite being dropped from many programs, the re-teaching stage still remains a major advantage of microteaching. As practice makes perfect, the more microteaching is practiced, the better the teacher trainees' performance will become. A great number of advantages do not protect microteaching from criticisms since its inventions half a century ago. Disadvantages that can be mentioned.

The very first one is the artificial environment that microteaching creates (Wallace, 1979). A leaner teacher trying to teach their fellows is thought by some as not a good idea to prepare for their teaching career. Ananthakrishnan (1993) cited some criticisms that microteaching is "a form of play acting in unnatural surroundings and it is feared that the acquired skills may not be internalized." However, bearing in mind that all training procedures are somehow artificial, it is acceptable that microteaching really creates a safe

environment for teacher trainees to practice their teaching skills. Another worry is the pressure a trainee has to suffer when standing in front of their colleagues and supervisor teaching a lesson. This fear is argued by Wallace (1991)that most trainees get acquainted to that situation very quickly and microteaching is so popular that it is no longer a fear to any trainees. Moreover, the stress undergone by the teacher trainees in their teaching practice and real teaching career in the future is much more than in microteaching. The last question about the shortcomings of microteaching is the possibility of splitting the teaching process into component skills as the way it is now (Wallace, 1991).Although some supervisors take it for granted that this should be done in teacher-training programs, there is still some room for discussion to find out whether breaking down the teaching process in microteaching is a good choice or not.

Conclusion

In the end teaching is an interrelationship between teacher and students, but preparation for teaching is more than learning to get along with people. Today the chief task of education should be to upgrade the intellectual and technical competence of the teacher. The teachers of today are in need of such an education, which is new philosophy of life. This education should also emphasize on social urgency, social ideal and social longings (Widdowson. H.G, 1990)

Micro-teaching courses in teacher education is really an important technique for those who are starting to do a teaching practice, the first impressions, experiences and their effects are highly important. For these student teachers who have just started their teaching practices; classroom management is a very complex issue. Therefore micro teaching is considered to be "a transition in preparing for such a classroom situation "(Külahçı, 1994). According to Görgen (2003), the means of micro-teaching applications in teacher training, is aimed at

helping student teachers to gain confidence and research skills. Via micro-teaching, student teachers can gain pre- and in-service teaching experiences and academic self-confidence. This technique is important as it enables predetermined critical teaching behaviors to be gained and perceived better. Micro-teaching is an artificial form of real classroom teaching rendered in a more limited scope. It is a scaled-down model of teaching. It is essentially an opportunity for pre-service teachers to develop and improve specific teaching skills with a small group of students by means of brief single-concept lessons.

Chapter Three:

Data Analysis and Interpretation of

the Results

Introduction

In order to investigate the idea of introducing Micro-teaching courses as a pre service teacher training technique to the students and teachers of the English department of Mohamed kheider University -Biskra, we find it necessary to include the first year masters students at the same English department and their teachers ,since they represent our research sample .The students and teachers attitudes are collected in form of two questionnaires to determine whether if they are familiar with the Micro teaching technique and how they feel about introducing it to our department ,since they are in a real need for the teacher training techniques.

3.1. Population and Sample

The population for the study is the two hundred twenty-eight (228) first year Masters Students and the sample was ninety (90) students which only fifty-seven (57) had responded and fifteen (15) ,which only nine (09) responded, teachers of didactics and other English subjects in the English department to consolidate our data

3.2. Validity of Instruments

The present study used two main data collection tools which are two questionnaires for both teachers and students. Both instruments were sent to teachers of English at the Department of English, Biskra University; namely, three teachers who validated them and provided their feedback and recommendation for a final version of the two instruments before their distribution.

3.4.Design and Description of the Questionnaires

In our study, two types of questionnaires were used as data collection tools. One is administered to first year Master's students in the English department of Mohammed Kheider

University, and the second one is administered to teachers of different modules in the same department at the same University. The two questionnaires aim at collecting their attitudes about the study subject. The two questionnaires are divided into sections that cover the issues described within theoretical part of the study to reach the ultimate objectives.

Students' Questionnaire

The students' questionnaire was administered to 57 first year students out of 6 groups in the English department at Mohamed Kheider University-Biskra. The questionnaire was distributed online Once the data are collected, it was filtered to remove every invalid or incoherent responses. Students' questionnaire is made up of three sections. These sections aim to provide the learners with the opportunity to express their attitudes towards the teacher preparation and micro-teaching. The questionnaire encompassed 12 items reflected into three sections.

The results of the questionnaire are analyzed as the following:

Section One

Entitled "Background" questions, it contains three questions. it namely represents students profile and gives a general overview about the students' age, gender, their choice to study English.

Section Two

Entitled "being a teacher", it contains five questions. It states the students' attitudes towards being a teacher in the future.

Sections Three

Entitled "the micro-teaching techniques", it includes three questions, and one other question asking the students for other suggestions, this section seeks to collect students' attitudes and thoughts about micro-teaching technique.

Teachers' Questionnaire

Teachers 'questionnaire was sent to teachers teaching different courses via e-mailing order to gather data. The teachers' questionnaire includes nine questions; its main concern is to survey teachers attitudes towards their teaching expertise and it aims specifically at depicting the teachers attitudes towards Micro-teaching courses as pre-service teacher training technique.

3.5. Analysis of Students' Questionnaire

Item 1: Your choice to study English was:
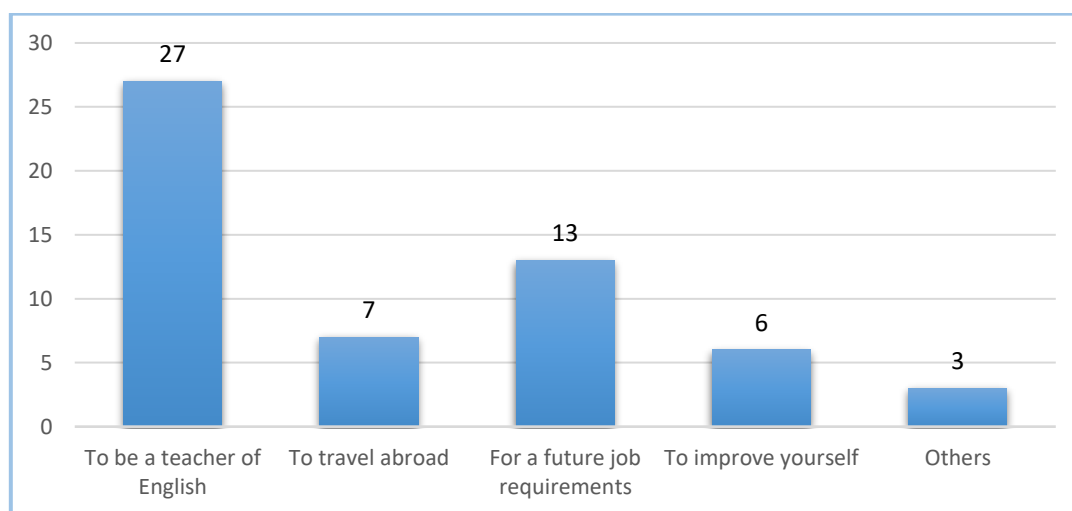
Figure 3. 1. Students responses toward their choice of studying English

According to the result shown in this figure, out of 57 students, 27 participants study English to be a teacher of English, seven participants study English to travel abroad, and other six students study English to improve themselves as far as other 13 participants have chosen to study English for a job requirements. The rest three participants study English for other reasons.

Section two: "Being a Teacher"

Item 2: How do you feel about being a teacher in the future?

90% of the responses were positive, it reflected the positive idea about teaching held by students and these are some examples "It's my dream", "Enthusiastic", "Motivated". However the 10% left were negative responses. Some of them are "Not interesting", "It is a scary thought".

Item 3: Do you feel that you are ready to start teaching after graduation?
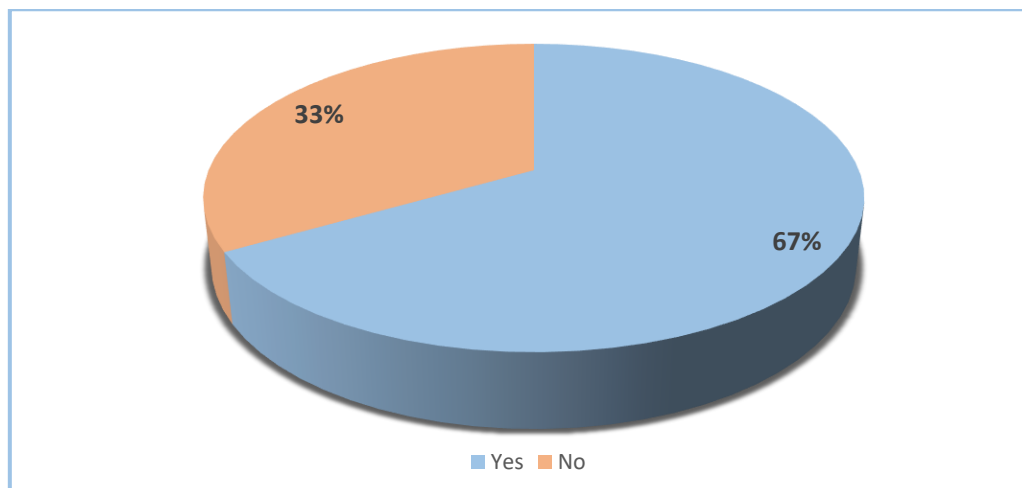
Figure 3. 2. Students responses towards being ready to teach

In the graph above, it is clear that 38 (67%) participants answered "Yes" ,whereas 19 (33%) participants answered "No".

Item 4: Do you want to have a teaching experience before starting to teach?
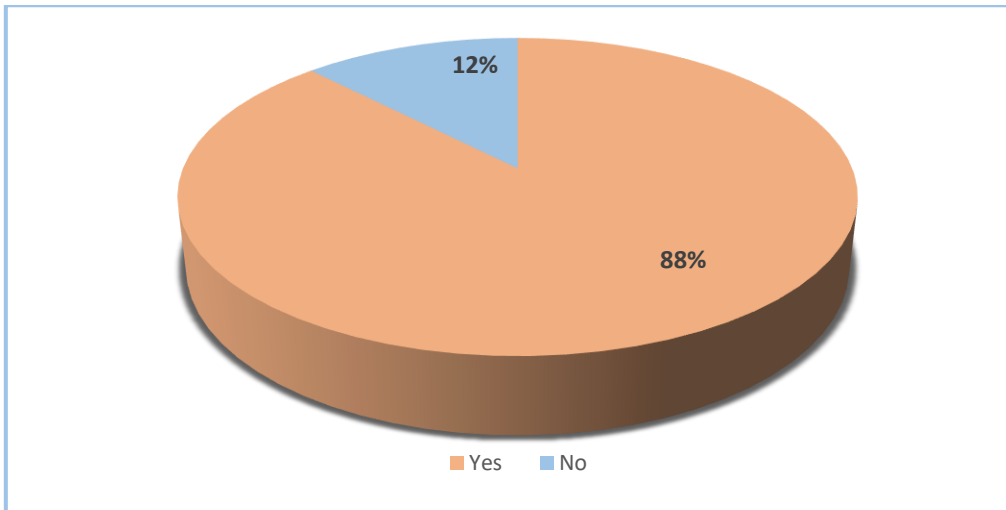
Figure 3. 3 Students responses towards having a teaching Experience

50 participants (88%), have "YES" as an answer to the need of having a teaching for the seven participants left (12%), answered by "NO" thinking that they do not need a training for teaching before starting toteach.

Item 5: Do you want to have a trainingprogram for teaching module?

Students were asked if they would like to have a teaching program within their curriculum.
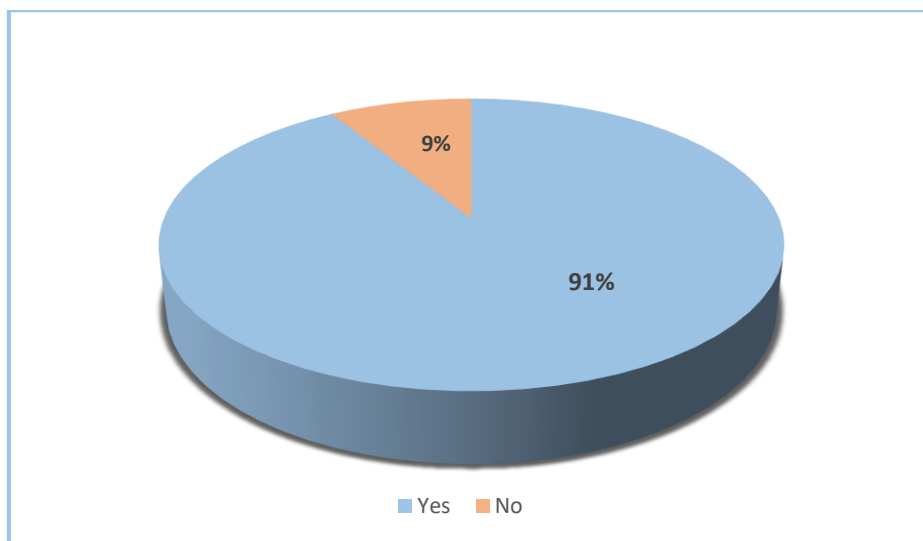
Figure 3. 4 students responses towards having a training course

According to students' responses, 52 participants (91%) have answered "YES" to the need of having a training program during their study. Five participants(9%) answered "NO" to the need of having a teaching program during their study.

Item 6: What do you think of "teaching"?
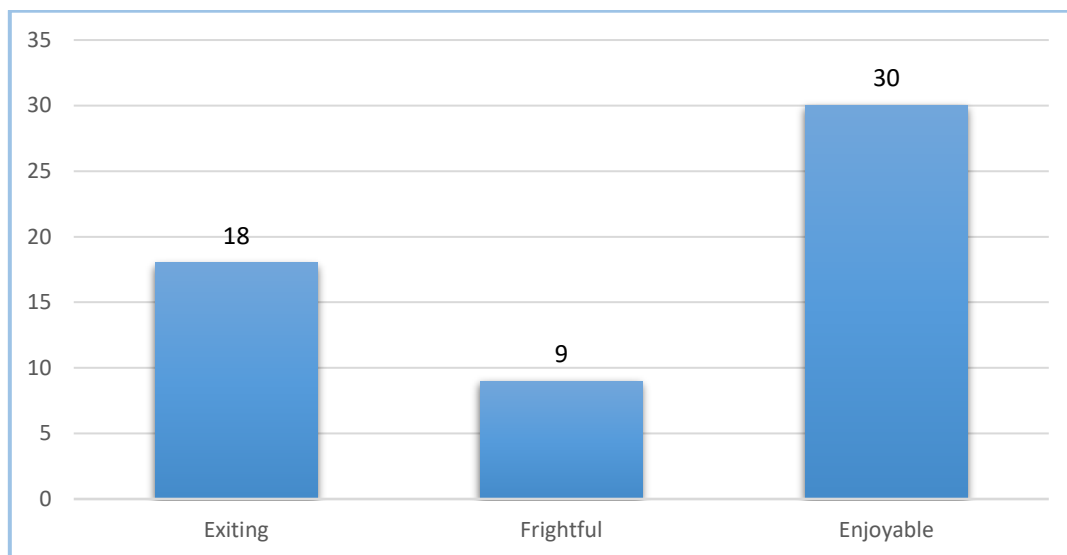
Figure 3. 5 THE REACTION OF STUDENTS TO TEACHING

30 out of 57 think that teaching is an enjoyable job,18 participants think of it as an exciting thing, and nine find it a frightful responsibility which may be because of their lack of training and experience.

Section three: "The Microteaching Technique"

Item 7: Do you have an idea about the micro-teaching?

Option	Number	Percentage (100%)
Yes	13	77.2%
No	44	22.8%
%Total	57	100%

Table 3. 1.Students' familiarity with Microteaching

In this table we notice that 44 participants had chosen "No" however only 13 (22.8%) had chosen "YES" and this conveys the ignorance of the students for this technique.

Item 8: Have you ever experienced it in one of your classes?
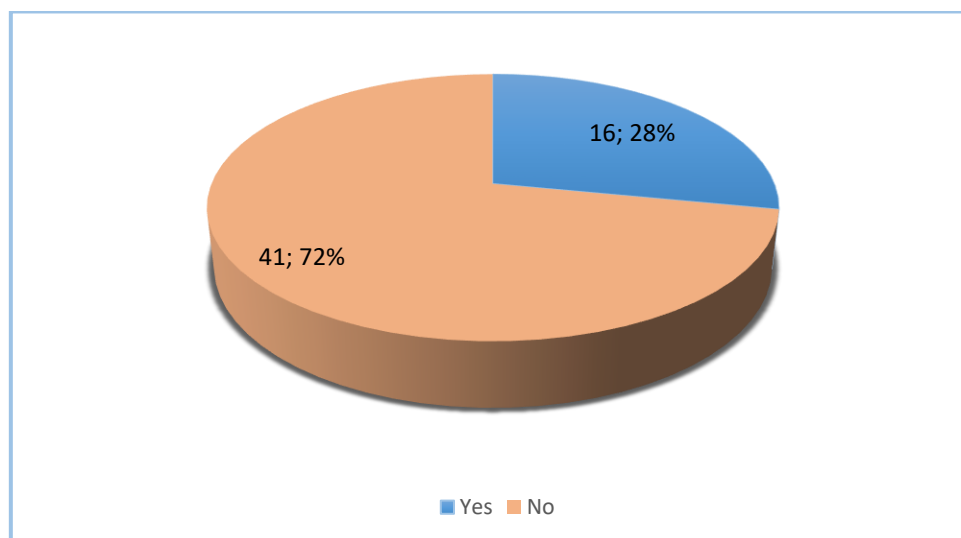
Figure 3. 6. Students' responses towards whether they had a micro teaching experience

It is clearly stated in the graph above that 41 (72%) participants had chosen "No" as an answer this is due to the lack of practicing this technique in our university .Whereas only 16 participant (28%) answered "yes" due to their rare experiences through Didactics or oral expression.

Students' justification

Most of the answers were leading to Didactics and Oral expression revealing that the participants have little to no contact with this particular technique.

Option	Number	Percentage
Yes	54	94.7%
Maybe	2	3.5%
No	1	1.8%
Total	57	100%

Figure 3. 7 Students' responses towards wanting to experience micro-teaching

The table results shows that 54 of the participants (94.7%) want to experience micro-teaching as a course included in their curriculum, two (3.5%) other participants could not decide so they choose "maybe" as an answer ;whereas, only 1 (1.8%) respond with no as to clarify that

the participant feels no need to experience the micro-teaching technique. The results of this table shows that a big proportion wants this chance to develop their teaching skills.

Item 9: What do you think about microteaching?
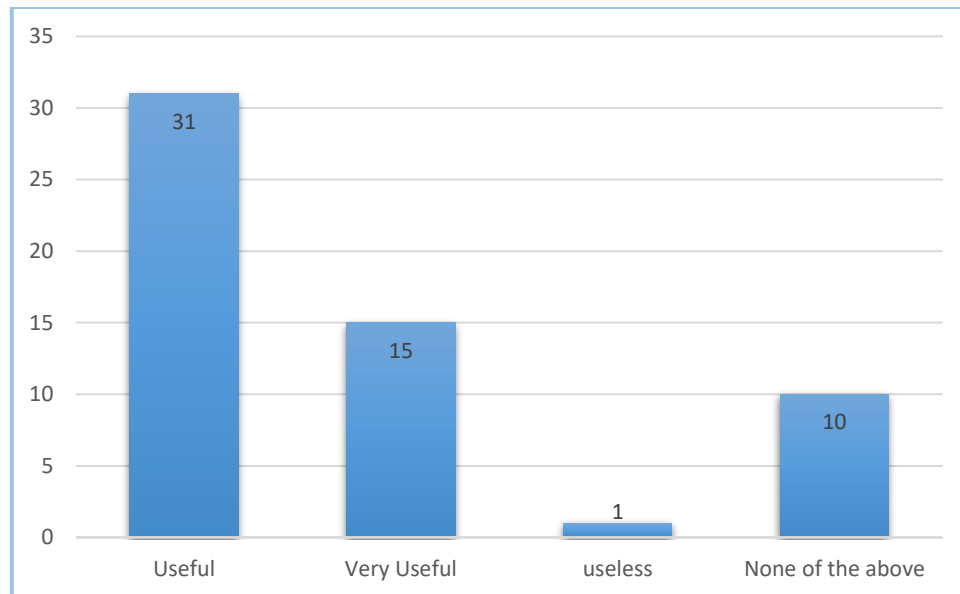
Figure 3.8. The responses of students towards the usefulness of micro teaching technique

30 participants think of micro teaching as a useful technique, 15other chose very useful technique as an answer, and one answered useless. The 10 participants left chose "None of the above" as an answer.

Why?

Most of the answers prove that the students at MKUB are unfamiliar with the concept of Micro-teaching.

Item 10 Students suggestions

As a concluding question to the questionnaire, we wished that students would provide us with some of their suggestions. The following list contains their main suggestions and view points:

- Microteaching technique makes the learners have an opportunity to be as a teachers in learning settings; thus, this experience encourage the learners to teach effectively without their problems that they may face them when teaching in the future.

- Micro teaching is a useful strategy or method that can be adopted or used since it can enable students perform in the teaching process.

- Less learning by heart more encouraging students on teaching

- Audio transational method.

- Continuing Professional Development programs

- As a teacher and trainer you will at some point be observing your learners or colleagues. Try to be both positive and constructive with your feedback and think about how you provide feedback effectively. The micro-teaching is an excellent opportunity to see different teaching delivery styles and techniques. If you see an interesting starter, activity or resource- make note! You can use this within your own future practice.

- If you implement this, do not make it part of the grading system. From how I observed other courses, both teachers and students will be focused on the mark. Even myself, I believe that marks do not matter, but because the teachers have to focus on marks, many sessions that were supposed to focus on practice and feedback were turned into activities that were graded without us receiving answers for the activity. Also, if this is implemented, make sure the groups actually have a small number and that only a few are accepted to join. I keep seeing the department accepting large numbers of students every year for both License and master. By this we mean that I thought that last year we were a lot of master students and that caused teachers to not give us feedback in the TD, but this year, the number has doubled compared to us, which is baffling, counter-intuitive, and frankly makes the diploma pointless. If everyone can become a master student, the diploma loses it's worth.

- Same suggest to have an experience as a module

3.6. Analysis of the Teachers' Questionnaire

Section one: General Knowledge

Item 1: How long have you been teaching?

In this question respondents were asked to give general insight about their experience in teaching the results are organized in the following:
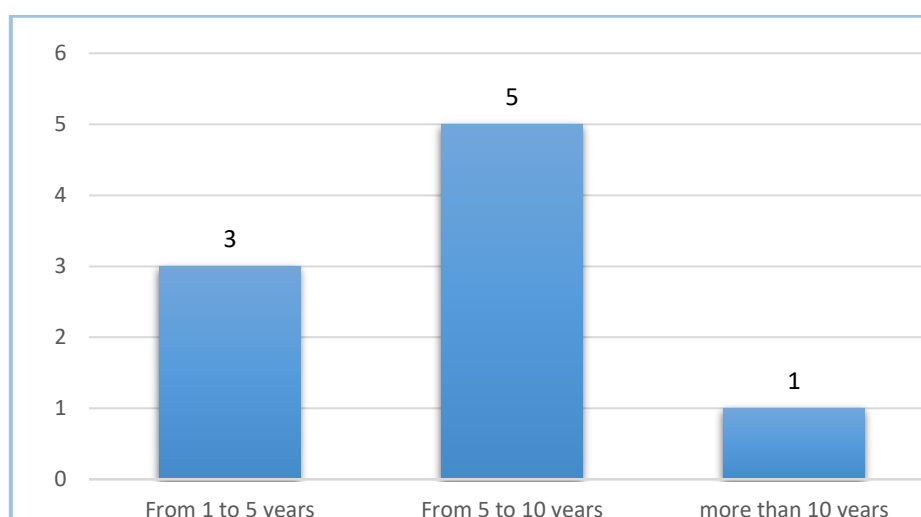
Figure 3. 9. Teacher's years of experience in teaching English

For this question, we notice that our teacher's experience ranges between one to five years of teaching as maximum. So it helps to get a variety of perspectives.

Item 2: what are the main modules you have been teaching?

participants	Modules
T1	Written expression, Academic Writing, Literature, Methodology.
T2	Language Mastery, literature, methodology, civilization.
T3	Phonetics, psycholinguistics, research methodology, research statistics and oral expression.
T4	British civilization, linguistics, phonetics, grammar, oral expression, Syllabus design, written exp. Research methodology.
T5	Oral expression, methodology, linguistics, didactics, reading.
T6	Oral expression, written expression, grammar, esp, methodology, literature and Civilization.
T7	Grammar , oral expression and general English.
T8	grammar , translation.
T9	General English.

Table 3. 2 The modules taught by teachers during their teaching experience

From this table, it is noticed that most of the teachers are well experienced which will help in gathering the sufficient data to this study.

Item 3: Have you been introduced to teaching before being a teacher?
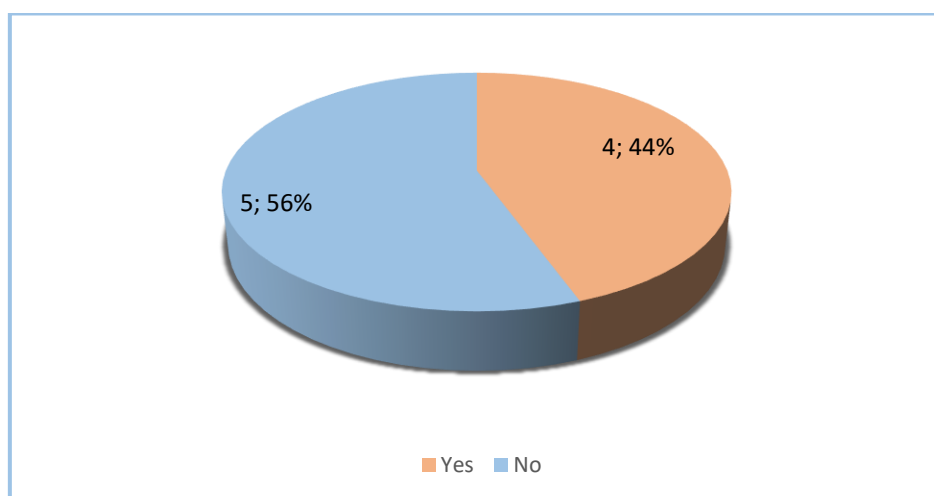
Figure 3. 10. Teachers exposure to teaching practice during their studies

The previews figure displays the result of five (56%) participants out of nine who have been introduced to training about teaching during their studies but four (44%) participants have chosen "no" to the question.

Item 4: What are the teachers' attitudes towards their teaching training?

Teachers	Comments
T1	Very interesting and beneficial.
T2	I was a substitute teacher before becoming an official one. I found it to be stressing, nerve wrecking
T3	I had no teaching experience but I wish I had one
T4	I haven't experienced it.
T5	It was a great experience.
T6	Frightening and stressful.
T7	I haven't experienced it.
T8	Interesting.
T9	It was exciting and interesting as well as very difficult.

Table 3. 3Teachers attitudes towards their teaching training

From the results collected, it can be deduced that the teachers who undergone the teaching practice during their studies; feel really satisfied and confident and they look back at their experience as it is their basic step in entering the field of teaching.

Item 6: If no, what if you have been introduced to teaching before being a teacher?

The teacher's engagement to this question was mainly positive encouraging the opportunity to get prepared, to be a more talented, professional teacher, and would be a very beneficial experience.

Section two: Micro-teaching as a pre-service training

Item 7: Do you have an idea about Microteaching as a pre-service training technique?

4; 40%

6; 60%

Yes   No
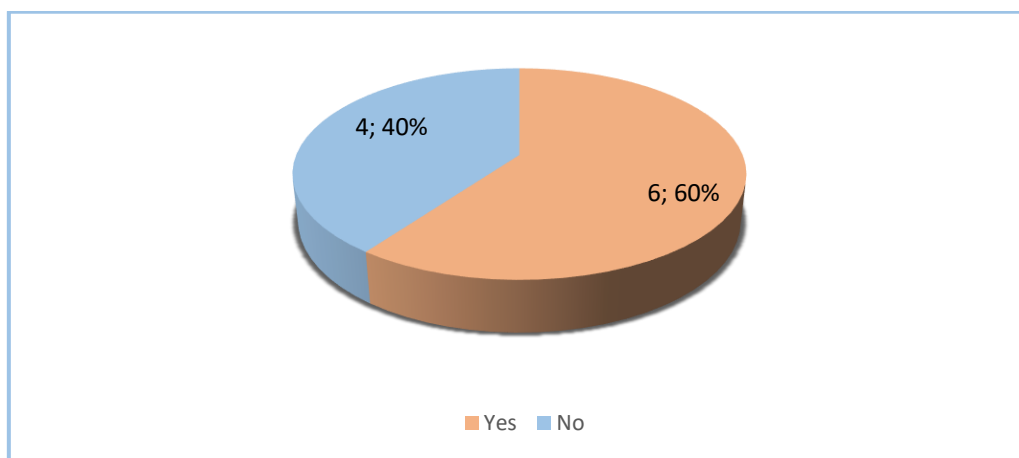
Figure 3. 11 Teachers' familiarity with the idea of micro-teaching

According to results shown in the table, six(60%) of our participants have a clear idea about micro-teaching courses and only four (40%) participant that does not have an idea about the Micro-teaching courses. This means that the Micro-teaching courses are not that far from our teachers in the department and would really help in the introduction of the Micro-teaching technique to our student in Mohamed khider university-Biskra.

Item 8: What do you think about Microteaching as a teacher training technique, is it:
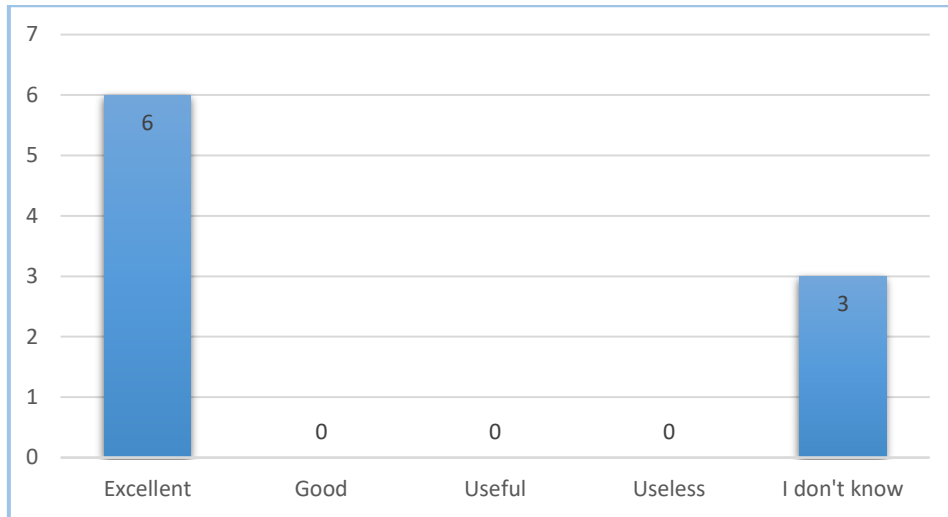
Figure 3. 12. Teachers' perception towards Micro-teaching courses as a pre-service training module.

From the answers collected, six teachers feel that micro-teaching is an excellent technique for teacher preparation, and three other teachers responded I don't know. In this question; it is indicated that most of teachers have a positive point of view about Micro-teaching technique.

Item 9: In your opinion Microteaching technique pushes the students to be?
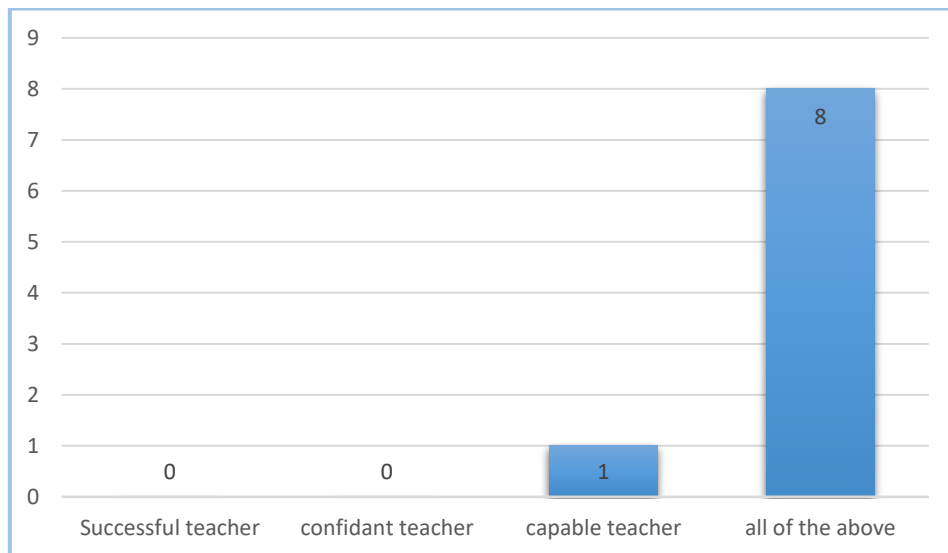
Figure 3. 13. Teachers' responses towards what microteaching could offer to students in their future.

According to the responses collected from teachers, one of the teachers think that micro-teaching pushes the student to be a capable teacher in his future. Eight teachers think that micro-teaching pushes the student to be all the qualities stated above, we can see that the teachers have a great faith in the benefits of micro-teaching courses.

Item 10: Teachers' attitudes towards introducing microteaching courses as a pre-service teacher training technique for the students of English language at Mohamed kheider University of Biskra?

The teachers who participated in our questionnaire were asked to give their attitudes concerning introducing Micro-teaching to our English department and they had this to say:

   T1:It would be a beautiful experience

   T2:It's a good idea as it can help them to acquire techniques and strategies that are necessary for those who intend to be future teachers. This can also enable them to gainself confidence and a certain maturity to be able to embark on teaching which is considered art requiring so many qualities to reach efficacy.

   T3:The practical nature of teaching calls for the implementation of such a method.

   T4:We, in Biskra University, have the microteaching courses for the newly recruited teachers. But unfortunately the early recruited teachers didn't have the chance to do so. We hope they expose them such courses as in-service teachers.

   T5:It would be a beautiful experience.

   T6:It is a must that every student should go through it as a stage of healthy and mature teaching and not just an optional technique.

   T7: It would be useful and beneficial

3.7. Discussion and Summary of the Finding

The analysis of the students' questionnaire allowed us to conclude that they are really in favor of having training modules during their studies. The majority of the students prefer to be

teachers of English language and they have strong feelings about being teachers in the future. They also think that it is the most noble and rewarding job ever, but in the same time it is hard. Also, the students showed a remarkable self-awareness of their capacities and the majority of them are not satisfied with their level and do not feel that they are ready to work after graduation. The students confirmed their need to be trained before starting work. The students expressed that they are not really familiar with micro-teaching technique but they feel that it is a really good teacher training technique, and it is what they need during their study to help them improve their skills.

Our teachers at the department of English at Mohamed khieder University-Biskra have different educational backgrounds and have different English teaching experiences. This leads to gathering different attitudes, perspectives and responses towards the different items within the questionnaire. First, the majority of teachers who participated in our questionnaire have been introduced to teaching practice during their studies which means that they are already familiar with the teacher training techniques. Their responses about how they feel about that period of training varied between the fact that it was fruitful and good to the fact that it was exciting and helpful. We can deduce that the teacher participants are really supporting the teacher training techniques and programs and they welcome and support the introduction of Micro-teaching courses as pre-service teacher training technique for the TEFL learners in our department.

General Conclusion

The main objective of this conducted research is to confirm the hypothesis which tended to show how teachers and students perceive the importance of teacher training in general and introducing Microteaching as a preserve training technique for English students at Biskra University.

We adopted one basic research to test the hypothesis; two questionnaires were administered for the two samples of the concerned population (teachers and students). The main aim of the questionnaires is to gather students' as well as teachers' perspectives and attitudes towards the subjects under investigation (teaching/teacher preparation/microteaching courses).

The analysis of the two questionnaires results in addition to the interpretation of both teachers and students revealed responses and suggestions, give us positive attitudes towards the introduction of micro-teaching courses as pre-service teacher training technique to the EFL learners in the English department at the University of Mohammed Kheider Biskra.

To sum up, we come to draw the following suggested conclusions based on the data that was gathered from the students' opinions, attitudes as well as teachers' perceptions and opinions:

1. The majority of the students are not satisfied with their level and do not feel that they are ready to work after their graduation.

2. The students confirmed their need to be trained teachers before starting to work.

3. The students expressed that they are not familiar with micro-teaching courses as a pre-service teacher preparation technique because it is ignored within their study curriculums; however the students feel that it is a really good teacher training technique, and it is what they are in need for during their study to help them improve their future teaching skills.

4. We can also conclude that the teachers who participated in answering the questionnaire are really supportive to the idea of introducing teacher training techniques and programs to the TEFL curriculums in the English department of Mohamed Kheider University Biskra, and they welcome the introduction of micro-teaching courses as pre-service teacher training technique for the TEFL learners in this department.

Pedagogical Implementations and Recommendations

Micro-teaching a recently developed procedure in teacher education offers a new model for improving teaching; it reflects present-day interest in the effectiveness of various teacher education systems on which the quality of education ultimately rests. After taking in consideration students/teachers attitudes and perceptions concerning teaching and teacher preparation, we shall present some suggestions and guidelines to be taken in consideration by teachers and by the faculty:

- The main aim of supervision is to help the students for "self-discovery" by encouraging the development of the skills of perception and interpretation of significant events encounters. Trainees who do not have any teaching experience need feedback on their teaching performance. This feedback will be great points of departure for teacher trainees to improve on their teaching skills so that they will be able to deliver meaningful lessons in the future. This will allow them to manipulate proper teaching skills so that they will be able to use them in their teaching, be it during their training for teaching or the real teaching world.

- It is necessary for every teacher trainee to have adequate preparation before going off to their practical teaching. This is to avoid them from feeling depressed if they are not able to handle their students well. Thus, it is essential for those who are going for practical teaching to undergo microteaching course.

- The findings of the study will also help the faculty to re-consider on factors related to micro-teaching subject such as the credit hour given, supervisor-trainee ratio and number of students in one class. Some changes can be done in the future as to meet the needs of teacher trainees according to suitability especially on the credit hour allocated and students-supervisor ratio since these are amongst the important factors to determine the effectiveness of a micro-teaching course.

- Finally, the findings of the research showed that the students perceived micro teaching as important and they possessed positive attitude towards their micro teaching course. Therefore, micro-teaching can be considered as an important subject to prepare these students for their teaching practice. By going through a certain period of micro-teaching session, students will be able to learn how to plan a lesson properly, deliver their lesson more effectively and able to attract the students' attention in class.

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List of Appendices

Appendix 1

Students' Questionnaire

On Micro-Teaching for Master Students

"We are conducting a master researchthataimsatgatheringstudents and teachers' opinions about introducingMicroteaching courses whichis a pre-service teacher training technique for graduatelearners in the EFL classes. Itis a technique thatmainlyfocuses on enhancinglearnersteachingability by putting them in a smallclassroom-likeatmospherewhere the studentisaccepted to play the role of a teacher in front of hisclassmatesrepresenting a lesson for them in a 10 or 20 minutes and theywrite down theircomments and notice in order to be analyzed.

Youranswerswillbe of great help and veryuseful to ourwork. Be sure thatthisquestionnaire isanonymous and confidential. Weappreciateyourcooperation."

Section one: "background questions"

Q01: Your choice to study English:

☐ To be a teacher of English

☐ To travel abroad

☐ For a future job requirements

☐ improve yourself

☐ Others

Section two: "being a teacher"

Q02: How do you feel about being a teacher in the future?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………….

Q03: Do you feel that you are ready to start teaching after graduation?

-Yes - No   ☐   ☐

Q04: Do you want to have a teaching experience before starting to teach

-Yes - No   ☐   ☐

Q05: Do you want to have a teaching practice module?

 - Yes   ☐   ☐

-If yes why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………..

If no why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………..………………………….

Q06: What do you think of "teaching"?

- Exiting   ☐

-Frightful   ☐

- Enjoyable   ☐

Section three: "the microteaching technique"

Q07: Do you have an idea about the microteaching?

- Yes ☐

- No ☐

So if yes, what is it?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Q08: Have you ever experienced it in one of your classes?

-Yes ☐

- No ☐

-If yes in which module?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………..

-If no; do you want to experience it?

………………………………………………………………………………………………………

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………………………………………………………………………………………………………

Q09: What do you think about microteaching?

☐

- Use full

- Very usefull ☐

- Useless ☐

☐

- None of the above

-Why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………

Q10: If you have other suggestions, please state them down:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

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Thank you for your cooperation.

Appendix2

Teachers' questionnaire

Dear teachers:

We are conducting a research that aims at Introducing Microteaching courses as pre service teacher training technique for the English students at MohamedKheideruniversity of Biskra.This questionnaire is designed to know your points of view towards being a teacher and towards the   Microteaching courses, as a pre-service teacher training technique to help master students acquire necessary teaching techniques and strategies.

Your answers will be of great help to our work. Be sure that this questionnaire is anonymous and confidential.

The Questions:

Section one: General knowledge

Q1: How how long have you been teaching?

  ………………………………………………………………………………

Q2: what are the main modules you have been teaching?

……………………………………………………………………………………………

………………………………………………………………………….

Q3: Have you been introduced to teaching before being a teacher

-Yes ☐

-No ☐

Q4: If yes, how did you find it?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………..

Q5: If no, what if you have been introduced to teaching before being a teacher?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………

Section two : Micro-teaching as a pre-service training

Q6: Do you have an idea about Microteaching as a pre-service training technique?

-Yes ☐

-No ☐

Q7: What do you think about Microteaching as a teacher training technique ?

Is it:

-Excellent ☐

-Good ☐

-Useful ☐

-Useless ☐

-I don't know ☐

Q8: In your opinion Microteaching technique pushes the students to be:

-Successful teacher ☐

☐

-Confident teacher

-Capable teacher

-All of the above

-Others

-If others, explain:

……………………………………………………………………………………………

……………………………………………………………………………………………

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Q9: What do you think of introducing microteaching courses as a pre-service teacher

training technique for the students of English language at Mohamed Kheider University of

Biskra" ?

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………………………………………………………………………………………………..

……………………………………………………………………………………………

…………

THANK YOU FOR YOUR COOPERATION

الملخص

يواجه المعلمون المبتدئون بعض المشاكل عند بدء حياتهم المهنية. وقد تكون هذه المسائل ناجمة عن عدم كفاية المعلومات المتعلقة بكيفية التعامل مع الفصول الدراسية ، أو الإعداد الدروس ، أو التعامل مع الطلاب. وتهدف هذه الدراسة إلى البحث في إدخال دورات تدريس صغرى كتقنية للتدريب قبل الخدمة لطلاب السنة الأولى من الماستر تم توزيع استبيانين شبه منظمين على عينة من 90 طالبا و 15 أستاذ من أجل جمع البيانات. وكشفت نتائج الدراسة أن إدخال دورات تدريس مصغرة مفيد كتقنية سابقة للخدمة. وأدى تحليل الاستبيانين إلى جانب تفسير أجوبة المدرسين والطلاب على حد سواء إلى كشف الردود والاقتراحات ، مما أعطانا مواقف إيجابية إزاء الأخذ بنظام دورات تدريس صغرى كتقنية لتدريب المدرسين في مرحلة ما قبل الخدمة إلى متعلمي اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة محمد خيذر بيسكرة.

الكلمات المفتاحية : EFL ، تدريب المعلمين ، تعليم صغر.

Résumé :

Les instructeurs amateurs affrontent quelques problèmes au début de leur carrière. Ces problèmes pourraient être dus à l'information inadéquate sur la façon de gérer le climat de classe, la préparation indigente, ou de traiter avec les étudiants. La présente étude visait à étudier l'introduction des cours de micro-enseignement en tant que technique de formation initiale pour les étudiants de première année de maîtrise qui distribuent deux questionnaires semi-structurés à un échantillon de 90 élèves et 15 enseignants afin de collecter des données. Les résultats de l'étude ont révélé que l'introduction de cours de micro-enseignement est bénéfique en tant que technique de pré-service. L'analyse des résultats des deux questionnaires, en plus de l'interprétation des réponses et des suggestions des enseignants et des élèves, nous donne des attitudes positives à l'égard de l'introduction du cours de micro-enseignement en tant que technique de formation des enseignants pré-service pour les apprenants EFL dans le département d'anglais à l'Université de Mohammed Kheider Biskra.

Mots-clés : **EFL, formation des enseignants, micro-enseignement.**