Assessment of the Opinions and Practices of Student Teachers on Micro-Teaching as a Teaching Strategy

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Abstract: Purpose of study is to ascertain the effectiveness of micro-teaching, a training technique used to help student teachers establish a strong pedagogical background. Student teachers were required to give classroom-lessons in a natural school environment, to enable them to convert their knowledge into respective skills. Accordingly, within the scope of Special Teaching Methods, 16 Turkish student teachers were selected on a volunteer basis. Activities of the student teachers were monitored in the class environment, and the teachers were interviewed at the end of these activities. A videotape of the lesson was then viewed in the class environment, and any necessary assessment was made therein. Teacher responses to interview questions, and data obtained from monitoring were subjected to content analysis. Micro-teaching, which was conducted in consideration of instructor feedbacks, was helpful in overcoming the fears and concerns of student teachers. Candidates commented that micro-teaching represented a significant opportunity for gaining experience.

Key Words: teacher training, methods and techniques, pre-service training, student teachers.

1. Introduction

It is difficult to meet daily needs by making use of past knowledge and experiences. Just as in any other field, a number of changes and developments are taking place in the field of education in today's rapidly developing world. Information technology which is at the core of educational environments, and the contemporary strategies, methods, and techniques it has reshaped , as well as the various stimuli that enrich the processes of learning and teaching all have direct impacts on the quality of the education provided in schools. The execution of this quality education is dependent on numerous variables, such as the individual traits of students, the technological infrastructures of the schools, parent participation, the use of resources and teaching materials, the type of curricula, and teacher capacities, etc. Teachers are the key elements in charge and as such are responsible for implementing these variables, and thereby creating an effective educational environment.

As teachers play a decisive role in the functioning of educational environments and in improving their won effectiveness, the following questions instantly come to mind: Are teachers given adequate prevocational training before beginning their careers? Does prevocational training provide student teachers with the necessary experience? Do student teachers feel mentally prepared for beginning their careers and devoting themselves to the profession?

In addition to specialized courses in the field, student teachers are taught general culture and professional teaching knowledge (pedagogy) in terms of prevocational training. Within this framework, student teachers are provided with adequate levels of competence in the field, particularly as it applies to classroom management, the use of strategy/method/technique, the use of materials, assessment and evaluation, and so on. It is also essential for the student teachers to obtain experience by converting such knowledge obtained from their prevocational training into respective skills. For this purpose, candidates are sent to elementary schools for school experience and tutorship

implementations. Candidates who have obtained pre-experience from micro-teaching activities are one step ahead when they begin their work in these schools.

Teaching practice lasts for at least one half-year period. For student teachers this involves students' application for teaching practice, and for practice teachers it involves participation in tasks, education, training, management and extracurricular activities, evaluation of practice activities, etc. as well as participating in events (MEB, 2010). In teacher training, the aim is for prospective teachers to acquire certain behaviours like the necessary knowledge, skills, attitudes, etc. The applications of teacher training (micro-teaching) include classroom activities and the activities in the schools where the teaching practice takes place should bring out the prospective teachers' skills and develop them; successful management of such activities requires great self-sacrifice (Sılay & Gök, 2004).

What is micro-teaching?

The use of micro-teaching as a teaching strategy dates back to the 1960s (Brown, 1975). Micro-teaching consists of a cycle of events that, begins with videotaping a teacher candidate's performance of certain micro skills. The videotape is then played back to the candidate for evaluative purposes. The candidate is allowed to repeat the performance while incorporating the changes suggested during the evaluation (Quinn, 2000).

Micro-teaching method offers different and new opportunities to pre-service teachers about planning and practicing a lot of theoretical knowledge which they have learned throughout their undergraduate studies (Gürbüz, 2015, p. 2). Micro-teaching is a technique intended for providing and developing tutorship skills to teacher candidates (Allen, 1980, cit. Kuran, 2009). In brief, micro-teaching is a method for providing experience to student teachers in practice-based teaching environments.

Micro-teaching is a cyclical process, comprised of the following phases: plan the activities, teach, criticise, re-plan, re-teach, re-criticise. The basic process of this cyclical process includes numerous steps. First, the teacher candidate prepares the lesson plan for the specified subject and presents the lesson to the consulting instructor. This presentation is videotaped. The videotape is then viewed in unedited form by the teacher candidate, the consulting instructor, and the teacher candidate's colleagues for the purpose of critiquing the performance of the teacher candidate. Throughout the micro-teaching process, the consulting instructor monitors the performance of the teacher candidate. Without interrupting the lessons, this instructor notes the teacher candidate's mistakes and corrects them while critiquing the respective presentation (Benton-Kupper, 2001; Higgins & Nicholl, 2003; Kpanja, 2001 cit. Peker, 2009).

Micro-teaching is an application, in which a performance assessment is made on the activity of performing specialized teaching skills during the rendering of a lesson to a group of students. The courses, being video recorded, are being watched again for respective analysis and discussion (Baish & Smith, 1982). Thanks to their experiences in micro-teaching, students become able to find out their stronger, as well as weaker sides in teaching (Benton-Kupper, 2001). Apart from the mechanical feedback, being attained from video cassettes, teacher candidate may attain feedbacks in micro-teaching technique from the instructor, and his/her colleagues (Çakır, 2000).

Purpose and Importance of Research

The main purpose of micro-teaching is to offer opportunities to student teachers for applying their previously acquired theoretical knowledge to practice in real-time environments. Micro-teaching is intended to familiarize student teachers with tutorship and eliminate their concerns, if any, as well as improve their courage and self-confidence. The candidates not only obtain experience in authentic class environments, but they also receive monitoring, and constructive criticism during their micro-teaching performances, as well instructor comments and feedbacks throughout ongoing process to help improve their knowledge and skill.

Why is micro-teaching important?

In tutorship training, theoretical knowledge become meaningful through applied activities. No matter how knowledgeable student teachers are, they are typically under stress during tutorship. Because micro-teaching eliminates this stress on the candidates, or at least lessens their concerns, it is

considered a significant activity (Kuran, 2009). Microteaching method offers new and different opportunities to pre-service teachers about the planning and implementation of new teaching strategies (Saban & Çoklar, 2013).

Microteaching is invaluable in pre-service teacher education in that it is a systematic trialand-error technique providing classrooms with relatively more control and low-risk where teacher trainees participate either in the role of teachers or pupils and observers. Through a mutual exchange of observations and experience, they have the chance of practicing and learning teaching skills effectively. Microteaching offers a lot of valuable experience, such as a realistic practical teaching experience in a controlled environment and opportunity for self-evaluation in the light of supervision, feedback and discussion (Ekşi, 2012).

Micro-teaching is consists of videotaping student teachers as they apply their previous knowledge and experiences to practice, viewing the videotape in the classroom environment, and then discussing and critiquing the videotape to provide feedbacks to the teacher candidate. In this manner, candidates are offered the chance to observe and overcome their weaknesses. In reference to the use of micro-teaching as an important training technique Kuran asserts following: Before beginning their tutorship activities, it is significant for teacher candidates to apply their previously acquired knowledge and experiences to in-class teaching processes as well as to track the experiences they gain therein (2009).

Micro-teaching helps teachers improve both content and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting, effective reinforcement techniques, and introducing and closing lessons effectively. Micro-teaching readily combines theory with practice. Micro-teaching offers the advantage of both a controlled laboratory/class environment and realistic practical experience (Dwight & Wang, 1971).

According to Allen and Ryan, 1969 (Cit. Baştürk & Taştepe, 2015, p. 1);

- Micro-teaching offers pre-service teachers an authentic teaching environment. So, teacher's and student's role are clearly identified.

- Pre-service teachers only focus on a specific teaching skill in each micro-teaching session. It helps them to only concentrate on their teaching by reducing the complexity of normal classroom teaching.

- Pre-service teachers' teaching is video recorded and reviewed in order to increase the supervision of practice. It can significantly expand the traditional knowledge-of-results or feedback dimension.

2. Method

It is important for student teachers to have previously acquire the necessary competency in teaching before being sent to teach in elementary schools. For this reason, student teachers were informed of the activities to be performed. Within this scope, they were reminded of various things to consider in the planning, and arrangement of the teaching to be performed in the classroom environments. They were instructed, in such matters as classroom management, the use of methods and techniques, assessment, and so on. Furthermore, a video, from the Ministry of National Education that featured exemplary teaching practices was screened. During this screening, the exemplary lesson was critiqued, and the candidates were informed of its positive and negative aspects. Thereafter, student teachers were asked to do extended micro-teaching in authentic environments.

Student teachers did their extended micro-teaching in groups of three in authentic school environments. Each member of the group performed the activities consecutively and in accordance with the common text (in the fields of reading, listening, conversation, writing, and grammar). Conversely, the screening of the videotapes in the classroom environment, the discussions, and the feedbacks were done together with the individual presentation of each candidate. Immediately following the monitoring of the micro-teaching activities of the student teachers, an interview form consisting of six questions was administered. Additionally, the videotapes of the lessons were viewed successively with all student teachers present, and the respective feedbacks were provided. During the

critique of the candidates' activities, the positive aspects of their lessons were highlighted. While this activity enabled the student teachers to obtain experience in person, the respective feedbacks provided them with encouragement. After performing the micro-teaching activity, the candidates listened to the feedbacks and noted both the positive and negative aspects. Feedbacks from the instructors were essential sources of information for all of the student teachers.

Model of the research

Interviewing and monitoring methods were used in the research. These methods were intended for a situation report (sit -rep) within the framework of qualitative research.

Working group

The population of this research was comprised third-year student teachers in their third year of study at the Turkish Language Teaching Department of the Faculty of Education of Erciyes University. A total of 16 volunteer Turkish student teachers among the third-year day and evening student teachers (participating in micro-education) were monitored. These candidates were interviewed following the performance of their lessons. Videotapes of these performances were viewed subsequently.

Personal information about the student teachers

Table 1. *Personal* Informations

Gender	f	%	School	f	%
Female	13	81,25	*Anatolia High School*	3	18,75
Male	3	18,75	*High school (Others)*	13	81,25
Total	16	100,0	*Total*	16	100,0
Form of Education	f	%	*Percentage of Turkish Student teachers with Previous Experience in Micro-Education*	f	%
Day Education	6	37,50	*Yes*	6	37,50
Evening Education	10	62,50	*No*	10	62,50
Total	16	100,0	*Total*	16	100,0

As seen in Table 1, the research population consisted of 16 Turkish student teachers, 13 of whom were female and 3 of whom were male. Of these student teachers, 6 (37.5%) were enrolled in courses during the day, and the remaining 10 (62.5%) were enrolled in evening courses. With regard to their distribution on the basis of type of high school, 18.75% graduated from Anatolian High School while the majority of 81.25% graduated from public high school. Among the total number of student teachers, 6 (37.5%) stated that they had previous experience with micro-education, and the remaining 10 (62.5%) stated that they had no prior experience with micro-education.

Limitations

This research is limited by its small size; only 16 student teachers were interviewed, and the number of questions and responses considered in the study are few when compared with similar published studies. In addition, the instruments and technology used for teacher monitoring and videotaping, respectively, could be updated in future studies.

Data Collection and analysis

Interviewing and monitoring methods within the framework of qualitative research were used in the research.

Once the monitoring of the candidates' classroom micro-teaching activities was completed, the instances of qualities that had been predetermined as monitoring aspects were documented. A semi-structured interview form was administered to two student teachers and finalised in accordance with

the received responses. Thereafter, the *interview form*, which was comprised of six questions, was administered to the 16 student teachers selected as the research population. Following the viewings of the videotapes of the candidates' micro-teaching activities, the performances of the student teachers were critiqued and the important aspects of each were noted.

The data were obtained through the use of *interview* and *observation forms*, which were the basic data collection instruments. The data were then subjected to content analysis. *Content analysis involves collecting similar data within the framework of certain concepts and themes putting them into a conceivable order, and subsequently interpreting them* (Yıldırım & Şimşek, 2005, p. 227). Encoding in qualitative analysis is a primary and essential process for sorting out and exploring the content of the data (Punch, 2005, p. 193). In the present study, content analysis was performed in compliance with the following steps. First, noteworthy data was obtained from student teachers and enumerated starting from one. The data were entered one by one into the tables. Once the data, were all entered, they were subjected to encoding via the content analysis method, which involved attempting to identify themes starting from the codes. In the final stage of the analysis, inferences, definitions, and interpretations were made from the given codes and emergent themes.

In the context of the present research, data with regard to personal information were analyzed separately from the data that were obtained by means of the interviewing and monitoring instruments. Throughout the analysis process, the following encoding and definition techniques were utilised on the data obtained with the interview forms:

R_1, R_2, R_3…: defines the questions of the *researcher*,

[T_1], [T_2], [T_3]…: defines the opinions of student teachers whose statements have been considered noteworthy answers given to **interview** questions (the number of *words, sentences or paragraphs selected from comments of the participants*).

The analysis process of the data obtained through observation involved the following encoding and definition techniques:

E_1, E_2, E_3…: defines the *extent* of observations taken into account,

[T_1], [T_2], [T_3]…: defines the **observation** data (the number of *words, sentences or paragraphs* that noteworthy qualities and practices of observed student teachers).

FİNDİNGS AND COMMENTS

The findings obtained with interview forms

The qualitative approach based on the content analysis of the data obtained with interview questions

Table 2. Student teachers' Initial Opinions with regard to Micro-Education

R_1: What sort of lesson did you plan to teach prior to teaching in an authentic classroom environment?	*Assigning Themes by Coding*
I planned what to do in advance with regard to the activities in the micro-teaching class [T_1]. I prepared colourful materials for maintaining the effective participation of the students in my lesson. I led them to participate in the lesson by asking them open-ended questions. I had prepared everything, and I was ready [T_2]. Once I had chosen the materials to engage the students' attention in the class, I planned how much time I would spend on each of these materials, and what sort of direction to take throughout the lesson. I	*Planning* *Descending to the level of the student* *Effective communication*

planned to use the question-answer technique for maintaining the students' participation in the lesson [T3]. I planned to display pictures and have students listen to poems at the beginning of the lesson to motivate them [T4]. …I entered the classroom with the plan I had prepared in my mind. I prepared specific activities to maintain the active participation of the students in the lesson [T5, 13]. In order not to skip any one of the activities, and to overcome my nervousness, I had prepared a draft of the lesson plan before the class [T6]. I had doubts about taking control of the class before the lesson. So, I prepared a competition for enjoying the class for student teachers [T7, 8]. Because I was prepared in advance for the lesson, I was confident of teaching adequately. I prepared visual materials [T9]. ... I didn't know how to introduce the subject of the lesson [T10]. I was aware of what sort of lesson I was to teach, as I had planned the lesson in advance [T11]. I placed emphasis on maintaining control of the class for the duration of the lesson [T12]. I wasn't nervous before the lesson [T14]. I kept thinking of what to do if the students asked a question I didn't know the answer to or if the students misbehaved [T15]. Considering the students' need for examples, I prepared a plan that included examples with regard to the subject of the lesson [T16].	*Planning* *Arranging activities* *Classroom management* *Nervousness and confidence* *Subject integrity* *Planning*

Defining and interpreting the data in accordance with the codes and themes (Table 2)

As seen in Table 2, most of the student teachers commented on the importance of preparation and planning prior to the lessons ($T_{1,2, 3, 4, 6...}$), and all of them stated that they did any necessary preparation beforehand. Despite a certain amount of nervousness, the candidates stated that this did not have a negative effect on their self-confidence.

Table 3. Student teachers' Opinions with regard to Their Preparations for Micro-Teaching

R2: Were you able to fully implement your extended micro-teaching lesson plan in the authentic classroom environment?	**Assigning Themes by Coding**
I could have implemented all the preparations I had made [T1, 6]. I had a problem with time in my lesson. The classroom environment was an active one as I had planned, but due to lack of time I couldn't have finished the lesson as I had intended [T2, 4]. I really wanted to dramatise the text I was teaching, but things didn't go that way [T3]. ... The class was so active and wilful. My planned activities didn't last as long as I had expected. I had difficulties in managing the time. I implemented everything I had planned but I noticed that there were more things to do after the critiques [T5]. In order to encourage the students' enthusiasm for the game, I made use of reinforcers. I had more preparations but not enough time [T7]. I tried to have not only the wilful students, but all of them participate in the lesson. I made use of reinforcers. I implemented what I had planned [T8]. I made use of the materials I had prepared. By taking a quick survey, I received enough feedbacks from the students [T9]. Because I was nervous, I could not have implemented what I had planned. I had difficulties in saving time [T10]. Although it wasn't a constant	*Time management* *Dramatisation* *Feedback and correction* *Use of reinforcers* *Interim assessment for the lesson*

occurrence, the undesired behavior of students prevented me from fully implementing my plan [T$_{11}$]. Because I used all of my materials, the students' participation was very good. Thanks to my preparations prior to the lesson, I was able to overcome my nervousness, which turned into excitement [T$_{12}$]. … I could have accomplished what I had planned [T$_{13}$]. By making use of my materials, I prepared the students for the lesson. I did assessment and evaluation at the end of the lesson. I carried out the activities I had planned [T$_{14}$]. Because I became tongue-tied, I couldn't even speak at the beginning of the lesson [Ö$_{15}$]. Planning gave me self-confidence and made my work easier [T$_{16}$].	*Undesired student behaviour* *Use of materials* *Lesson-end assessment and evaluation*

Defining and interpreting the data in accordance with the codes and themes (Table 3)

Despite generally applying their prior preparations to the lessons, student teachers stated that they were having difficulties particularly with time management (See Table 3: T$_{2, 4, 5, 7, 10}$). Candidates stated that they fully implemented their preparations by utilising as materials, dramatising practices, reinforcers, in-class and end-of-class assessments, and so on.

Table 4. Opinions with regard to the Effect of Micro-Education on Their Attitudes towards Tutorship

R$_3$: Having completed an extended micro-teaching lesson in an authentic -classroom environment, what is your opinion on tutorship, as well as on your competence to continue to do this profession?	*Assigning Themes by Coding*
During the lesson, I said to myself, 'This is the job I'd like to do'. I quickly got used to being a teacher without feeling alienated in the classroom [T$_1$]. I felt like a real teacher in the classroom [T$_2$]. In our classroom, I was a *student* doing a presentation in an artificial environment. In the authentic-school environment, I was a *teacher*. I felt these concepts become completely clear after the lesson. It was a brilliant experience [T$_3$]. I think I'm one step closer to being a teacher and I feel more self-confident [T$_{4, 13}$]. I feel like I love teaching more than ever [T$_5$]. Learning by doing and by living the teacher experience helped us to see the smallest details we couldn't have noticed before. As a result, we've gained experience, above all [T$_6$]. I had so many doubts and I was lacking in confidence before micro-teaching. It has not only strengthened my positive opinion of tutorship but has also raised my self-confidence by making me see the things I would do in teaching [T$_{7, 12}$]. It had positive effects on our performance [T$_8$]. It provided me with the self-confidence to do this job. It offered me the chance to see my strengths and weaknesses [T$_9$]. It eased my nervousness and increased my level of experience [T$_{10, 11}$]. I gained confidence as a teacher candidate. It was different to teach in an authentic -classroom environment, and I saw it was not as scary as I had expected it to be. I'm at ease now [T$_{14,15}$]. My sense of self-confidence has increased. I've been acting more relaxed in the classroom since then [T$_{16}$].	*Love of profession* *Tutorship experience* *Learning by doing and living* *Sense of self-confidence*

Defining and interpreting the data in accordance with the codes and themes (Table 4)

As seen in Table 4, student teachers stated that micro-education provided them with the opportunity to learn through practice and experience and that thanks to such an experience, they not only gained self-confidence to perform tutorship comfortably but also a deeper love of tutorship, in particular.

Table 5. Student teachers ' Opinions with regard to Positive and Negative Aspects of Micro-Education

R4: What are the positive and negative aspects of extended micro-teaching?	*Assigning Themes by Coding*
It not only eased my nervousness but also increased my self-confidence [$T_{1, 4, 13, 16}$]. An experience that boosted my confidence and eased my nervousness. I was able to see the hardships of tutorship: putting in the effort, getting to know the students, and teaching them within their limits [T_2]. Despite providing self-confidence, it could result in a negative attitude towards the profession following an experience of unpreparedness [T_6]. Not only did my self-confidence increase, it also made me feel ready, and love teaching [T_7]. It was a good experience for me. I have been feeling more like I can be a teacher [T_8]. I have learned to control my nerves. Thanks to the constructive criticisms at the end of the lesson, my self-confidence was strengthened. Positive feedbacks stimulated my excitement and willingness [T_{12}]. I have an excitable, distrustful, and impatient character. My love for children led me to this profession. Thanks to this experience, I have overcome my nervousness and fears, at least [T_{15}].	*Features of the profession of tutorship* *Love of profession* *Constructive criticisms and positive feedbacks* *Theory - practice relation*

Defining and interpreting the data in accordance with the codes and themes (Table 5)

Candidates mentioned that the micro-education as experience not only increased their self-confidence, but also eliminated their nervousness and concerns by affording them the opportunity to put their theoretical knowledge into practice. They further stated that thanks to such an experience, they were able to see that teaching was not an easy job because, it required work as well as the effort of getting to know the students to be able to lecture at their levels of understanding (See Table 5: $T_{1, 2, 4, 6, 7, 13, 15}$).

Table 6. Student teachers' Opinions towards Performing Micro-Education in Authentic Classroom Environments

R5: Before you begin tutorship, what can you say about micro-teaching in an authentic -classroom environment?	*Assigning Themes by Coding*
Before going to schools to start tutorship, I have gained experience, and my point of view has changed thanks to this experience [T_1]. I view it as a positive initial experience… [T_2]. Before starting tutorship, I can say that such an experience has strengthened my self-confidence [$T_{3, 9}$]. I think that, in order to see our deficiencies and learn how to teach more effectively, a small rehearsal is helpful for avoiding any problems during internship [T_5]. Without this experience, theoretical knowledge alone is bound to be futile [T_7]. It is much better to begin tutorship with experience [$T_{8, 10, 11}$]. Absolutely beneficial that we are going to begin	*Tutorship* *Gaining experience, and readiness* *Benefits of micro-teaching*

our internship with the help of numerous practical experiences [T$_{12}$]. Prior to tutorship, gaining experience through micro-teaching in creating solutions in the face of different situations in different environments will serve as a major advantage to candidates like us [T$_{13}$]. Gaining experience in a real-classroom environment is so reassuring. You may see what would happen in a real environment [T$_{15}$]. It is such a great advantage to have this experience in terms of gaining self-confidence, seeing one's own weaknesses, and overcoming one's nervousness [T$_{16}$].	*experience* *Practical thinking and decision - making* *Sense of self-confidence*

Defining and interpreting the data in accordance with the codes and themes (Table 6)

As indicated by the opinions of the candidates with the codes [T$_{1, 5, 8, 10, 11, 15}$] in Table 6, student teachers viewed their experience in extended micro-education in authentic -classroom environments as an invaluable opportunity before being sent to schools for internship.

Table 7. Student teachers' Recommendations to Their Peers and Guidance Counsellors with regard to Micro-Education

R$_6$: What do you recommend to the student teachers who will undergo extended micro-teaching in an authentic -classroom environment and to the guidance counsellors/instructors who will guide these candidates?	**Assigning Themes by Coding**
It would be better for them to go to their schools, and observe the environment beforehand. This would make them more relaxed. On the instructors' part, they should brief the candidates about the situations they will encounter in the classroom environments [T$_{2, 4}$]. It would be beneficial for the candidates to be briefed beforehand about the difficulties they will encounter. What is required from the student, what kind of work he/she is to do should be clearly described. It is also important for them to know that they should not be going to classes without preparing a teaching plan beforehand [T$_{5, 9, 16}$]. They should know their students. They should make certain to use of more than one type of activity for engaging active student participation. They should use reinforcers … [T$_8$]. Candidates should have mastery of their subject matter and should also make use of time efficiently [T$_{10}$]. While the candidate is teaching, the instructor should not interfere but deliver the respective critiques and feedbacks in a positive manner at the end of the lesson [T$_{6, 11, 12, 15}$].	*Pre-research* *Pre-briefing* *Professional availability* *Instructions from the guidance counsellors*

Defining and interpreting the data in accordance with the codes and themes (Table 7)

As indicated bythe opinions of the candidates with the codes [T$_{5.6.8.9.10.11.12.16}$] in Table 7, student teachers made important suggestions. In addition, the critiques of the candidates' classroom performances during the screening of the videotapes as well as the respective feedbacks and corrections benefitted not only the subject candidate but all other candidates.

The findings obtained with observation forms

The observation data analysis conducted to determine the micro-teaching methods of the student teachers:

Table 8. The Findings Obtained relative to the Methods of the Student teachers

School level: Elementary 2010	Date: March / April /	*Assigning Themes by Coding*
Lesson: Turkish	Grade: 6, 7, and 8	

E$_1$: **Preparation**: *Teaching plan, abundance of materials.*		*Mental readiness for the lesson*
Working with keywords in the beginning of the lesson made the students mentally ready for the lesson. Made associations with daily-life experiences, had the students speak more often and read poems [T$_{1,2, 4, 6, 8, 13}$]. Eliciting their related knowledge on the subject, made the students mentally ready for the lesson. Made associations with the previous lessons [T$_{10, 11, 12}$]. Made use of the time efficiently [T$_{10, 13}$]. Prepared materials related to the subject matter [T$_{1, 7, 8, 11, 12, 13, 14, 15, 16}$].		*Associations with daily-life experiences* *Material preparation*
E$_2$: **Organization**: *Process of the lesson, logical order, efficient use of time.*		
Methods such as interpreting the visuals related to the text, stopping in the middle of the text and asking students to guess aabout the upcoming part, using reinforcers, making use of worksheets, and so on motivated the students [T$_8$]. Used the dramatisation technique [T$_{9, 10}$]. While maintaining the active participation of the students, taught the lesson in a dynamic way without leaving any student out and used materials [T$_{1, 2, 4, 6, 8, 10, 12, 14, 15}$]. Using the 'what would you do if you were in the place of …?' technique, maintained active student participation in the course [T$_7$]. Designed an activity of composing a meaningful text [T$_{1, 2, 4, 5, 8}$]. Gave homework as a complementary activity [T$_{5, 10}$]. Used the group work method [T$_5$]. Used the induction method and the question-answer technique [T$_3$]. Maintained the participation of the students in the lesson by asking open-ended questions [T$_{1 2, 3, 5, 6, 8, 11, 12, 13, 15, 16}$]. Made use of the time efficiently [T$_{3, 5, 9, 10, 11, 12, 13, 16}$].		*Requiring guesses and interpretations* *Use of methods and techniques such as induction, group work, dramatization, question-answer, and so on.*
E$_3$: **Classroom Presence/Management**: *Tone of voice, interaction with students, enthusiasm.*		*Student-centric education*
By using various activities, kept the interest of the students alive [T$_3$]. By asking open-ended questions, maintained the participation of all of the students [T$_7$]. Successful in keeping the students active by presenting the lesson with an effective tone of voice [T$_{12}$]. Guided the students by wandering in between them during the activities [T$_{3, 4, 5, 6, 8, 12, 13, 14, 16}$]. Addressed the students generally by name [T$_{1, 7, 8, 11, 12, 13, 14, 15, 16}$].		*Literary genres* *Classroom management*
E$_4$: **Effectiveness**: *Clarity and comprehensibility of expression, a smiling face, an encouraging style…*		*Use of information technology (projector)*

Used information technology [T$_3$]. Having the student make guesses kept the students' interest and attention at the highest level [T$_{13}$]. Did exemplary reading [T$_{1, 2, 4, 6, 14, 15}$]. Taught the incomprehensible words via respective materials [T$_{10, 11, 12, 13}$]. Making the students tell their memories, maintained their active participation in the lesson [T$_{7, 11}$]. Used reinforcers such as 'well done, very nice' and so on at the appropriate moments [T$_{1, 2, 6, 8, 11, 12, 13, 14, 15}$]. Worksheets were used to reinforce the students' learning and to assess their level of learning [T$_{1, 5, 7, 8, 9, 12}$].	*Worksheets* *Assessment and evaluation* *Creative thinking*

Defining and interpreting the data in accordance with the codes and themes (Table 8)

As seen in Table 8, the noteworthy qualities or weaknesses of the student teachers' skills, as identified from the screening of the videotapes of their micro-teaching activities in the classroom environment are provided below as per the respective monitoring aspects.

Preparation

Candidates used a variety of methods to maintain the mental preparedness of students during the lessons including lecturing with keywords at the beginning of lessons, making associations with daily life experiences [T$_{1,2, 4, 6, 8, 13}$], reading poems [T$_7$], eliciting the pre-knowledge of the students, making associations with previous lessons [T$_{10, 11, 12}$], utilising strategies to teach the lessons, and preparing materials suitable for the course subjects [T$_{1, 7, 8, 11, 12, 13, 14, 15, 16}$]. These methods, which were recorded in the monitoring data, corresponded to the candidates' descriptions of their activities when responding to the interview questions.

Organization

The student teachers demonstrated successful organizational skills with the following activities: using materials in their lessons [T$_{1, 2, 4, 6, 8, 9, 10, 12, 14, 15}$], employing the 'how would you act in place of …' technique [T$_7$], creating meaningful composition activities [T$_{1, 2, 4, 5, 8}$], assigning homework [T$_{5, 10}$] and group work [T$_5$], applying the induction and question and answer techniques [T$_3$], asking open-ended questions [T$_{1, 2, 3, 5, 6, 8, 11, 12, 13, 15, 16}$], and generally making productive use of time [T$_{3, 5, 9, 10, 11, 12, 13, 16}$].

Classroom Presence/Management

During the monitoring sessions, student teachers were observed behaving sincerely when addressing the students and attempting to establish efficient communication via a proper tone of voice. Such behaviours, which included their addressing students by their name, wandering among the students as they did their work, and so on were considered positive forms classroom management.

Effectiveness

The various methods of the candidates, which included making productive use of information technology, using literary genres, using materials such as worksheets, conducting assessment and evaluation, providing feedbacks and corrections, and so on, helped them to become influential in their learning and teaching processes. Some of the candidates became nervous, however, and were unable to fully demonstrate their skills.

3. Discussions, Results, and Recommendations

Nearly all of the student teachers were aware of the importance of planning and preparation prior to teaching the lessons.

Student teachers stated that they had implemented preparations made prior to the lessons but had difficulties particularly with time management.

Student teachers pointed to the fact that they had the opportunity to apply their theoretical knowledge by means of the micro-teaching activities and thereby gained self-confidence thanks to the experience. According to the candidates, these practices helped them to perceive that tutorship was not an easy profession.

Student teachers viewed their experience with extended micro-education as an invaluable opportunity before being sent to schools as interns.

In addition, the critiques of the candidates' classroom performances following the screening of the videotape as well as the respective feedbacks and corrections benefitted not only the teaching candidate but also all the other candidates.

The above findings suggest that the consulting instructor must assess the teacher candidates' prior experience and understanding of micro-teaching before using this strategy. The teacher candidates should also be advised about the function, aims and value of micro-teaching and videotaping (Higgins & Nicholl, 2003, p. 225-226). In the present research, no such extended briefing had been provided prior to the micro-teaching activities. This deficiency was mentioned by the candidates during the interview (see Table 7).

If the lecturer plans to use verbal feedback as a method of evaluation within the process, he or she must advise the teacher candidates about the mechanisms of giving constructive feedback to others (Higgins & Nicholl, 2003, p. 226). The candidates should first be informed of the entire process then they can proceed to the teaching, the subsequent assessment, the viewing of their videotapes, and finally the feedbacks. Furthermore, by having student teachers observe the presentations of their colleagues, the lecturers also increase the other candidates' chances of learning different teaching strategies.

Micro-teaching is effective for teacher candidates in acquiring the individual skills necessary for planning lessons, getting learners' attention, presenting information, utilizing appropriate materials, using reinforcements, asking proper questions, and using body language (Ananthakrishnan, 1993, cit. Kılıç, 2010, p. 94). Candidates were found to be adequate particularly according to the monitor data in terms of preparing and planning for lessons, using materials, applying the question and answer technique, keeping students active, managing the classroom, and so on.

The micro-teaching experience prepares a future teacher for many of the realities of the classroom: preparing lesson plans, selecting objectives, speaking in front of a group, using questioning skills, and acquiring and applying methods of evaluation. Overall, micro-teaching enhances teacher confidence in a non-threatening situation. It provides teacher candidates with an excellent opportunity to learn multiple skills that are pertinent to teaching in a short period of time. Teachers involved in micro-teaching realise the importance of preparation, organization, and presentation in effectively teaching students. Relevant to the micro-teaching experience are the selection of appropriate activities. Micro-teaching represents a concise method through which teachers can practice teaching strategies, judge their own effectiveness, and receive immediate feedback. The proper use of questions in a lesson can create a powerful learning environment. The micro-teaching experience provides an excellent opportunity for the use of interactive mechanisms and divergent thinking (Gee, 1992, p. 6-7). The findings from both the monitoring and interviewing phases of the study indicate that the student teachers successfully acquired the above-mentioned qualities and skills.

Student teachers aim to obtain vocational training, theoretical and practical, within the scope of their pre-service training. These activities are carried out within the framework of School Experience and Teaching Practice courses (Göçer, 2013). Micro-teaching practices in teacher training is considered to be effective in the School Experience and Teaching Practice Course (Peker, 2009).

Micro-teaching is essential for student teachers to obtain adequate pre-service experience with regard to both learning and teaching processes in the areas of preparation, classroom management, interaction with students, use of materials, assessment and evaluation, and so on. Opportunities to participate in extended micro-teaching should be provided to candidates to familiarise them with the classroom environment as well as to help them overcome their nervousness and gain self-confidence.

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