



ISSN 1989–9572

DOI:10.47750/jett.2024.15.02.011

EVALUATION OF THE IMPACT OF MICROTEACHING IN THE TRAINING OF STUDENT – TEACHERS

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Journal for Educators, Teachers and Trainers, Vol. 15 (3)

<https://jett.labosfor.com/>

Date of revision: 01 2024

Date of Published: 07 2024

**Mpho Portia Dikgwatlé, Dr Mphojane (2024). EVALUATION OF THE IMPACT OF
MICROTEACHING IN THE TRAINING OF STUDENT – TEACHERS. *Journal for Educators, Teachers
and Trainers*, Vol.15(2).126-139.**



EVALUATION OF THE IMPACT OF MICROTEACHING IN THE TRAINING OF STUDENT – TEACHERS

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Abstract:

This study aims to investigate the effectiveness of microteaching as a teaching methodology for pre-service teachers at a university of technology in enhancing their teaching skills. The research employs a qualitative approach using a phenomenological design to explore the perceptions, experiences and feelings of purposively selected B Ed students and lecturers regarding microteaching. The total research population consists of B Ed students at the Central University of Technology Welkom Campus Faculty of Humanities, and the total . A sample was of 42 participants, consisting of 24 B Ed students and 18 micro lesson assessors who are lecturers at the university has been purposefully selected. Data is to be collected using semi-structured interviews and open-ended questionnaires. Data collection procedures are to be conducted on the university campus. The literature review results show that microteaching is an effective approach to enhance the teaching skills of pre-service teachers, and that it helps in addressing presentation, content knowledge and stage fright. The literature review also highlights the possibility of introducing microteaching from the first year level of study. Therefore, student teachers should be fully prepared for their career, as microteaching enables them to practise teaching under controlled conditions. The study provides valuable insights into the effectiveness of microteaching in the teaching practice component

and the experiences of lecturers and B. Ed students..

Keywords: Bachelor of Education, Microteaching, Microlesson, Student teachers, Teacher training

Introduction and background of the study

This study stems from the researcher as an individual assigned to assist student teachers with microteaching and teaching practice. The microteaching theory as a module is offered at first- and second-year level of Bachelor of Education (B Ed) programmes. At second year micro lesson presentations are introduced and continue in detail at third year level of study. At the fourth-year level, application of the theory and practice acquired during lecture and presentation of microteaching is done. The application takes place during teaching practise period. First-year student-teachers only go to teaching practice in the second semester for observations. Second-, third- and fourth-year student-teachers go to teaching practice in both semesters and they are expected to co-teach. While at schools, first and second year student teachers find themselves in situations which require them to teach even though they are not ready as they have not gone through the actual microteaching process. This situation is not ideal as student-teachers teach without having practised essential teaching skills required for effective lesson presentation. As such, student-teachers lose confidence in their teaching abilities, which contributes to them developing less interest in their chosen career.

Problem Statement

It is perceived that student teachers' participation in the microteaching helps identify their areas of strength and weakness and provide them with the opportunity to address those areas before participating in teaching practice and becoming fully fledged teachers. Some student teachers even at their fourth year of study, still show inability to develop comprehensive and logical lesson plans, have reservations about their ability to instruct, to communicate with students, and to manage the classroom. Therefore, there is a need to evaluate the impact of microteaching in the training of student teachers.

Aims and Research Questions

- This study aims to evaluate how microteaching impacts the training of student- teachers. This aim leads to the following research question of the study.
- To evaluate if the limited presentation of microlessons at the third-year level of training is beneficial to student-teachers.

In order to answer the research question mentioned above, objectives were to be achieved. The objectives were:

Research question

- How does microteaching impact the training of student-teachers?

Significance of the study

The study will benefit B Ed student teachers, lecturers and the schools, in that student teachers will be fully prepared for their career. Formal microteaching makes it possible to concentrate on specified teaching behaviour and to practise teaching under controlled conditions (Arsal, 2014). Microteaching enables the student-teachers to address their presentation, content knowledge and any weaknesses identified by assessors/peers. Microteaching is done by third-year students. This has proved to be a challenge during teaching practice; thus, regular microteaching sessions eliminate stage fright and assist in confidence-building. The study will investigate the effectiveness of microteaching in the teaching practice component by looking into how microteaching is conducted in the three teaching programmes that are offered in the institution and weighing the possibility of introducing microteaching from the first-year level of study.

Theories supporting this research

A theoretical framework is a rationally created and connected set of concepts and premises that a researcher develops to build a study from one or more theories (Varpio, Paradis, Uijtdehaage & Young, 2020). The study is grounded in the theories of Bandura's social cognitive theory, Knowles' adult learning theory, and social development theory. Namely, social constructivism and social learning theory, that are explored.

Social constructivism theory

This theory assumes that understanding, significance, and meaning are developed in coordination with other human beings. Social constructivism is a theory of knowledge in sociology and communication theory that examines the knowledge and understandings of the world that are developed jointly by individuals (Amineh & Asl, 2015). According to social constructivists, the process of sharing individual viewpoints, known as collaborative elaboration (Meter & Stevens, 2000), leads to learners developing understanding together, which is impossible to do alone (Greeno, 1996). Microteaching sessions are arranged according to social constructivism theory to allow student-teachers to socially construct knowledge.

It is a multi-strategy approach to learning that involves active participation from both the teacher and the students in a discussion format. In reciprocal teaching, four basic methods are used, namely questioning, clarifying, forecasting, and summarising (Mackov, 2016). During microteaching presentations, the goal is for students to become more self-aware and responsible for their learning, as well as to increase their understanding. According to Yilmaz (2011), Vygotsky's Theory of Social Constructivism focuses on the relationship between the person and society, as well as how social interaction and language affect learning and cognition development. During microteaching, student instructors actively participate in problem-solving and critical thinking through learning to construct knowledge socially.

Social learning theory

Social learning theory focuses on learning in a social context and how people learn from one another. Early work centred on the idea of observational learning, in which the learner watches a live or symbolic model and

subsequently repeats the model's method, approach, task, or skill Bethards (2014). As stated by Bandura (1978) developed the social learning theory because he believed that behaviourism alone could not explain all the elements of learning. He felt that behaviour and environment were intertwined, and the changes he saw in a child's behaviour after witnessing an adult display hostility inspired him to develop his social learning theory (Edinyang & David, 2016).

According to Bandura, self-regulation allows people to manage our behaviour; this necessitates self-observation, judgments about ourselves and our surroundings, and self-response. Social learning can thus be defined as an observer's behaviour changing after observing the behaviour of a model, be it positive or negative. As found by Kusumawati, Wahono, Bowo and Utomo (2015), microteaching involves courses with several objectives, including helping students understand the basics of microteaching, training students to prepare lesson plans, establishing and improving basic teaching-based competencies, fostering and improving basic and integrated teaching competencies, establishing personality competence, and establishing social competence.

Before beginning the microteaching presentation, the lecturer must first demonstrate how to accomplish a specific skill(s). Following lecturer demonstrations, student-teachers must emulate the lecturer and demonstrate how to perform specific tasks; this is referred to as social learning. Assessors will provide direction and support to student-teachers as they perform the competencies. Now that background to the theories used in the research regarding microteaching has been given, the following sections will describe the purpose, processes and impact of microteaching.

Literature Review

This review of literature relates to research findings and their implications that form the basis for this study relating to the effectiveness of microteaching on pre-service teachers' at a university of technology. It will discuss the impact of microteaching on student-teachers, drawback of not having microteaching, benefits of microteaching, microteaching process and microteaching in the South African context.

This review of literature relates to research findings and their implications that form the basis for this study relating to the exploration of the effectiveness of microteaching. It discusses the impact of microteaching on student-teachers, drawbacks to not having microteaching, benefits of microteaching and microteaching in the South African context programmes provide viable solutions to problems associated with novice teachers.

This literature review pertains to the research discoveries and their consequences, which establish the groundwork for the effectiveness of microteaching on pre-services teachers in a Central University of Technology. It will encompass the the impact of microteaching on student-teachers, drawbacks to not having microteaching, benefits of microteaching, microteaching process, microteaching in the South African context programmes provide viable solutions to problems associated with novice teachers.

The impact of microteaching on student-teachers

Microteaching is an important part of all teacher preparation programs because it helps students gain a better understanding of the teaching process and its complexities. Within the 'teach, critique, re-teach' strategy used for many teaching education programs, microteaching is used as a technique for professional trainers' personality development and confidence-building (Taole, 2015). According to Otsupius (2014:184), microteaching is a "scaled-down teaching encounter aimed at acquiring new talents and polishing old ones". Despite its anxiety, microteaching has proven to be a successful approach to teacher education. Sosibo (2012) affirms that teachers should be able to deal with a variety of learning situations and pupils. Microlessons are an effective method for training student-teachers in teaching skills and developing effective teaching tactics (Ping, 2013). Teacher education must provide student-teachers with classroom management, curriculum design, lesson planning, lesson presenting, and performance reflection abilities (Sosibo, 2012). In addition, critical thinking is enhanced when student-teachers cooperate and share ideas for mini-lesson presentations (Arsal, 2015). When students behave as learners, they develop observation and feedback abilities, which they demonstrate when they comment on the teachings they observed (Bilen, 2015). Microlessons help student-teachers improve their critical and reflective thinking skills, as well as their ability to speak in front of a group and successfully manage their time (Saban & Oklar, 2013).

Drawbacks to not having microteaching

This emphasizes how crucial it is for the preparation of teachers for the classroom; microteaching takes a lot of time and resources. However, there are still certain difficulties with microteaching, and these difficulties have been identified by numerous academics. These are the difficulties:

Stage fright or anxiousness, ineffective lesson planning, poor classroom management, and a lack of assessment and mentor-teacher feedback, among other things, are contributing reasons. The study conducted by Al-(2016) Momani at KSA looked at problems with teaching practice at the faculty of education from the perspectives of supervisors and aspiring teachers. The results showed that these challenges for prospective teachers in practice were related to their concerns about teaching, their communication skills, and the relationship between theory and practice. Nearly all of the student teachers who were placed in this situation for the first time, according to Makafane (2020), displayed a great deal of difficulty standing in front of an audience. According to research by Makafane (2020), one of the challenges of microteaching is that student teachers frequently over-plan or under-plan lessons. The supervisor must approve lesson plans before student teachers can enter the microteaching lab. The demands and complexity of what it means to teach are frequently underestimated by student teachers (Moosa, 2019). Universities now have the chance to overcome this gap by creating programs that assist in preparing first-year students for teaching experience. This is congruent with the Mafokane (2020) study, which highlights pilot teaching and then orally provides remarks in front of others to ensure that the next student teacher who will stand at the podium does not make the mistakes that the previous student teacher was warned about. This has been proven to be beneficial since it allows the students to reflect on themselves and learn from one another. The supervisors of student instructors are expected to provide them with constructive criticism so they can make the necessary improvements to their professional skills (Aldabbus, 2020). Some of the participants, however, feel that their superiors do not provide them with enough feedback. The micro-teaching committees must attempt to reduce

these disturbances by establishing a structured environment for learning and capturing students' attention by instructing student teachers on how to create dynamic lessons. Finally, administrators ought to handle every student concern with stability, equity, and consistency.

Benefits of microteaching

Participation in micro lessons is an integral part of teacher training, providing student teachers with valuable exposure to authentic teaching situations. As emphasized by Punia, Miglani, and Singh (2016), these micro lessons serve as a platform for enhancing teaching skills and nurturing self-confidence, which are essential qualities for effective educators. Throughout various phases of micro lessons, student teachers engage in deliberate practice, allowing them to acquire a diverse set of skills that ultimately lead to adjustments and refinements in their teaching approaches, as demonstrated by Kumar's research in 2016.

The research conducted on microteaching consistently highlights its significant impact on enhancing student teachers' subject matter knowledge. Damalie (2018) underlines this point, showcasing the undeniable importance of this aspect of teacher preparation. Additionally, James, Uwannah, Egwuonwu, and Joshua (2022) emphasize the critical nature of student teachers being well-versed in the subjects they are to teach. This sentiment is further supported by Cobilla's study (2014), which demonstrates that preservice teachers who engage in microteaching exhibit excellent subject matter knowledge. Similarly, Godek's research (2016) among science teacher trainees underscores how microteaching significantly enhances subject matter understanding, highlighting the importance of mastering content. It becomes clear that microteaching

Micro lessons also play a crucial role in enhancing critical teacher education competencies. Aarsal (2015) underscores the positive impact of micro lessons on competencies such as critical thinking, self-efficacy, apprehension, and personality. Ralph (2014) further accentuates how micro lessons contribute to the development of student teachers' professional competence and confidence. Herrera, Vielma, & Muñoz (2017) highlight the enhancement of planning skills, teamwork, and subject content mastery through micro lessons. Moreover, the process of self-training occurs when student teachers observe their peers' lesson presentations (Remesh, 2013), fostering skills in providing and receiving constructive feedback, which ultimately boosts their self-confidence (Banga, 2014). Additionally, micro lessons aid in the improvement of time management skills, classroom management skills, and the ability to overcome challenges experienced during the teaching process (Kilic, 2010).

Microteaching is a powerful tool in teacher education, offering valuable experiential learning and skill development opportunities for student teachers. It bridges the gap between theoretical knowledge and practical application, enhancing subject matter knowledge, teaching competence, and overall confidence in aspiring teachers. The strategic integration of microteaching into teacher education programs and addressing associated challenges can significantly contribute to producing effective and competent educators.

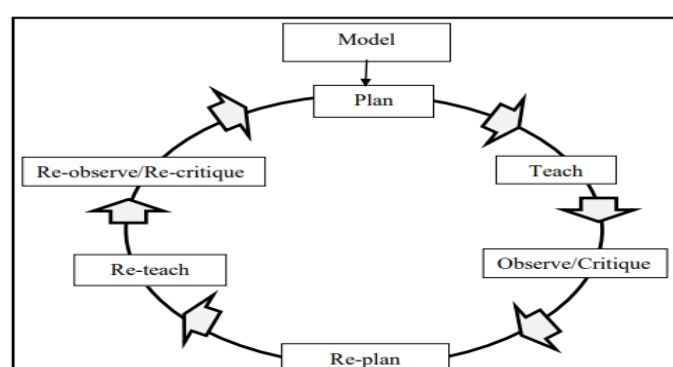
Microteaching process

A strategy referred to as "micro-teaching" offers a valuable approach for a group of new teachers to enhance their professional knowledge and skills through mutual assessment. In this process, they also evaluate their own performance and that of their peers (Amobi & Irwin, 2009). Microteaching involves the acquisition of knowledge and skills (Kumar, 2016). During the knowledge acquisition phase, student teachers observe a demonstration lesson to understand a specific skill, its role in the classroom, and its constituent behaviors (Louw, Du Toit, and Jacobs, 2016).

In a typical microteaching session, an instructor delivers a brief lesson to a small group of four to six peers or students, lasting between five to ten minutes. Following the lesson, the group provides feedback and evaluation of the teacher's instructional approach. This feedback can be applied to even a single subject or a brief discussion, with the primary focus being on the "how" of teaching rather than the "what" of teaching. Various visual aids such as chalkboards, samples, models, projection equipment like overhead projectors or slide projectors, audio aids, or audio-visual aids may be utilized. If available, video recording can also be employed. Subsequently, the student teacher revises their lesson plan based on the feedback received and then re-delivers the material. This process of teaching, receiving feedback, and reteaching can be repeated to foster continuous improvement among student instructors.

The foundation of microteaching lies in the notion that breaking down teaching tasks into smaller competencies facilitates their study and evaluation. Professors and fellow students can provide valuable analysis and feedback. This iterative cycle commences with the teacher educator demonstrating the required teaching technique that incoming instructors will adopt. After observing this modelling of the skill, the preservice teacher selects the assigned teaching skill and develops a lesson plan that allows them to practice and exhibit the teacher behaviours associated with that skill. It's important to note that microteaching places emphasis not on subject matter expertise but on the ability to effectively demonstrate the specific teacher behaviours inherent to a particular skill (Ike, 2017)

Figure 1: Microteaching Cycle (Adapted from Ike, 2017; Nazir, 2011)



Microteaching in the South African context

In South Africa, teacher preparation programs have long included microteaching. It is still used in several ways in the post-apartheid era. Microteaching was employed in a multisite study, and it was found to be effective. In educational technique courses, it's typical for students to "teach" a lesson to their peers or other students to get experience with lesson preparation and delivery. This practice is known as microteaching (Bell 2007). In general, it has been discovered that microteaching offers efficient means of assisting future instructors in learning about and considering instructional strategies (Bell 2007). According to Thabane (2019), because it is designed to prepare students for teaching practice, microteaching is a required subject in the beginning teacher education program. Its main strength is that it gives student instructors a supportive setting where they can practice their teaching techniques in small doses, get feedback on how they're doing, think about it, and then use it to get better at what they're doing. Micro lessons are a method of teacher preparation that helps aspiring educators develop their instructional techniques by having them lead smaller-scale classes (Banga, 2014). In a welcoming and relaxed environment, student teachers participate in microlessons as teachers, learners, and observers in the process (Ekşi, 2012).

Student instructors practice their teaching skills by using a technique called a micro lesson (Anderson, Barr, and Baij, 2012). This gives them the chance to put the ideas they have learned into practice (Punia, Miglani & Singh, 2016). The majority of teacher applicants, however, find the experience to be initially challenging because their first impressions, experiences, and reactions can have a big impact on how they approach their future careers in teaching. The classroom presents a challenging setting for new teachers as they begin their practices. Remesh (2013) also emphasized the significance of holding microlessons frequently to acquire the required abilities. Micro lessons should be presented between five and ten minutes, in a smaller class, with fewer tasks to complete and skills to utilize, and student teachers should get feedback and re-teach after gaining feedback, according to Aarsal (2015) and Banga (2014).

Student teachers can learn a variety of teaching techniques through microteaching. According to Sosibo (2012), teachers need to be able to deal with a variety of learning environments and learner types. Micro lessons are an efficient method of providing teaching techniques to student teachers and creating efficient teaching strategies (Ping, 2013). (Ismail, 2011). According to Davids (2016), microteaching was used in a species university of technology to solve the issue that many students are not well prepared for teaching practice. All intermediate and senior phase (ISP) students (first through the fourth year) were given two weeks for microteaching and another two weeks for teaching practice (Davids, 2016).

Suggested solutions for microteaching improvement

Based on the findings of this study, which revealed that microteaching has a positive impact on the teaching abilities of student teachers in the field of business education, it is advisable to continue using microteaching as an effective method for enhancing their teaching skills. To instill confidence in student teachers and facilitate mastery during their teaching practice, educators should implement the teach-re-teach approach within microteaching cycles. Moreover, it is recommended that all educational institutions promote the use of video recording during microteaching practicum sessions. This allows student teachers to self-evaluate by identifying

their strengths and weaknesses based on feedback provided through video analysis. The frequency of microteaching sessions should also be reevaluated, as consistent practice contributes to improved performance. The more opportunities student teachers have to engage in microteaching throughout their academic years, from the first to the fourth, the better they will grasp both general pedagogical knowledge and pedagogical content knowledge. Furthermore, the assessment of microteaching should not be limited to the third level of study, and all stakeholders should acknowledge its significance in teacher education programs.

The government should ensure the availability of technology-based micro-teaching labs and proper management to support users. Additionally, self-evaluation data from pre-service chemistry instructors indicate that while they encountered initial challenges in their presentations, they gradually overcame them and gained greater confidence in their teaching abilities during subsequent presentations. The practice of self-observation during teaching heightens the awareness of student teachers regarding their instructional methods, prompting them to think and act more like effective educators. These findings align with the research of Cinici (2016), Karataş, and Cengiz (2013). It is imperative to equip pre-service teachers with the necessary pedagogical content knowledge and skills to positively influence the education system, as advocated by Ravitch (2007). Microteaching can play a pivotal role in enhancing pre-service teachers' content knowledge, pedagogical content knowledge, general teaching skills, and interpersonal teaching abilities within teacher preparation programs, as suggested by Klinzing and Floden (1991) and Molina et al. (2011). The study's results demonstrate that pre-service chemistry teachers improved their subject matter knowledge and identified areas for growth through the microteaching techniques employed in the Special Teaching Methods-II course.

To assess the integration of microteaching into teaching experiences, both microteaching and traditional educational approaches were employed. Future research on microteaching will contribute to educators' understanding of the experiences of aspiring teachers as they navigate their career development journey, as highlighted by Fernandez (2005). According to the research conducted by Birney, Kong, Evans, Danker, and Grieser (2017), participation in microteaching within pre-service teaching courses significantly enhanced students' teaching competencies. Furthermore, the utilization of video recordings in microteaching enables students to evaluate their own performances and those of their peers, facilitating the identification of strengths and weaknesses. As Birney, Kong, Evans, Danker, and Grieser (2017) emphasized, it is essential for instructors to gain experience presenting in front of their peers and refine their teaching techniques before entering the teaching profession.

Research design and methodology

Creswell (2013) believes that interpretivists rely on participants' interpretations of the event, and that these interpretations are shaped by participants' interactions with others as well as by historical and cultural norms. As such, this research is grounded in the interpretivism paradigm, as it aims to understand how lecturers and student-teachers perceive the effectiveness of microteaching in the training of student-teachers at a university of technology.

Research sample

Nieuwenhuis (2016) explains that the population of a study refers to the group of people that the study is about. The study will concentrate on one university, the Central University of Technology Welkom Campus Faculty of Humanities as the research population. The reason for selecting the university is simple; the researcher is familiar with the university, its lecturers, and students, therefore interviews should be undemanding. Additionally, travel (and costs) to the campus is not extensive for the researcher. Sampling refers to the process used to select a portion of the population for study (Maree, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, Clark and Westhuizen, 2013). Therefore, the total sample for this study will be 42 participants. The sampling technique that will be used to select the participants is purposive sampling. Twenty four B.Ed student teachers and eighteen micro lesson assessors who are lecturers at the university were purposefully selected from this university as a sample because of their involvement in microteaching and teaching practice.

Data analysis

After the collection of data from participants, data will be analysed. After collection of data from participants, data was analyzed. Data from this study was analyzed using content analysis. According to Leedy and Ormrod (2014), content analysis is the evaluation of the textual data's content through methodical coding classification and theme or pattern identification. The goal of content analysis is to represent facts, offer knowledge, and generate fresh ideas. The rich information in this case will be made sense of using a content analysis approach. By categorizing, classifying, writing, and presenting the material into related themes, content analysis involves comprehending the information to create an impression (Leedy and Ormrod (2014).

Ethical aspects involved:

Ravitch and Carl (2019) regard ethics as the application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects, with a particular emphasis on active acceptance of the subjects' right to privacy, confidentiality, and informed consent. The researcher set up and conduct preliminary interview meetings with the participants to introduce herself, build a rapport, and describe key parts of the study, such as the study's purpose and goal, as well as the contents of the instruments to be utilised. During the preliminary meeting, participants were given consent document to sign. The permission form contains all pertinent information about the study as well as the method that will be followed during the interviews, including the recording of the session and who will have access to it or read the transcript. Ethical values were thoroughly explained to all participants to guarantee that everyone understands what is expected of them and to avoid needless unethical behaviour during and after data collection. Participants were informed that anything spoken during the interviews will remain confidential and that sexist, racist or disrespectful comments will not be tolerated.

Findings and discussion

As affirmed by Li (2018) most universities arrange microteaching training only for juniors and seniors, and teachers and students must be trained repeatedly at the same time and place, which results in very little training time for each student. In this situation, it implies that not all the students are afforded the opportunity to participate

in microteaching training from the onset. The objective of teacher preparation is to advance teaching methods that will improve a teacher's instructional skills. This highlights the importance and goal of using microteaching to cultivate the teaching skills of normal university students.

During the teaching practice student teachers are compelled to teach without having practised essential teaching skills required for effective lesson presentation. This situation is not ideal as student-teachers shall not have gone through the microteaching induction and preparation. As such, student-teachers lose confidence in their teaching abilities, which contributes to them developing less interest in their chosen career. Bakir (2016) contends that microteaching should be adopted on a larger scale and used not only in the fourth year of university but in earlier years as well. Therefore, this confirms that a research study on the effectiveness of microteaching should be conducted, the reason being that students are usually faced with situations that require them to teach even though they are not ready as they have not gone through the actual microteaching

One of the skills of microteaching is the lesson plan presentation. Microteaching presentation equip student teachers with lesson planning. Once the student teachers master lesson planning from their first level of study then any challenged of lesson planning will be weakened. David (2019) alludes that all education students at that particular university, from first to fourth years, participated in microteaching classes.

According to research by Makafane (2020), one of the challenges of microteaching is that student teachers frequently over-plan or under-plan lessons. The supervisor must approve lesson plans before student teachers can enter the microteaching lab. All elements of the lesson plan template, from time allotment to lesson evaluation, are taken into consideration during the process of screening each student's planning. Makafane (2020) then noted that some students either over-plan by creating an excessive number of instructional objectives or by creating a single confusing lesson objective. Student will be able to plan the lesson if numerous training is provided to them to practice lesson planning.

This is in line with findings of Li (2018) that universities arrange microteaching training only for junior and senior, and teachers and students must be trained repeatedly at the same time and place, which results in very little training time for each student. Due to the lack of class hours caused by the limitation of equipment and site, students cannot deeply understand the spirit and thought of microteaching, and the training process is only a process, which cannot meet the basic requirements of microteaching and realize the goal of using microteaching to improve the teaching ability of students in normal universities (Li, 2018).

Findings are also in agreement with assertion by Moosa (2019) that universities now have the chance to overcome this gap by creating programs that assist in preparing first-year students for teaching experience. According to Davids (2019), microteaching was used in a species university of technology to solve the issue that many students are not well prepared for teaching practice. All intermediate and senior phase (ISP) students (first through the fourth year) were given two weeks for microteaching and another two weeks for teaching practice (Davids, 2019).

Conclusion

The study sought to respond to the research questions which emanated from the aim of this study, namely to evaluate the effectiveness of microteaching on pre-service teachers at a university of technology. The study successfully responded to the questions and the overall results are as follows:

The microteaching procedure involves the acquisition of knowledge and abilities (Kumar, 2016). To learn about the skill, its function in the classroom, and its constituent behaviors, the student teacher observes the demonstration lesson and the skill's mode of presentation during the knowledge acquisition phase (Louw, Du toit and Jacobs, 2016). This is the training stage, during which the professional instructors instruct the student teachers through lectures, discussions, illustrations, and demonstrations of the ability. The overall results of the findings indicate that microteaching is used in university of technology to solve the teaching issue that many students (first and final year students) face at schools and prepare them for teaching practice.

Li (2018) points out that the majority of universities only offer training in microteaching for junior and senior students, and that teachers and students must attend training sessions repeatedly at the same location and time, resulting in very little training time for each student. This emphasizes the significance of using microteaching to develop the teaching abilities of regular university students. Bakr (2014) argues that microteaching activities should be embraced more widely and used not only in the fourth year of university but also in earlier years because they are so effective in helping pre-service teachers master teaching techniques. As a result, it is appropriate to undertake a research study on the effectiveness of microteaching.

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