



ISSN 1989-9572

DOI: 10.47750/jett.2026.17.01.05

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Journal for Educators, Teachers and Trainers, Vol.17 (1)

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

Date of reception: 02Jan 2026

Date of revision: 25Jan 2026

Date of Publication: 03Feb 2026

Ratokelo Willie Thabane, Paseka Patric Mollo (2026). Micro-teaching as a Catalyst for Competency-Based Skill Development in Teaching Practicums . *Journal for Educators, Teachers and Trainers, Vol.17 (1) 89-103*



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Abstract

In this theoretical paper, we explore the significance of microteaching in improving competency-based learning and teaching skills required by student teachers during their teaching practicum. Microteaching is an effective instructional technique that enables aspiring teachers to refine the skills expected of them during teaching practice. It is widely used in teacher training to help educators enhance their teaching abilities by focusing on the various minor tasks involved in teaching. Competency-based learning (CBL) is a teaching approach that emphasizes students' mastery of measurable outcomes, with student progress evaluated solely based on their demonstration of predefined competencies. The paper reviews existing literature on the benefits of microteaching, including its ability to promote reflective practice, enhance subject knowledge, and develop professional competencies. It also discusses the use of practice-based teacher education approaches, such as teaching rehearsals and repeated teaching, which can further enhance the effectiveness of microteaching. The paper focuses explicitly on Kolb's experiential learning theory (ELT). One of the critical advantages of Kolb's ELT is that it provides a robust and globally recognized educational approach that requires students to apply their acquired knowledge through methods such as simulation. The findings suggest that student teachers proficiently demonstrate skills acquired through competency-based learning. Based on these findings, the study proposes that microteaching plays a pivotal role in fostering the competency-based learning of teaching skills.

Keywords: *Microteaching; competency-based learning; teaching skills, teaching practicum*

INTRODUCTION

Universities and schools provide formal training for teachers, who are expected to establish a theoretical and practical instruction foundation through fieldwork and educational courses. Many educators assert that their preservice programmes did not sufficiently equip them for the teaching profession. Various studies, including case studies and surveys, indicate that teacher education often has minimal impact on the beliefs and values of aspiring educators. Nonetheless, evidence suggests that rigorous and innovative teacher training can significantly influence educators' perspectives regarding students, subject matter, and the overall teaching and learning processes. Having completed relevant coursework at universities or alternative institutions and demonstrated mastery of subject content, teacher candidates must also develop the essential skills to teach their subjects effectively. To engage students in learning, a teacher must adeptly apply theoretical concepts within the classroom (Feiman-Nemser & Remillard, 1995).

During their teaching practicum, student teachers are expected to demonstrate proficiency in the instructional skills acquired through their university education. Microteaching is designed to empower student teachers by cultivating the skills essential for their future careers in education.

In the realm of teacher education, micro-teaching has garnered significant attention as a vital approach for fostering competency-based skills in pre-service teachers. Micro-teaching, which entails the practice of teaching within a controlled setting to a small group of peers or students, has been widely acknowledged as an effective tool for enhancing the teaching proficiency of aspiring educators. By offering a simulated and supportive learning environment, micro-teaching allows pre-service teachers to experiment with diverse teaching strategies, receive immediate feedback, and refine their skills before entering a classroom setting.

This theoretical research article aims to investigate the potential of micro-teaching as a strategy for promoting competency-based skill development within teaching practicums. The study will analyse how micro-teaching can assist pre-service teachers in acquiring social and cultural variation skills, fostering cultural empathy, and effectively transferring these newly gained abilities into their professional practices.

Teaching practicums play a crucial role in the training of future educators, serving as an essential bridge between theoretical learning and practical application in real-world classroom settings. These hands-on experiences allow pre-service teachers to immerse themselves in the complexities of teaching, where they can implement the pedagogical theories and methodologies they have studied. However, transitioning from an academic environment to a bustling school field can be overwhelming. Pre-service teachers frequently face various challenges, including managing classroom dynamics, adapting lesson plans to meet diverse student needs, and developing effective communication with students, parents, and colleagues. These hurdles can significantly impact their confidence and professional development, making it vital for teacher education programs to provide robust support systems throughout the practicum experience.

One significant challenge pre-service teachers face during their teaching practicums is navigating the cultural and linguistic barriers that can emerge in diverse classroom environments. They may find it challenging to understand and adapt to their students' cultural norms, customs, and communication styles, which can lead to misunderstandings and hinder the development of rapport and effective teaching strategies.

Additionally, pre-service teachers may encounter environmental barriers, such as unfamiliar classroom resources, management strategies, and school policies, which can further complicate their teaching experiences.

LITERATURE REVIEW

Asare and Amo (2023) highlight the vital component of modern teacher education programs in enhancing teaching engagement efficacy among pre-service teachers. A particularly effective strategy integrated within these programs is micro-teaching. This innovative approach provides aspiring educators with the unique opportunity to practice and refine their instructional abilities in a constructive, low-pressure environment.

Micro-teaching is an educational technique designed specifically for pre-service teachers. In this technique, teachers engage in a series of meticulously organized sessions to deliver concise and focused lessons to their peers. Each session typically lasts 5 to 10 minutes and zeroes in on teaching skills or strategies. This format encourages participants to refine their pedagogical approaches in a supportive environment. During these lessons, aspiring educators concentrate on vital aspects of teaching, such as classroom management, lesson planning, or instructional delivery. The brief duration of the lessons encourages participants to be succinct yet impactful, honing their ability to communicate key concepts effectively.

As part of the micro-teaching experience, peers and supervising instructors provide immediate, actionable feedback, an integral component of the process. This immediate feedback loop is invaluable; it allows the teaching candidates to reflect on their performance in real-time. Such reflections help them identify their strengths, like effective engagement techniques, and the specific areas where improvement is needed, whether pacing, clarity, or student interaction.

Through this structured practice and feedback mechanism, which draws on research from scholars like Asare & Amo (2023) and Singh & Kasim (2019), micro-teaching cultivates a culture of reflective practice. This prepares aspiring educators to enter the classroom with a more refined skill set and be better equipped to meet the diverse needs of their future students.

Through this approach, as discussed by Susantini et al. (2014), micro-teaching becomes a powerful tool for fostering confidence and competence. Pre-service teachers cultivate a deeper understanding of effective instructional practices by engaging in repeated teaching cycles, feedback, and re-teaching, ultimately enhancing their readiness for real classroom environments. This immersion in practical, hands-on teaching experiences significantly contributes to their professional growth and efficacy as educators.

Research on micro-teaching has underscored its advantages in improving pre-service teachers' teaching engagement efficacy, which is closely tied to their instructional effectiveness. Through micro-teaching, pre-service teachers can develop strategies for differentiated instruction as they engage with students during their teaching practice (Singh & Kasim, 2019). Furthermore, micro-teaching simplifies the learning process, enabling pre-service teachers to focus on key elements of effective teaching, including objectives, student needs, instructional

methods and media, and evaluation. Micro-teaching is widely acknowledged as an effective tool for pre-service teachers to enhance their technological pedagogical content knowledge, particularly in specific subjects like English language instruction. This approach provides a supportive environment for these teachers to experiment with and integrate technology into their lessons, a critical necessity in today's classroom. It empowers pre-service teachers to hone their skills in selecting and utilizing appropriate technologies that align with teaching and learning objectives.

Through micro-teaching practice, they can develop their ability to create engaging and interactive lessons that address students' diverse needs. Additionally, micro-teaching offers opportunities to cultivate competencies in designing content-aligned learning activities, developing formative assessments, and effectively managing classroom dynamics. These experiences equip pre-service teachers with a repertoire of research-based instructional strategies they can implement during their teaching practicums and future classrooms. Moreover, micro-teaching allows pre-service teachers to practice designing and implementing learning activities that promote critical thinking, problem-solving, and collaborative learning among students. This hands-on experience is invaluable as they prepare to assume the responsibilities of their own classrooms.

As Elias (2018) outlined, micro-teaching encompasses several essential characteristics that enhance the teaching and learning experience. This approach breaks down the teaching process into manageable microelements, specifically addressing crucial factors such as class size, lesson duration, and the specific content. This structuring allows trainee educators to concentrate on mastering individual teaching skills one at a time, thereby refining their pedagogical abilities.

Integral to this process are teaching skills and strategies that encompass both pre-instructional and instructional techniques. Pre-instructional skills involve planning techniques, curriculum development, and student assessment strategies, while instructional skills focus on the delivery methods employed during teaching.

Post-instructional skills are equally vital, particularly those related to providing constructive feedback, which is important in the microteaching experience. A variety of reliable sources offer critical feedback, including oral assessments from supervising instructors, observation checklists completed by supervisors, peer evaluations from fellow trainees who participate in the micro-lesson, and recordings captured through audio and video devices. This multifaceted feedback mechanism ensures trainees receive comprehensive insights into their teaching practices.

Additionally, a micro-teaching laboratory is an exceptional and secure environment for aspiring educators to practice their craft. These laboratories simulate the vital elements of a real classroom, enabling trainees to engage in teaching activities under controlled conditions with a small cohort of peers. This setting provides a platform for skill development and instills confidence within a nurturing and supportive atmosphere.

In this framework, particular emphasis is placed on teaching models. Trainees are afforded numerous opportunities to observe the exemplary teaching behaviors exhibited by supervisors through direct demonstrations and educational videos or films. By leveraging these models as a reference point, trainees can begin to develop and refine their unique teaching styles, ultimately enhancing their effectiveness as educators.

Microteaching practice sessions typically last between five and twenty minutes, with groups usually containing no more than twenty students, organized into at least four participants. Teachers focus on developing one specific teaching skill related to the subject matter. The planning stage is the initial step in the microteaching cycle. The micro-teaching cycle is a process that involves teaching, criticism, re-planning, teaching, and criticism again, as illustrated in Figure 1 below:

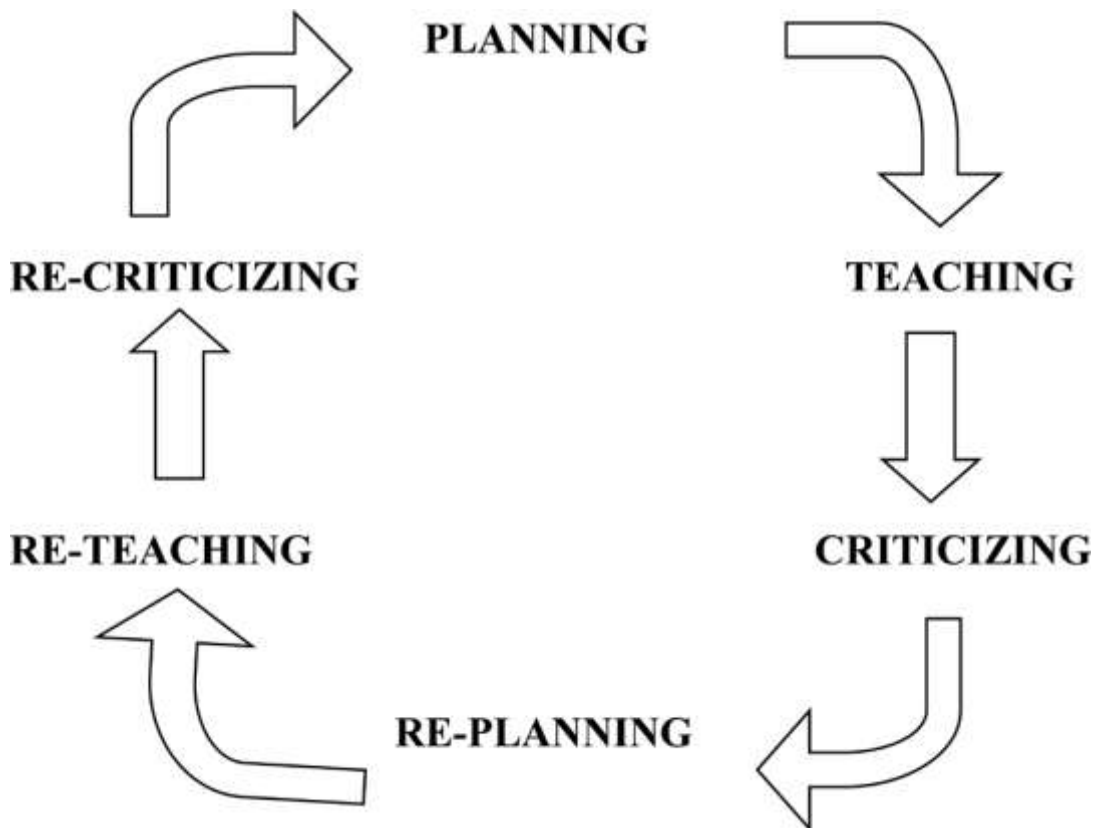


FIGURE 1. STAGES OF MICROTEACHING.

The literature review emphasizes the critical importance of comprehensive teacher preparation programs that equip pre-service teachers with the skills and competencies to manage diverse classroom environments effectively. These programs should address the range of challenges that new educators may face during their teaching practicums, which often occur in varied and sometimes unpredictable settings.

One highlighted method for overcoming these obstacles is micro-teaching, an instructional approach that has proven to be highly effective. Micro-teaching involves creating a controlled, supportive environment where pre-service teachers can practice and hone their teaching abilities on a smaller scale before entering full-fledged classroom settings. This method allows aspiring educators to engage in targeted practice and gain valuable experience.

Through the micro-teaching process, teacher candidates are encouraged to develop various competency-based skills, including skills related to social and cultural differences, and foster cultural empathy. These skills are vital for understanding and supporting students from diverse backgrounds, enriching their professional teaching practices.

During micro-teaching sessions, pre-service teachers are given the opportunity to try out different instructional strategies, which helps them find what works best for their individual teaching styles and the specific needs of their future students. They also receive immediate and constructive feedback from peers and instructors, enabling them to make swift adjustments and improvements. This iterative process of practicing, receiving feedback, and refining their approaches equips pre-service teachers with increased confidence and readiness to tackle the complexities of real classroom dynamics when they embark on their teaching practicums. Overall, this preparation enhances their ability to succeed and thrive in their roles as educators.

THEORETICAL FRAMEWORK

Competency-based learning (CBL) focuses on the learning process and advocates that instruction should effectively support student achievement (Egbert & Shahrokhini, 2019). Any approach grounded in competency-based principles should include core components that are clear, measurable, transferable, and empowering for learners. The main goals of CBL are to provide each student with a high-quality education, sufficient time to acquire knowledge and skills independently, and meaningful connections between academic content and real-world applications.

Furthermore, CBL focuses on the outcomes and proficiency levels that students attain through their participation in and execution of real-world tasks. This framework has been conceptualized as an interaction among students' learning objectives, performance, skills, and competencies, offering educators sophisticated tools to ensure that students are well-prepared to meet the standards of professional practice and societal responsibility (Tsai, 2020). The competency-based learning model fosters a strong relationship between teachers and students, often leading to a positive learning environment. As teachers adopt more of a facilitative role, students become active participants in their education, taking responsibility for their own learning and engagement (Lee & Pant, 2020).

Kolb's experiential learning theory has gained recognition as a key framework for understanding the significance of experience in the learning process (Murrell & Claxton, 1987). Central to Kolb's theory is the concept that effective learning occurs through a cyclical process comprising concrete experience, reflective observation, abstract conceptualization, and active experimentation (Long et al., 2020). This model carries important implications for the design and execution of micro-teaching practicums, where pre-service teachers engage in practical teaching experiences, reflect on their performance, and utilize their insights to enhance future teaching endeavours.

Kolb's experiential learning theory offers a comprehensive framework for grasping experience's essential role in learning. The theory emphasizes the cyclical nature of effective learning, characterized by a dynamic interaction among concrete experiences, reflective

observation, abstract conceptualization, and active experimentation. This model significantly impacts the structure of micro-teaching practicums, allowing pre-service teachers to participate in hands-on teaching, reflect on their practices, and apply their insights to refine their methods. By harnessing this ongoing cycle, micro-teaching practicums can act as a catalyst for developing competency-based skills, enabling pre-service teachers to continuously learn, practice, and enhance their teaching abilities through iterative experiences, reflection, and experimentation.

Kolb's experiential learning theory underscores the significance of involving learners in diverse learning modes, including concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the realm of micro-teaching practicums, this model can be especially beneficial in informing the design and execution of these experiential learning opportunities.

In the context of micro-teaching practicums, Kolb's experiential learning theory can be particularly useful in guiding the design and implementation of these experiential learning opportunities. By ensuring that pre-service teachers engage in a variety of learning modes, including concrete experience, reflective observation, abstract conceptualization, and active experimentation, micro-teaching practicums can effectively foster the development of competency-based skills. This cyclical process of learning, practice, and reflection allows pre-service teachers to continuously improve their teaching abilities and better prepare for their future roles in the classroom.

Micro-teaching practicums can effectively cultivate the development of competency-based skills by engaging pre-service teachers in a cyclical process of learning, practice, and reflection. These practicums provide concrete teaching experiences within a controlled environment, allowing pre-service teachers to gain valuable insights into the challenges and nuances of classroom instruction. Following this experience, reflective observation enables them to analyse their performance, identify areas for improvement, and form abstract conceptualizations to guide their future actions.

The active experimentation stage further allows these pre-service teachers to apply their newly acquired knowledge and skills, continuously refining their teaching approaches through an iterative cycle of experience, reflection, and adaptation. This comprehensive engagement with Kolb's experiential learning theory serves as a powerful catalyst for developing competency-based skills, providing pre-service teachers the opportunity to perpetually learn, practice, and enhance their teaching abilities.

By participating in this cyclical process of concrete experience, reflective observation, abstract conceptualisation, and active experimentation, micro-teaching practicums effectively foster the essential skills and competencies necessary for successful teaching. This iterative approach empowers pre-service teachers to refine their instructional strategies, respond effectively to their students' unique needs, and adapt their teaching practices to ensure optimal learning outcomes.

The integration of competency-based learning and innovative teaching methodologies, particularly micro-teaching, plays a pivotal role in equipping pre-service teachers with the vital skills and knowledge necessary to thrive in today's dynamic educational landscape. This approach not only enhances the capabilities of educators but also significantly benefits their

students. Competency-based learning focuses on cultivating specific and measurable abilities that are essential for effective teaching in modern classrooms. By emphasizing teaching competencies such as lesson planning, classroom management, and assessment techniques, pre-service teachers can develop a robust skill set tailored to meet their students' diverse needs.

Micro-teaching is particularly valuable as it provides a structured and supportive environment for pre-service teachers to practice their teaching skills. In a micro-teaching session, aspiring educators can deliver short, focused lessons to a small group of peers, allowing them to refine their instructional techniques while receiving constructive feedback. This method creates a unique opportunity for growth, enabling teachers to experiment with different strategies and receive immediate responses from their colleagues. Micro-teaching facilitates continuous practice that enhances pedagogical competencies and prepares pre-service teachers for the profession's multifaceted challenges. As they engage in this iterative process of teaching and feedback, they become better equipped to foster student engagement, differentiate instruction, and implement effective assessments.

Furthermore, this progressive approach not only supports the development of future educators but also has profound implications for their students. When pre-service teachers receive thorough training in essential teaching skills, they are more likely to provide high-quality instruction, leading to improved student learning outcomes.

The ongoing push to modernize education through formats such as project-based learning and micro-teaching underscores the critical role of competency-based learning in enhancing the effectiveness of teaching practicums. This framework not only prepares educators to navigate the complexities of contemporary classrooms but also confirms the importance of fostering a generation of eager and capable learners into the ever-evolving world of education.

METHODOLOGY

This research is situated within the interpretivism paradigm, which posits that reality is not an objective phenomenon but rather a construct shaped by individuals' interactions with their surroundings and one another (Maree, 2007). According to this view, people actively create their social worlds by exchanging meanings and engaging in various communicative interactions (Maree, 2007). In alignment with this interpretive perspective, this study aims to enhance our comprehension of human nature and behavior.

As we delve into the specific dimensions of this research, the interpretive paradigm stands out as a particularly fitting framework for exploring the intricate dynamics involved in micro-teaching experiences. This approach allows for a nuanced understanding of how aspiring educators not only develop essential teaching competencies but also how contextual factors—such as institutional culture, peer interactions, and individual pedagogical beliefs—influence

and shape this developmental process. By focusing on these interpersonal exchanges and the surrounding environment, the research aspires to reveal the complexities that underpin effective teaching and learning practices.

The interpretive paradigm is a research approach that emphasizes the subjective, socially constructed nature of reality and the importance of understanding the perspectives and lived experiences of research participants (Kabilan & Izzaham, 2008; Salmona et al., 2015). This aligns well with the article's focus, which seeks to explore the nuanced and contextualized experiences of pre-service teachers as they engage in micro-teaching and develop their teaching competencies.

This theoretical research article will adopt a qualitative methodology, integrating an extensive literature review with a detailed conceptual analysis to investigate the role of micro-teaching as an influential factor in enhancing competency-based skill development within teaching practicums. The literature review will rigorously synthesize existing research that highlights the various challenges encountered by pre-service teachers during their teaching practicums, such as classroom management issues, the integration of pedagogical theory into practice, and the adaptation to diverse student needs. Furthermore, the review will examine how micro-teaching not only addresses these specific challenges but also promotes the cultivation of essential teaching competencies, including lesson planning, effective communication, and reflective practice. By identifying the intersections between micro-teaching strategies and the professional growth of pre-service educators, this study aims to illuminate pathways for improving teaching practices and outcomes in real-world classroom settings.

This conceptual analysis will thoroughly explore the theoretical foundations of micro-teaching, focusing specifically on its ability to significantly improve pre-service teachers' skills in navigating social and cultural variations along with enhancing their cultural empathy. By investigating a wide range of existing literature, the analysis will strive to conceptualize the myriad benefits that micro-teaching offers in cultivating these essential skills. The research article intends to shed light on innovative strategies that teacher education programs can implement to more effectively equip pre-service teachers with the competencies necessary to meet the diverse challenges they will encounter in their future classrooms. Ultimately, the goal is to articulate how these enriched pedagogical practices can facilitate the transfer of cultural awareness and sensitivity into the professional lives of new educators, thereby promoting a more inclusive and responsive teaching approach.

FINDINGS AND DISCUSSIONS

The research conducted for this article has uncovered several pivotal and nuanced findings regarding the practice of micro-teaching. Firstly, micro-teaching provides pre-service teachers with a unique platform to hone their teaching skills in a low-stakes and supportive environment. This setting significantly reduces the pressure often associated with mainstream classroom teaching, enabling novice educators to experiment with a variety of instructional techniques without the fear of negative consequences. During these sessions, they receive timely and

constructive feedback from both their peers and experienced instructors, which fosters an atmosphere of continuous improvement and growth.

Secondly, engaging in micro-teaching activities significantly contributes to the development of a diverse set of competency-based skills. For instance, pre-service teachers enhance their social and cultural awareness by learning to navigate the intricacies of varied student backgrounds. They cultivate cultural empathy, which allows them to understand and appreciate the perspectives of their diverse student populations. Moreover, they become adept at adapting their teaching methodologies to meet the varied needs and learning styles of their students, ensuring that every learner has the opportunity to succeed.

Thirdly, the confidence and skills gained through micro-teaching are not confined to the practice environment; they seamlessly translate into real-world teaching practicums. This transferability equips pre-service teachers with the tools necessary to tackle the challenges that arise in actual classroom settings, boosting their effectiveness and adaptability as they step into full-time teaching roles.

Lastly, micro-teaching is essential for teacher educators in evaluating pre-service teachers' progress and pinpointing specific areas that may require further development. Educators can tailor their feedback and intervention strategies more effectively by systematically assessing the strengths and weaknesses demonstrated during micro-teaching sessions. This informed approach ultimately guides teacher preparation programs' design and continuous improvement, aligning them more closely with the needs of future educators and the students they will serve.

Integrating micro-teaching into teacher preparation programs is pivotal in cultivating essential competency-based skills among pre-service teachers. This approach equips them to effectively navigate the various challenges they will face during their teaching practicums. Through engaging in micro-teaching sessions, pre-service teachers acquire critical hands-on experience, allowing them to modify their instructional strategies to align with their students' unique needs and diverse learning preferences.

This versatility enhances their pedagogical skills and deepens their understanding of social and cultural diversity, fostering a sense of cultural empathy that is vital in today's multicultural classrooms. As pre-service teachers refine their ability to connect with students from various backgrounds, they develop a more inclusive teaching framework. The skills gained through micro-teaching can be directly applied in actual classroom environments, empowering pre-service teachers to approach their practicums with a heightened sense of both confidence and competence. This preparation ensures they are better equipped to inspire and engage their students, ultimately leading to more effective teaching outcomes.

In addition, micro-teaching functions as a powerful instrument for teacher educators to assess and track the ongoing development of pre-service teachers. By observing these focused teaching sessions, educators can identify specific strengths and weaknesses within each individual's instructional techniques and classroom management skills. This careful evaluation process not only highlights areas that necessitate further enhancement—such as lesson delivery, student engagement strategies, and assessment methods—but also fosters a targeted approach to professional growth. Consequently, this data-driven methodology leads to the continuous improvement of teacher preparation programs, enabling them to tailor their curriculum and offer the crucial support and resources needed for aspiring educators to thrive in their future roles in the classroom.

While the known advantages of micro-teaching are considerable, it is crucial to recognize that the efficacy of this educational method can be shaped by a multitude of factors. One significant aspect is the quality of the micro-teaching program itself; a well-structured program that incorporates clear learning objectives, diverse teaching techniques, and engaging materials can vastly enhance the learning experience for pre-service teachers.

Another critical element is the level of support and constructive feedback provided to these aspiring educators during the micro-teaching sessions. Timely and specific feedback from mentors and peers can guide pre-service teachers in refining their teaching strategies and addressing any areas of improvement.

Furthermore, the comprehensive design of the teacher preparation curriculum plays a pivotal role in facilitating effective micro-teaching experiences. A curriculum that integrates theoretical knowledge with practical applications, promotes reflection, and encourages collaboration among peers can lead to more robust skill development.

Additionally, the transferability of the skills learned through micro-teaching to real-world classroom settings may be influenced by various contextual factors. For instance, the cultural and linguistic diversity found within different school environments necessitates a flexible approach to teaching, one that accommodates diverse learning needs and backgrounds. Moreover, the availability of resources—such as instructional materials, technology, and mentorship support—can significantly impact how effectively pre-service teachers apply what they have learned in their micro-teaching sessions to actual teaching situations. By addressing these elements, we can better understand and enhance the overall effectiveness of micro-teaching as a vital component of teacher training programs.

Incorporating micro-teaching as a core component of teacher preparation programs can significantly enhance the development of competency-based skills in pre-service teachers. This innovative approach allows aspiring educators to engage in focused teaching sessions, where they can practice specific skills in a controlled environment. By participating in these micro-teaching experiences, pre-service teachers receive immediate feedback and opportunities for reflection, which are crucial for their growth.

As a result, they become better equipped to tackle the diverse challenges they will encounter during their teaching practicums, such as classroom management, effective communication with students, and adapting lessons to meet varying learning needs. Moreover, this hands-on practice not only builds their confidence but also fosters a deeper understanding of pedagogical theories in real-world settings. By mastering these essential skills, they are more prepared to excel in their future roles as educators, positively impacting their students' learning experiences and contributing to the overall effectiveness of the educational system.

CONCLUSIONS

This theoretical research article has examined the potential of micro-teaching as a catalyst for competency-based skill development within teaching practicums. The literature review and conceptual analysis demonstrate that micro-teaching offers pre-service teachers' valuable opportunities to practice in a low-stakes, supportive environment. This approach enables them to cultivate various essential skills, including social and cultural variation skills, cultural empathy, and the ability to tailor their teaching to meet students' diverse needs and learning styles.

Although various contextual factors may affect the efficacy of micro-teaching, the potential advantages of this method in promoting competency-based skill development are well-documented and warrant further exploration by researchers and practitioners in teacher education.

By incorporating micro-teaching as a fundamental element of teacher preparation programs, educators can more effectively equip pre-service teachers to tackle the challenges they will encounter during their teaching practicums and throughout their future careers. This approach will ultimately enhance the overall quality and effectiveness of the teaching profession.

Integrating micro-teaching into the teacher preparation curriculum allows pre-service teachers to develop the confidence and competence needed to address the challenges they will face during their practicums and future roles as educators. This strategy prepares them to excel in an increasingly diverse and dynamic educational landscape, where the ability to adapt to varied student needs and learning styles is essential.

Further research is necessary to investigate the long-term effects of micro-teaching on the professional development of pre-service teachers and the degree to which the skills acquired through this method are applied in real classroom environments. Moreover, additional empirical studies are required to analyse the specific design and execution of micro-teaching programs and the factors that affect their effectiveness in promoting competency-based skill development.

The findings of this research article emphasize the significance of offering comprehensive and thoughtfully designed teacher preparation programs that prioritize the cultivation of competency-based skills. This approach prepares pre-service teachers to succeed in the increasingly diverse and dynamic educational landscape. Furthermore, the results highlight the necessity for teacher preparation programs to include opportunities for pre-service teachers to participate in micro-teaching activities, which can act as a catalyst for acquiring and applying these essential competency-based skills.

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