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**PRE-SERVICE TEACHERS' OPINIONS ABOUT THE
MICROTEACHING METHOD IN TEACHING PRACTICE CLASSES**

Dr. Basharat Ali Khan¹, Dr. Rafia Tahira², Dr. Samina Rafique³

¹Higher Education Department Punjab.

²School Education Department Punjab.

³International Islamic University Islamabad.

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Abstract

Microteaching is helpful in developing different techniques like preparing lesson plan, selecting goals of teaching, confidence of speaking in front of others, the ability of asking questions and usage of evaluation techniques. The main aims of this research paper was to find out the opinions of pre-service teachers about micro teaching as pedagogical innovation and to examine the effectiveness of Micro-teaching in their professional life. The quantitative research approach was selected. All the pre-service teachers of two universities (University of Punjab and University of education) were the population of this study. According to the purpose of the study, 150 pre-service teachers were selected as a sample through using random sampling technique from Punjab University Lahore and University of Education Lahore. To collect the necessary data and information for the study, a questionnaire was developed under the guidance of experts. The questionnaire included 15 statements. The major findings of the study indicated that majority of the pre service teachers favoured that microteaching is a technique, which provides immediate feedback, and it helps trainee to reduce the degree of shyness, fear.

Introduction

The term "Micro Teaching" is an important component of modern age teacher training programs. Micro Teaching is much effective and successful in grooming confidence and improving skills. Moreover, it helps understand the learning style limits and learning and practicing constructive feedback. It facilitates the complex classroom environment into a simplified environment. Small group of students provide the trainees an environment for practice-based teaching which facilitate trainees to build confidence by improving their skills, which lead them to instill self-evaluative skills (Goodman, 2010).

In the micro teaching technique, the teacher trainees have the opportunities to masters different skills like attracting the attention of the learners, asking questions, effective usage and management of time and finding a conclusion to a lesson. Teacher candidates improve their pedagogical and managerial skills through microteaching. The trainees learn the techniques about choosing suitable activities for learners, usage of teaching goals and dealing with the difficulties faced during the process. Moreover, the process provides the opportunities of evaluating and observing different approaches during the presentations of other colleagues. (Peker ,2009).

Microteaching is helpful in developing different techniques like preparing lesson plan, selecting goals of teaching, confidence of speaking in front of others, the ability of asking questions and usage of evaluation techniques. The technique is also helpful in providing the opportunities of learning different skills, which are necessary for teachers in a very short span of time. Awareness about the importance of presentation, organization and preparation of the learning of learners' is possible through Microteaching. Furthermore, selection of activities, arranging them in an appropriate manner and continuation of improvement helps to become a whole with the content. Getting quick feedback is a technique to analyze the efficiency and use of teaching techniques. A suitable learning environment can be created by asking question relevant to the topic. The microteaching also encourage question at different difficulty levels, which develop an environment where people thinks in different ways. (Gee, 2000)

Microteaching not only improves the confidence but it is also helpful in improving the teaching performance during the class through polishing the skills of in-class management. During the microteaching process, the observation, listening and practicing provides the opportunity to learn every skill at its best. The learning process of microteaching is improved through applications, which can be applied practically. It improves the skills like thinking critically, questioning, solving problems and thoughtful thinking (Higgins & Nicholl, 2003).

2. Literature Review

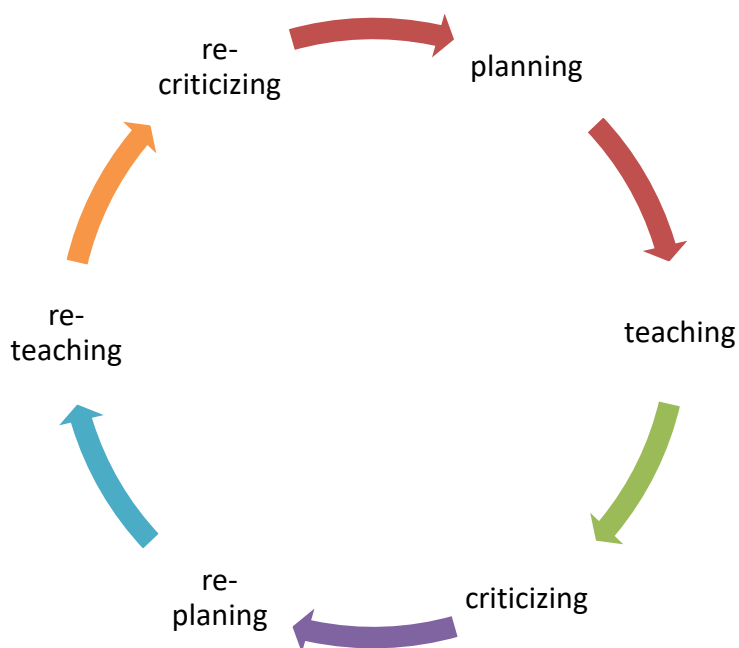
Micro-teaching is a method to train teachers so that they can learn and upgrade their skills. A real school teaching scenario is created to improve the techniques of teaching which helps in the learning of advance methods about the teaching during the professional career. This technique known as the "Stanford technique" consist of "plan, teach, observe, re-plan, re-teach and re-observe". This technique has evolved as one of the fundamental part in 91% of the "on-campus clinical teaching development" programs which causes a substantial decrease in the difficulties regarding maximum class population, scope of contents and duration. (Allen DW, 1996).

The microteaching method is used in majority of pre-service teachers' training programs and is proved effective to improve the instructional skills of the teachers (Turner, 1998). A teacher must have the major quality of teaching effectively to his students. The techniques and skills of Microteaching are applied to equip the teachers with new, innovative and advance methods of teaching (Pauline RF 1993). Sarah Moore (2005) explained the necessity of microteaching technique and agreed that this technique makes the teaching task easy by dividing the

teaching into sub-categories transforming complex tasks to simple. Moore agreed that it convert less complex tasks so that they can be easily managed.

Fernandez&Robinson(2007)while discussing the advantages of Microteaching agrees that this is an effective tool for the modification of teachers' behavior through this individualized teacher-training technique.

Peker (2009) explain this technique as “Micro-teaching is a cycle, the cycle is; process of teaching, criticizing, re-planning, re-teaching and re-criticizing”.



Microteaching is a set of controlled practices which helps the teachers to focus on precise teaching behavior along with the opportunity to practice their teaching under controlled conditions (Allen and Eve, 1968). The struggle of teachers before starting their service to adopt the skills and techniques of teaching into practice is the effort of Microteaching. The microteaching vanishes the gap between practice and theory(Gürses,Bayrak., Yalçın, Açıkyıldız, &Doğar, (2005).

The method of Microteaching in the teaching learning programs is applicable since 1960s. it is a valuable technique used by the teachers before the start of their service. (Gorgen, 2003). The technique of Micro-teaching not only polish the skills of the teachers but also provide advance and new strategies along with its planning and implementations to the pre-service teachers. Dopemu&Talabi (1986) explains the importance of Micro-teaching role of evolving a teacher into effective teacher and the ability of this technique to highlight the connection between theory and practices. The technique of Microteaching in the field of teacher education provides an evolution from theory to teaching in real situations (Celik 2001).

To improve the teaching and learning process through a behaviorists strategy as applied to teachers' training, the technique of micro-teaching has four objectives,

1. It measures the overall skills of student teacher
2. It point-out those skills which needs to be improved.
3. Offers opportunities for practicing skills
4. It monitors the process of skill development

To achieve these goals, the teaching method is categorized in small skills or the capabilities which can be perfectly performed. The technique of microteaching diverts the

attention of interference away from the contents of the subject and focus on the defined skills like question asking, feedback, behavioral management training and provoking participation of the students which are believing to be important for the performance of the teachers.

The structured framework for teacher skills was proposed by Stanford University in the early 70's which consist of 5 primary fields including presenting materials, behaviors, consolidating lessons, evaluation and monitoring and initiating behaviors. Every field was again sub-divided into further competences that elicit specific intervention (Abifarin,2004).

2.2. Historical Development of Micro Teaching

Micro teaching is one of the innovations to improve teacher education. According to Allen and Ryan(1969)Micro teaching is a scaled-down teaching encounter.This is because it entails reduction in class size,duration of the lesson,objectives of the subject matter and number of skills to be acquired.The student teachers are expected to teach between 5-10 minutes.Every time, they practice,their learning continues.The practices are used in micro teaching especially in feedback and teacher-teach cycle which enhances effective teaching practice.Student teacher teaches 10 students instead of 40-50 students in a normal class, spending 5-10 minutes for the micro-lesson instead of 35-40 minutes in a normal class, practice only one skill at a time instead of using many integrated skills in the normal lesson and having only one or two objectives from the content instead of having about four or five objectives for a normal lesson.There is reduction in the length of time,class size, task to be accomplished and skills to be employed.

Ofoefuna (2002) defined micro teaching as a component skill approach to teachers'preparation and training.Without adequate acquisition of teaching skills, learning process cannot be effective. McKnight(2003) viewed that micro teaching a laboratory training procedure which simplifies the complication of teaching and learning. In the attempt to define the Micro-teaching concept, Abifarin (2004) examined the two words involved:Micro and teaching.Micro means something that is small while teaching means the art of giving instruction.When the two words are joined together,it becomes micro-teaching,which means giving instruction on a smaller scale.Micro- teaching is a system of controlled practice that makes it possible for student teachers to concentrate on specific teaching behaviors.

In addition,Yusuf (2006) explained Micro-teaching as a technique of training which can be applied practically and gives the opportunity to the teachers and students to polish their skills important for the teaching in an environment of a laboratory before the experience of actual class.Celik (2001) defined micro-teaching as an instructional method employed in the professional training of teachers.Aggarwal (2007) described micro teaching as a training procedure that aims on the simplification of complexities of the systematic teaching procedure.The student teacher engages in a scaled down teaching situation in relations of time,size of the class, content of the subject matter and teaching tasks.

Ogeyik (2009) defined micro teaching as a process where by student teacher learns to acquire the rudiments of teaching in the classroom.Micro teaching prepares student teachers on what they need to master before going to the field for teaching practice.Micro teaching is a course or practical experience which prepares the student teachers ahead of the challenges that await them in their future teaching career as educators. Patel and Ajibade (2009) described micro teaching as an organized practice teaching which aims at giving instructors confidence,support and feedback.It is a quick,proven and fun way of helping teachers get off to a strong start.It is designed for the training of both pre-service and in-service teachers.

Furthermore, Albin & Shihomeka (2017) described micro teaching as a program that prepares student teachers for the main teaching practice. They explained that micro teaching is an indispensable course for student teachers. This is because they need to observe and acquire for teaching tasks. Isa and Jusoff (2011) considered micro teaching as the ultimate sessions where the undergraduates put into practice theories. In addition, Singh (2011) described micro teaching as a safe practice, a vehicle for continuous training and a new approach to supervision.

In addition, Baytekin (2004) defined micro teaching as a method of teacher training that is current and effective for acquisition of specific teaching skills. It is considered as a training technique for prospective teachers in Universities and Colleges of Education. It is considered as a pre condition to improve the level of education in schools. In addition, it can be explained that micro teaching is at each training technique which helps the student teachers to master the skills of teaching.

Görgen (2003) viewed micro teaching as a session of practice teaching that is video taped for the teacher to watch. Micro teaching is suitable for new, potential and current teachers to analyze their techniques of teaching and get feedback from other colleagues from teaching and administrative fields. The feedback received is used for making corrections to their teaching style accordingly. As every human activity or behavior is geared towards achieving a purpose so also, micro teaching has aim, goal and objectives. Micro teaching as an innovation in education has intention of training pre-service teachers in skills acquisition so as to make them effective and professional.

All human endeavors are traceable to their origins. The historical development of micro teaching started from demonstration lessons. According to Singh (2016) between 1950s and 1960s, there was low, unsatisfactory and poor performance of pupils in America. Teachers were held responsible and accountable for the poor condition of education by the society. Teachers were blamed for poor teaching methods and they too claimed that they were not properly equipped with the necessary teaching skills to perform to societal expectations. This called for experiments on the experiences which might be relevant for teaching in terms of innovative teacher education program by educators through series of innovations which were supported by substantial funding from Foundations and Governments. Examples of such foundations were Ford and Kettering. One of the beneficiaries of such financial aid was the University of Stanford group which developed micro teaching. Prior to the development of micro teaching, demonstration teaching was used traditionally. It was the immediate predecessor of micro teaching in Stanford University.

During the time of demonstration teaching for teachers' training, a student teacher presented a lesson to a small group of fellow students while the rest of the class looked on. It was the demonstration lesson that developed and resulted to micro teaching in 1963. Baytekin (2004) gave a full record of micro teaching historical development. Micro teaching was named at Stanford University in United States of America for the first time when the faculty members of Bush, Allen, McDonald and Acheson were supervising an experimental project to identify the teaching skills. The expert's team was given the task to develop the tools of evaluation and testing to measure the attainment of teaching experiences which might be relevant to teaching interns in an innovative teacher education program. The team launched a new laboratory experience and approach in the preparation of teachers under the auspices of the Secondary Teacher Education Program (STEP).

The program was initially referred to as 'Demonstration Teaching'. While developing the approach, those things that could make an effective teacher were identified through field activities and research work by Allen and his team as well as other group of individuals over the years. Those things identified were considered teachable,

learn able and could bring desired change in behavior. That was how the concept of Teaching Skills evolved. The problem and the search to find better ways of teaching these identified skills and making the teachers imbibe them with the objects of enhancing teacher competence and effectiveness brought about the whole idea of micro-teaching. In the process, Keith Acheson who was a Doctoral student and a Researcher discovered a news paper article about a German Scientist who invented a portable video tape recorder. Acheson was investigating the utility of the video tape recorder in technical teaching skills' development. With the support of Allen, Bush and McDonald, Acheson explained several different uses of the portable video tape recorder and its potential and modifying channeling interns' behaviors toward desired objectives and for examining alternative approaches for students' teaching experiences. It was detected that video tape recorder could be used for recording the class interaction accurately. This led to the development of systematic and accurate method of giving student teachers feedback.

As a result, there was formulation and development of micro teaching technique of Plan-Teach-Feedback-Re-plan-Re-teach-Re-feedback (Singh, 2016). During planning stage, the student teacher is mentored by an expert or an educator who serves as supervisor. The educator/supervisor demonstrates a skill at a time, which the student teacher would like to watch, learn and uses in his lesson. The educator gives a model lesson and uses all the characteristics of the skill. After watching the educator, the student teacher plans his lesson on the particular skill. The student teacher selects the content, objectives, methods and materials and writes the lesson plan to be used for the lesson. The student teacher teaches using the skill he has watched and prepared for. The student teacher's lesson is observed by the educator and the audience who take note of his strengths and weaknesses.

The recording of his performances could be done using printed materials, tape recorder or camcorder. The feedback is given by the supervisor and the audience. The student teacher can also do self-assessment of his teaching after reading the comments made by the assessors or after watching the playback machine. If he has minimal corrections and successful he goes to the next level and does not go for re-teach. He then prepares for another skill to be acquired. This implies that it is not all student teachers that go for re-teach. If he has too many errors, here plans his lesson. He may change his audience, methods and strategies. He prepares a new lesson plan and re-teaches. The supervisor and the audience watch him again and criticize his teaching. He is given re-feedback. If he is successful he goes for another skill acquisition but if not, here plans again until perfection is reached (Ajibade (2009).

Statement of the problem

The Micro teaching practice research is to prepare pre-service teachers better by themselves in teaching practice lesson. This study is an attempt to find out "pre-service teachers' opinions about the micro-teaching method in teaching practice classes."

Objectives of the study

This study aimed at

- 1) To examine the opinions of pre-service teachers about microteaching as pedagogical innovation.
- 2) To find out the effectiveness of Microteaching in their professional life.

Research questions

- 1) Is micro teaching an effective pedagogical innovation?

2) What is effectiveness of microteaching on professional life of teacher?

Methodology

The quantitative research approach was selected. The study was descriptive in nature to find out the pre-service teachers' opinions about the microteaching method in teaching practice classes. All the pre-service teachers of two universities (University of Punjab and University of Education) were the population of this study. According to the purpose of the study, 150 pre-service teachers were selected as a sample through using random sampling technique from Punjab University Lahore and University of Education Lahore. To collect the necessary data and information for the study, a questionnaire was developed under the guidance of research experts. The questionnaire included 15 statements.

The entire questions were designed at Likert Scale.

Data Analysis

Data were analyzed and presented in frequency and mean score.

Table.4.1.

Perception of Teachers regarding Microteaching								
Item No.	Statements	Results	SA	A	UNC	DA	SDA	Mean Score
1	Microteaching is teacher-training technique.	Frequency	46	86	13	04	01	4.15
		Percentage	30.7 %	57.3 %	8.7 %	2.7 %	0.7 %	
2	Microteaching is a remarkable factor used in teaching practices.	Frequency	67	50	22	10	01	4.5
		Percentage	44.7 %	33 %	14.7 %	6.7 %	0.7 %	
3	Microteaching introduces new teaching strategies.	Frequency	70	63	09	07	01	4.29
		Percentage	46.7 %	42 %	6.0 %	4.7 %	0.7 %	
4	Microteaching is a provision of immediate feedback.	Frequency	72	66	07	05	0	4.37
		Percentage	38 %	44 %	4.7 %	3.3 %	0 %	
5	In Microteaching, content is divided in small pieces of teaching.	Frequency	79	61	08	02	0	4.45
		Percentage	52.7 %	40.7 %	5.3 %	1.3 %	0 %	
6	There is (5-20) minute's duration of lectures in Micro teaching practice.	Frequency	78	51	14	07	0	4.33
		Percentage	52 %	34 %	9.3 %	4.7 %	0 %	

Interpretation of Data Analysis (Table.4 .1)

The analysis and interpretation of the data disclosed that the opinions of pre-service teachers

is very positive about microteaching. Table 1 row 1 showed that the 88 % of the teachers gave responses in favour that microteaching is teacher-training technique. Table 1 row 2 revealed that 78 % of the pre service teachers supported that microteaching is a remarkable factor used in teaching practices. Table 1 row 3 revealed that 89 % of total pre-service teachers accepted that microteaching introduces new teaching strategies. Table 1 row 4 presented that 92 % of the pre-service teachers approved that microteaching is a provision of immediate feedback. Table 1 row 5 depicted that 93% of the pre-service teachers favored that in microteaching, content is divided in small pieces of teaching. Table 1 row 6 displayed that 96% of the pre-service teachers supported in the form of agreed and strongly agreed that there is (5-20) minute's duration of lectures in micro teaching practice.

Table.4.2.

Perceptions of pre-service teachers regarding effectiveness of microteaching in their professional life.								
Item No.	Statements	Results	SA	A	UNC	DA	SDA	Mean Score
1	Microteaching allows teachers for teaching short lessons, exemplifying certain skills.	Frequency	81	55	12	02	0	4.43
		Percentage	54 %	36.5 %	8.0 %	1.3 %	0 %	
2	Microteaching develops observational skills.	Frequency	88	43	17	01	01	4.44
		Percentage	58.7 %	28.7 %	11.3 %	0.7.%	0.7%	
3	Microteaching improves ability to use time efficiently.	Frequency	52	61	17	15	05	3.93
		Percentage	34.7 %	40.7 %	11.3 %	10 %	3.3 %	
4	Microteaching develops ability to exploit different teaching supports (blackboard, audio visual aids etc.).	Frequency	48	61	24	15	02	3.92
		Percentage	32 %	40.7 %	16 %	10 %	1.3 %	
5	Microteaching improves trainee ability to use non-verbal gestures and facial expressions.	Frequency	05	133	11	01	0	3.95
		Percentage	3.3 %	88.7 %	7.3 %	0.7%	0 %	
6	Microteaching helps trainees to build their self-confidence.	Frequency	46	86	13	04	01	4.5
		Percentage	30.7 %	57.3 %	8.7 %	2.7 %	0.7 %	

7	Microteaching helps trainee to reduce the degree of shyness, fear.	Frequency	70	63	09	07	1	4.29
		Percentage	46.7 %	42 %	6 %	4.7 %	0.7%	
8	Microteaching helps to learn how to introduce different stages of the lesson.	Frequency	72	66	07	05	0	4.37
		Percentage	48 %	44 %	4.7 %	3.3 %	0 %	
9	Microteaching assists the teachers to learn how to conduct effective lesson plan.	Frequency	79	61	08	02	0	4.45
		Percentage	52.7 %	40.7 %	5.3 %	1.3 %	0%	

Interpretation of Data Analysis (Table.2)

Table 2 row 1 showed that almost 91 % of the pre-service teachers approved that microteaching allows teachers for teaching short lessons, exemplifying certain skills. Table 2 row 2 displayed that 87% of the pre-service teachers agreed that microteaching develops observational skills. Table 2 row 3 revealed that 75% of the pre-service teachers supported that microteaching improves ability to use time efficiently. Table 2 row 4 showed that 73% of the pre-service teachers favored that microteaching develops ability to exploit different teaching supports (blackboard, audio visual aids etc.). Table 2 row 5 indicated that 92% of the pre-service teachers that microteaching improves trainee ability to use non-verbal gestures and facial expressions. Table 2 row 6 exposed that 88% of the pre-service teachers favored that microteaching helps trainees to build their self-confidence. Table2 row 7 disclosed that almost 89% of the pre-service teachers'acknowledged that microteaching helps trainee to reduce the degree of shyness, fear. Table 2 row 8 unveiled that 92% of the pre-service teachers supported that microteaching helps to learn how to introduce different stages of the lesson. Table 2 row 9 indicated that 93 % of the teachers favored that Microteaching assists the teachers to learn how to conduct effective lesson plan.

Discussion and conclusion

This study was planned to analyze the perception of pre-service teachers of University of Punjab and University of Education regarding concept of microteaching and effectiveness of microteaching in their professional life. The prime aim of study was to examine the perception of pre service teachers regarding microteaching and the effectiveness of microteaching. Through analysis of data, first major finding indicated that majority of the pre-service teachers gave same and positive response that micro-teaching is teacher-training technique, a provision of immediate feedback, a remarkable factor used in teaching practices and (5-20) minute's duration of lectures in micro teaching practice. This finding is similar to one of the conclusions of the research study of Abifarin (2004). who concluded that pre-service teachers have high level perception regarding micro teaching. The second major finding showed that majority of the pre-service teachers favoured that microteaching allows teachers for teaching short lessons, exemplifying certain skills, microteaching develops observational skills, microteaching improves ability to use time efficiently, microteaching develops ability to exploit different teaching supports (blackboard, audio visual aids etc.), microteaching improves trainee ability to use non-verbal gestures and facial expressions, microteaching helps trainees to build their self-confidence, microteaching helps trainee to reduce the degree of shyness and fear and microteaching helps to learn how to introduce

different stages of the lesson. The above second finding is line with the studies of Sen (2009) who concluded that pre-service teachers 'self confidence improved during the peer micro teaching practices and helped the respondents to reduce their level of teaching anxiety. So it was concluded that Pre-serviceteachers showed a positive attitude towards microteaching and favoured that micro teaching is an efficient technique for learning effective skills.

Recommendations

On the basis of the findings, the following recommendations were presented:

1. Microteaching may be the part of teaching methods in teacher training institutions.
- 2) More microteaching sessions may be arranged for enhancing teachers' competencies.
- 3) Micro teaching may be a mandatory part of professional training for teachers.
4. Micro teaching may be add as a subject in all the professional degrees of teaching.

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