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## Application of Microteaching in Teacher Education Programs: A Meta-Analysis

Farkhunda Rasheed Choudhary, Misbah Rasheed Choudhary and  
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### Abstract

Teaching is characterized as such activity which is undertaken with the rationale of bringing about learning. Teaching is among one the ways by which education is achieved; the common ingredient of education is teaching. This paper provides reviews of findings on microteaching and provides suggestions. It aimed (i) to examine the application of microteaching in teacher education programs, (ii) to explore the theory for micro teaching and (iii) critically examined different researches on microteaching for pre service, in service teachers. Recent studies show that the number of teachers who receive rigorous, sustainable, skill focused and content focused professional development is very less. Research studies revealed that a great difference has been found seen between two cycles of micro teaching. Micro teaching had helped faculty members in their professional development. Studies on micro teaching recommended that there must be

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micro teaching for all faculty members for their professional training programs. It was also recommended that micro teaching must also be part of teacher education programs for prospective teachers.

**Key words: Microteaching, component skill, feedback**

### **Introduction**

The microteaching cycle was developed by Stanford University in the early 60's. It is a technique to train the prospective teachers. The original microteaching cycle followed a cycle of Plan → teach → observe → Re-plan → Re-teach → Re-observe. In each cycle one component skill was practiced. Microteaching technique and research have been implemented in teacher education and in medical field. Microteaching is as effective for university teachers as for secondary school teachers. Microteaching is unique in its structures because it is the combination of theory and practice, training and research, innovation and implementation.

There are many variations in the original Stanford model (Ward,1970; Borg,1970)

At the new University of Ulster, the microteaching session is as follows:

Plan →teach → observe. This model is more economical than Stanford model. As it did not have the component of re teach.

Microteaching is procedure in which a trainee teacher practices teaching in a less span, paying emphasis on narrow and specific teaching skills. Hence microteaching is a scale down encounter in class size and class time. Therefore it is skill based approach to teacher training. (B.R. Satija)

Initially micro teaching was restricted to trainee teachers. But now the microteaching is being used in different professions. At university of Massachusetts, there is a regular micro teaching clinic. It is supplemented by intensive summer workshops at local level. The University of Illinois conducts microteaching for the professional development of

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vocational personnel and for the skill development of professors of university. University of Maryland also uses microteaching not only for their teachers but also for the trainee teachers. In Philippines, microteaching was adapted and was used for Peace Corps training programs. Medical area is using micro teaching in their field due to its effectiveness. The students of law can be benefited in the set induction, question probing and closure in their practice through micro teaching. (E. Stones, Sidney Morris)

Microteaching is also been used for the evaluation of the teachers. It is also used for the promotion of teachers on the basis of their performance. The principles of micro teaching can be used to train administrative personals. Microteaching is helpful for the increase of competence.

George Brown (1975) has explained the micro teaching session as follow:

“Microteaching format satisfies the requirement of the teacher training model. Rules of planning are given in lectures and seminars, performance is split into its component skills and the skills are demonstrated, opportunities for practice are given in controlled conditions. Feedback in the form of video recordings is given in supervisory session and students are taught what cues to look for in their interaction with pupils. A system is augmented by the use of rating schedules, checklists and interaction analysis. These focus the student’s attention upon the skill under review.”

This describes the process of micro teaching. The micro teaching session is planned and organized under controlled condition. The specific skill is evaluated and feedback is provided.

According to Wikipedia (n.d),microteaching is teaching under microscope.

In microteaching, a small portion of lesson is presented for detailed study and pinpointed guidance by taking a microscopic view. In order to minimize the complexities of usual

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classroom teaching, there are reductions in number of students, the number of skills to be practiced, duration of lesson, and portion of content.

### **Adopted Definitions of Microteaching**

There are many educationists which have defined “micro teaching” differently. Some of the definitions of micro teaching are as follows:

1. **Allan:** “Microteaching is scale down teaching encounter in class size and class time”. He recommended the time range of class from 5 to 20 minutes and number of students from 5 to 10.
2. **David B. Young:** “Microteaching is a device which is able to provide the novice and experienced teacher alike, new opportunities to improve teaching.”
3. **M.B. Bush:** “Microteaching is an excellent teacher education technique which allows teacher to apply clearly defined skills to carefully prepared lessons in planned series of 5 to 10 minutes encounters with a small group of real students, usually with an opportunity to observe the results on videotaped.”
4. **Clift and others (1976):** “a teacher training procedure which is able to reduce the teaching situation to simpler and more controlled encounters achieved by limiting the practice teaching to specific skill and reducing teaching time and class size”.
5. **Mc Alecsc and Urwin (1970):** “Micro teaching is most often applied to the use of closed circuit television (CCTv) to provide immediate feedback of a trainee teacher’s performance in simplified environment.”
6. **Bush (1968):** “a teacher education technique which makes teachers to apply well defined teaching skills to a carefully prepared lesson planned series of five to ten minutes, encounters with a small group of real class room students, usually with an opportunity to observe the performance on video-tape”.

### **Microteaching in Teacher Education Programs**

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Microteaching is a technique to train the prospective teachers to teach a single concept, using specified teaching skills to a small number of pupils in a short period of time. As teaching is consisted of several techniques. Therefore it is training technique aimed to strengthen the one skill at a time. The more a trainee teacher will be trained in skills the more he/she will be an efficient teacher.

There are many useful characteristics of microteaching. These characteristics provide rationale for the use of microteaching in teacher education programs.

### **Characteristics of Microteaching**

1. **Real teaching:** Micro teaching is conducted in real situation; therefore it is the real teaching. It involves real classroom, real teacher, and real students.
2. **Specific control of teaching practice:** In micro teaching there is specific control of teaching practice. The feedback and supervision could be manipulated.
3. **Specific teaching skills:** Microteaching is focused on specific teaching skill.
4. **Scale down teaching**
  - a. Class size is reduced to 5 to 10 students.
  - b. Duration of class is reduced to 5 to 10 minutes.
  - c. Topic size is reduced.
  - d. Only one teaching skills is practiced one time.
5. **Highly individualized training device:** It is individualized training because each individual is focused at a time.
6. **Device for preparing effective teachers:** Micro teaching is a helpful device to prepare effective teachers.

### **Main Assumptions of Microteaching**

According to Allen and Ryan, there are five essential proposition of micro teaching.

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1. **Real teaching:** Although the teaching situation in micro teaching is constructed in a scene, yet it is real teaching, having real purpose.
2. **Reducing complexities:** It helps to reduce the complexities of real class room teaching. The class time, duration and skills are reduced.
3. **Focus on training:** The main focus of microteaching is to train the teachers
4. **Expanding knowledge of results:** In micro teaching, at the end of teaching session, teacher trainees exchange their views and provide guidance. In this way improvement is done. One can improve his/her performance as a result of feedback.

### **Difference between Micro Teaching and Ordinary Teaching**

There are various differences between traditional teaching and micro teaching.

1. **Simple versus Complex Teaching:** Micro teaching is comparatively simple, whereas traditional teaching is complex with so many formalities and threats.
2. **Duration:** The duration of microteaching is less as compared to traditional teaching.
3. **Pattern of Class Room Interaction:** In microteaching session, the class room interactions can be studied as objectively. Whereas in traditional teaching, it cannot be studied like this.
4. **Specification of Objectives:** Objectives can be specified in behavioral terms in microteaching. Whereas in traditional teaching objectives cannot be specified in behavioral terms.
5. **Providing Feedback:** In micro teaching, feedback is provided immediately. Whereas in traditional teaching it is provided after long time.
6. **Size of Class:** The class size of micro teaching is divided into groups of 5 to 10 prospective teachers. In traditional teaching, class size is 50 to 100 students.
7. **Awareness:** Micro teaching is useful in raising the awareness among student's teachers regarding teaching profession. Whereas in traditional teaching there are no such provision.

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8. **Score:** Micro teaching results yield better score in university examination than their counterparts in conventional teaching.
9. **Practicing Skills:** In microteaching the prospective teachers practice one skill at a time. Whereas in traditional teaching prospective teachers have to practice so many skills at a time.
10. **Role of Supervisor:** The role of supervisor is very much well defined and specific for the improvement. Whereas in traditional teaching the role of supervisor is not very precise.

### **Steps in Microteaching**

Micro teaching is used to develop certain skills of teaching procedure which has following steps:

1. Modeling the skill
2. Planning a micro lesson
3. The teaching session
4. The critique session
5. The re-panning session
6. The re-teach session
7. The re-critique session

Here are the details of these steps:

1. **Modeling the Skill:** The orientation of prospective teachers regarding skill to be practiced is very much compulsory. Supervisors must state the rationale and psychological base of the skill and then they must demonstrate the skill. This step is known as modeling. There are two types of models:
  - a. **Perceptual Models:** This kind of model is presented through presentation. The prospective teachers visually perceived this model.

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- b. **Conceptual Models:** This sort of model is presented in the form of written document. The prospective teachers virtually conceptualize this model. In micro teaching, perceptual model is most common. The prospective teacher focuses on the skill to be practiced.
2. **Planning a Micro Lesson:** The selection of content is very much important. Normally, content must be selected in a way, which carries maximum margin for practicing the skill. The lesson is planned around that topic with the help of teacher or supervisor. The first two steps are the prerequisites for the proper practice session.
  3. **The Teaching Session:** After planning, the actual teaching session is started. In this teaching session peer trainee teachers and supervisor are judging the performance of presenter. The performance of the presenter is observed and recorded. An evaluation sheet is also used for evaluation.
  4. **The Critique Session:** After presentation, the students leave the class. The presentation of presenter is played and the supervisor, the peers evaluate the presenter, the presentation and give detailed critique of 5-8 minutes for improvement.
  5. **The Re-Planning Session:** On the basis of feedback, the presenter recognizes his weaknesses and he/she re-plan his teaching.
  6. **The Re-Teach Session:** In this session, the presenter teaches the same thing again. The same content is taught to another student. The supervisor and the peers evaluate the performance with evaluation tool. In this step, the presenter teaches the same thing without time lag.
  7. **The Re-Critique Session:** The same procedure is adopted as in critique session. The feedback is provided again. This helps the presenter the improving things. This section must be handled carefully to motivate presenter and to improve his mistakes.
- These seven steps make one complete cycle. Depending upon the need for improvement, this session can be repeated.

Micro teaching aimed to acquire certain teaching skills. It is the planned interaction between the teacher and the pupil.

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In reality it is not possible to go to schools and take 5 to 7 students and practice this technique. Therefore, this objective is achieved by teaching the peers. This technique is known as simulation.

### **Teaching skills and Microteaching**

Skills are required for teaching. Micro teaching is conducted under controlled conditions, aiming at the practice of some specific skill at a time. If one skill is acquired and mastered, then another skill is practiced. Once the pupil teachers acquire mastery over skills then they acquire expertise in the required tasks too. These tasks can be speaking, putting questions, writing on board, giving examples, moving in class, giving examples, doing some demonstration etc. according to Allen and Ryan, there are following teaching skills, which are required by teachers at diverse teaching levels and in different kinds of teaching subjects.

There are many teaching skills, but only few have been discussed.

1. **Set induction:** Student's curiosity, willingness and interest is very necessary before the start of teaching session. It is the responsibility of the teacher to get the attention of the students, make them prepare and motivate them to receive the new knowledge to be imparted. This is very important skill and it must be done spontaneously and in a natural manner.

Set induction may utilize:

- i. The general knowledge or previous knowledge of the pupils
- ii. Different suitable devices, such as
  - Audio video aids
  - Experimentation
  - Dramatization
  - Questioning

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- Exemplification
- Story telling
- Illustrations

During set induction, the use of these skills is according to the situation, grade level, interest of students, the lesson going to be presented and the appropriateness of the skill.

There are some components for set induction skill:

- i. Teacher device must be appropriate
- ii. Teachers must utilize the previous knowledge of the students
- iii. Good continuity
- iv. The relevant questions and the statements
- v. Questions must be followed by correct responses of students

2. **Stimulus Variation:** Learning of students is directly proportional to the attention of students in the learning activity. Teachers are responsible to get and maintain the attention of students. Teaching can be made effective if students are fully attentive and involved consistently. Stimulus is very necessary for the sustainable attention. But if the same stimulus is always applied, and if the stimulus is applied for a longer period of time, it can cause boredom. This sort of boredom or inattention is caused by two ways.

- i. **Fatigue:** if the students are exposed to same stimulus for a longer period, their body will be in the same static position and they will feel fatigued.
- ii. **Monotony:** the dryness and dullness is created by monotonous stimulus.

Student's attention leads to better learning in the classroom. The teacher must secure and maintain the attention of students for effective teaching.

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The inattention is challenging to the teacher. This problem can be resolved by bringing the element of variation in the teaching. There are many ways in which variation can be created. For example

- i. Variation of sound
- ii. Variation of media
- iii. Variation of classroom interaction
- iv. Variation in teacher's position
- v. Movement of teacher
- vi. Gestures
- vii. Pauses
- viii. Oral visual switching

### **Objectives of Introducing Microteaching In Colleges of Education**

According to Duggal and Sharma as quoted by B.R.Satija, following are the objectives of introducing microteaching in education colleges for teacher education programs:

1. Micro teaching enable teacher trainees to analyze and develop teacher behavior under laboratory conditions
2. Micro teaching gives confidence to the novice teachers to go to real class room.
3. Micro teaching is helpful for pre service teachers for imparting skills in them
4. Micro teaching is helpful for enabling trainee teachers regarding small group interaction.
5. Microteaching is helpful for novice teachers in developing reasoning, Problem solving, and creativity among small group.
6. Microteaching brings evaluative techniques in teacher trainees.
7. Microteaching enable the students in managerial tasks such as discipline, class room management etc

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8. Micro teaching enables to involve the academic potential of trainee teachers for providing feedback to the peers.
9. Micro teaching will decrease the burden upon practicing schools. Teaching can be done in simulation conditions in teacher education colleges.

### **Instrument For Evaluative of Microteaching**

Allen and Ryan (1969) suggested an evaluation sheet for the assessment and reinforcement of skills. There are four dimensions of the reinforcement skills:

1. Rewarding correct Responses: appreciate the correct responses of students by saying good, excellent, etc.
2. Using nonverbal cues: the supervisor may use nonverbal cues to encourage the student
3. Giving credits: the teacher gives credit to students who answer a question partly correct.
4. Referring positive aspects: the teacher should only refer to positive aspects of a student's previous responses.

There are many scales, rating the broad aspects of teacher's performance in the Stanford Teacher Competence Appraisal Guide (STCAG).

### **Role of the Supervisors in Microteaching**

The responsibility of teacher/supervisor is to refine the skill and increase the competency of prospective teachers.

1. Skill development: the teacher must help the students in developing the skills.
2. Team work: the teacher conducts microteaching in a team. In this way team spirit develops.

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3. The teacher must prepare special schedule for micro teaching in teaching schools
4. The teacher must help the trainee teachers the application of the skill
5. Teacher supervises the lesson and points out improvements.
6. The teacher must evaluate the lesson and must give feedback.

### **Application of Microteaching in Teacher Education**

When applied in teacher education programs, microteaching can be very useful for prospective as well as in service teachers.

1. **Improved Teaching Practice:** To produce effective and efficient teachers, micro teaching is used in teacher education programs. The teaching practice can be improved by micro teaching.
2. **Focus on Every Individual Training:** In the micro teaching the focus is not on the whole class but on the each individual a time. Trainee/prospective teachers develop skills regarding teaching according to their learning ability and their own rate pace.
3. **Regulating Teaching Practice:** In teacher education, micro teaching is very helpful because it regulates teaching practice.
4. **Real Teaching:** As micro teaching is a sort of simulated teaching, therefore it can be treated as real teaching.
5. **Reducing Complexities:** By introducing micro teaching in teacher education, many complexities of actual teaching practice can be reduced in terms of content, class size and time.
6. **Focus on Teacher Behavior:** With the application of micro teaching in teacher education, the behavior of the future teachers is modified.
7. **Knowledge of Teaching Skills:** By micro teaching, the knowledge and practice of various teaching skills can be provided.
8. **Developing teaching skills**

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Stanford University has presented many skills regarding teaching. Therefore many of the skills can be adopted by applying microteaching in teacher education.

**Developing Teaching Efficiency:** The efficiency of in service and pre service teachers can be enhanced by microteaching.

9. **Awareness:** Prospective teachers get aware due to microteaching regarding teaching profession.
10. **Room for Development:** There is no room for improvement in ordinary teaching practice. But due to micro teaching the professional development of students is done.
11. **Confidence:** As micro teaching gives chance to students to repeat the lesson, therefore it brings confidence in them regarding better practice.
12. **Competence:** Due to micro teaching, a healthy competition among students is generated.
13. **Behavior Modification:** The behavior of trainee teachers is modified.
14. **Self-Analyses:** The prospective teacher can evaluate their own performance by videotaping. It can bring improvement in his/her performance.
15. **Research Tool:** The results of each teaching session can be used in another micro teaching session. In this way supervisors can do experiment as micro teaching is done in controlled environment.

The way of thinking, behaving, criticizing is modified by introducing micro teaching in teacher education. Micro teaching is important ingredient of teacher education. The teacher education colleges must focus on it and must arrange facilities to conduct it. There are many limitations due to which micro teaching cannot or has not been fully applied in teacher education. Some of the difficulties /limitations are as below.

### **Difficulties in the Application of Microteaching in Teacher Education**

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1. **Lack of Material:** In the country like Pakistan, where we spend only 4.23 of GDP in education and actual is 1.42 of GDP is provided to education. There is shortage of apparatus to conduct it.
2. **Lack of Administrative Cooperation:** There is no school which can spare 5-10 students out of their class for the micro teaching session.
3. **Simulated Teaching:** As micro teaching is not done in actual situation or real class. Therefore it is not a substitute for real situation where class size, length of content and allotted time is different.
4. **Only Summation of teaching Skills:** Micro teaching focuses primarily on teaching skills; therefore it is not fully applied in teacher education.
5. **Cost Effective:** Micro teaching is very costly. As it requires lots of things, instruments, electronic devices, therefore its implementation is a difficult task.
6. **Less Scope on Skills:** As Stanford University has recommended .... Skills to be mastered for teaching. These all training cannot be mastered /inculcated through micro teaching.
7. **Different from Actual Teaching Practice:** Micro teaching is conducted in simulated and controlled environment. But in reality the situation is different. In an ordinary class room, there are many students having different learning potential. Therefore the experience of micro teaching is quite different from experience of actual class room.
8. **Limited Literature:** There are only few books available on micro teaching. Moreover few researches have been conducted on it.

According to D.B. Young and D.A. Young, one of the major problems in attempting to establish microteaching is the shortage of trained personnel to conduct microteaching. Many researches have been conducted regarding microteaching. These researches have highlighted the effectiveness of microteaching in education programs.

### **Researches Regarding Microteaching**

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D.W. Allen (1967), described the use of micro-teaching in the Stanford teacher education program. The section 4 of the book have description regarding (i) micro-teaching for in-service teacher education as a new approach, (ii) technical skills of teaching, and (iii) development of specific teaching skills through micro-teaching. The data of teaching clinics during the period 1965-1966 clinics were also appended.

W. Warren Kallenbach and Meredith D. Gall (1969), the study aimed to compare the effectiveness of micro teaching with conventional teaching at Stanford University. The incidental finding was that pertaining ratings of teaching performance based on brief videotaped lesson were generally good predictors of later ratings of teaching effectiveness.

Borg, Walter R. (1970), reported in their book the development of mini courses for example self-instructional courses, short courses in order to train teachers in particular class room skills. The authors focused to show how these courses can make a significant contribution to the present system of teacher education and describe how research and development is used in education, using the mini course program as an example. Willis.

D. Copeland (1975) microteaching is helpful to give the awareness of the habits personal habits and more insight into their teaching. The study revealed that microteaching is also helpful in the increase of confidence of trainee teachers.

To develop and sharpen the teaching skill, microteaching is helpful. It helps to rectify the major errors and build the confidence. It will not solve all the teaching problems of trainees; it will not change the personality of trainees overnight (George Brown, 1975)

The results of the study of views Arthur N. Applebee (1976) are reverse of the findings of other researchers. The 'component skills' approach to teaching is criticized as a

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misconceptualization of the behavior being studied. Some evidence is presented that this in turn may be distorting subsequent patterns of teaching.

Bransford et al. (2000) reported that the prospective teachers criticized the lack of correlation between theory and practice courses.

Edward Kpanja (2001), conducted a study in Nigeria. In this study the videotape recordings was used as an effective method of teacher education before full-time teaching. Two groups were under observation. One group practiced microteaching with video tape; second group practiced micro teaching without video recording. The results revealed that the mastery of teaching skill was more significant in that group which used video recording.

Maria Lorelei Fernandez (2005), investigated microteaching lesson study. The prospective teachers found the experience to be very advantageous. Microteaching provided not only a teaching experience but also facilitated enhancement of the understanding of reform-oriented teaching. According to Fernandez, through collaboration with peers and feedback from supervisor,, microteaching also provides knowledge of subject matter.

Funmi A. Amobi (2005), laid the importance of microteaching and said that the activity of microteaching provides a consequential learning experience to pre service teachers. This statement was carried out by making comparison of their first and second microteaching sessions. The second conclusion was made by researchers asserts that there is no assurance that pre service teachers will voluntarily take part for the scrutinizing of their teaching. The third conclusion was that the process of scrutinizing helps to develop the self-critique habit in the pre service teachers.

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Maria Lorelei Fernandez, Matthew Robinson (2006) asserts that the microteaching lesson sessions proved to be bridging up gaps between theory and practice for perspective teachers. It is also helpful in fostering collaborative and reflective practices among prospective teachers. According to the researcher the provision of micro teaching is helpful to start practice teaching in an preliminary course regarding learning to teach. The confidence of the prospective teachers was increased due to the microteaching experience. Students started thinking about ideas of general teaching, methods of engaging students, time management and the significance of the deep knowledge of the subject material being taught.

Rose M Cavin (2008) explored the development of technological pedagogical content knowledge (TPCK) in pre service teachers as a result of microteaching lesson study. Six pre service teachers were considered as participants. The findings indicate that there was awareness regarding teaching with technology among participants .They also understand the environment of student centered learning. There was an increase in knowledge with technology and it was helpful in the learning of students.

Maheen Mirza (2009) shared her views and said that she has learnt a lot with *micro*-teaching technique. It was helpful in creating learning environment. According to her it is helpful in developing credibility among the students. Micro teaching is helpful in class management and to involve students and increased participation.

Konstantinos Chatzidimou (2008-9) emphasized the importance of teaching practice as basic part of teacher training. But in Greek educational context, there is less attention on it. The researcher pointed out that there is a deficiency of theoretical studies and empirical research regarding teaching practice and its various elements. He further described that teacher training like microteaching is not present in the curricula of most of the departments of university which are giving training to prospective teachers.

Amobi, Funmi A.; Irwin, Leslie (2009), emphasis “

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“On the use of on-campus microteaching to facilitate simultaneously pre service teachers' performance of effective teaching skills and their capability to reflect meaningfully on their emergent teaching actions. In making a case for greater focus on the implementation of microteaching in pre service teacher preparation, the authors: (a) acknowledged the pioneering role of field-based experiences as the context for the studies that identified different types and levels of teacher reflection, (b) pointed out the limitations of field-based experiences for inculcating reflective teaching practices in neophytes, (c) described the characteristics of on-campus microteaching as a powerful tool for helping pre service teachers develop the skills of effective and reflective teaching, and (d) delineated the unique elements of promising practices of using on-campus microteaching to promote effective and reflective teaching.”

Maria Lorelei Fernández (2010), conducted research and concluded that the results of the pre lesson and post lesson plans showed increased knowledge regarding teaching of the participants. Many things such as planning, active learning involvement, practice, meaningful discussion, guidance from a experienced supervisor, collaborative work, were considered as improvements as a result of microteaching lesson plan.

Deniz, Sabahattin (2010) conducted a research to evaluate the difference between the opinions of trainee teachers regarding teaching skills in the class before and applying microteaching and after applying microteaching. The significant difference was observed before and after the application of microteaching. The study revealed that in class teaching skills, self-confidence, and their concern regarding class room management observed to dissolve.

Syed Manzoor Hussain Shah, Rehana Masrur (2011), the primary teacher education is of central consideration in several national and international institutions. There is great contribution towards development of the proficiency of teachers at elementary level. The study examined the impact of micro teaching skills, learned through different in service Language in India [www.languageinindia.com](http://www.languageinindia.com)

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training programs on the performance of the elementary school teachers. The results of the study showed that the performance of the in-service trained teachers who utilized microteaching skills was comparatively better. The recommendations of the study were the continuation of in-service training programs and establishment of independent cell at district level.

Aik-Ling Tan, Seng-Chee Tan and Marissa Wettasinghe (2011), presented “the reflections of pre-service teachers after participating in an online course using videos of micro-skills coupled with self-reflection and group blogs”. The data revealed that micro teaching was helpful for pre-service teachers, making them engaged in reflection beyond a surface level. The participants showed that in future they will incorporate those learning ideas in their classes. The videos of micro teaching and reflection were helpful to streamline their educational knowledge.

The study of Dr. Khaled A.Dweikat (n.d) showed that the age and gender have no important influence on learner’s thoughts towards microteaching. The attitudes of the learners were positive regarding microteaching. The researcher recommended that micro lessons should be recorded so that ELT 2 teachers must be trained in order to improve their microteaching skills.

## **Conclusion**

The microteaching is very helpful in improving the skill of teaching. It is as much helpful for pre service teachers as in service teachers. It is helpful for improving the pedagogical skills of the teachers. It must be permanent part of teacher training programs. The required apparatus must be provided to teacher training institutes in the smooth execution of microteaching sessions. Micro teaching promotes reflective practices among teachers. It enables them to master those skills which are required for their teaching. The skills can

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be for time management, classroom management, pedagogy etc. The microteaching must be an essential /compulsory part of teacher training programs.

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