



UNIVERSITAS NUSA CENDANA



ICoSASTE

PROCEEDING

**of the 3rd International Conference on Science,
Applied Science, Teaching & Education
(ICoSASTE)**

organized by
**THE FACULTY OF TEACHER TRAINING
AND EDUCATIONAL SCIENCES
UNIVERSITAS NUSA CENDANA**

EFL STUDENT-TEACHERS' PROFESSIONAL DEVELOPMENT: EXPLORING STUDENTS' PERCEPTION ON MICROTEACHING CLASS

Serlinia Rambu Anawoli

Institut Pendidikan Soe

E-mail: rambuserliniaofficial06@gmail.com

Abstract. This study explores the perceptions of English as Foreign Language (EFL) students regarding their teachers' professional development through microteaching class. Microteaching, a technique where teachers practice teaching with a small group of peers or students, is increasingly utilized in teacher education programs. This research aims to understand how students perceive the effectiveness of this method in enhancing their teachers' instructional skills and overall classroom performance. Surveys and interviews used for gathering data with EFL students from English Language Department, Soe Educational Institute. The findings suggest that students generally view microteaching positively, recognizing several benefits including improved teaching strategies, better classroom management, and increased teacher confidence. Students noted that microteaching allowed teachers to receive immediate feedback and refine their techniques in a supportive environment. However, the study also highlights some challenges, such as the artificial nature of the microteaching setting and the limited scope of practice it offers. Despite these drawbacks, students believe that when integrated with other professional development activities, microteaching can significantly contribute to teachers' growth and effectiveness. In conclusion, students' perceptions affirm that microteaching is a valuable component of EFL teacher professional development. The insights gained from this study can inform teacher education programs and help in designing more effective professional development strategies that align with both teachers' and students' needs.

Keywords: *EFL student-teachers' professional development, microteaching class, students' perception,*

1. Introduction

The success of any educational process is determined on the teacher's quality, commitment, and skill. Many believe that instructors are born, while others believe that they are created. In any case, good teachers' services are critical to societal improvement. Effective classroom communication by teachers is crucial and can be enhanced through practice (Handayani et al., 2024), (Flaherty et al., 2024). Teaching-learning is a continual process that emphasizes the importance of teachers continuing to learn in order for students to learn differently (Azrai et al., 2020), (Yerdelen et al., 2019). Teacher education equips future educators with the required skills and knowledge for effective classroom instruction. Increasing educational quality and standards is a national priority for all nations (Rama & Reddy, 2013), (Mohideen et al., 2023). Many higher education programs use micro-teaching as a pedagogical strategy to help students develop information, understanding, skills, and attitudes that may be applied in the workplace.

Previous research suggests that micro-teaching experiences can help build beginning professionals. Micro-teaching allows teacher trainees to gain valuable teaching skills, experience, and information (Malmir, 2020). Sabon and Coklar (2013) believe that micro-teaching provides opportunities for pre-service teachers to develop skills such as lesson planning, selecting teaching goals, capturing students' attention, speaking in front of a group, asking

questions, effectively managing time, and assessment techniques. In line with Peeker (2009) stated that microteaching helps teacher trainees overcome their dread of actually instructing. According to Subramaniam (2006) in Sabon and Coklar (2013), microteaching benefits students-teachers in the following ways: (1) it exposes students-teachers to the realities of teaching, (2) introduces student-teachers to their roles as teachers, (3), helps student-teachers to see the importance of planning, decision making, and implementation of instruction, (4) helps student-teachers build their confidence for teaching. In conclusion that micro-teaching has numerous benefits or advantages for teachers, trainees and student-teachers, especially when it is carefully planned and done.

There have been several definitions proposed for microteaching. According to Kieviet (1972), micro-teaching is a teacher training method that makes explicit use of feedback principles. Ajayi (2006) defines micro-teaching as a set of regulated activities that enable students to focus on specific instructional behaviors. Yusuf (2006) defined micro-teaching as a training strategy that allows student teachers to develop teaching skills in a controlled environment before implementing them in the classroom. All of these definitions share something in common. Microteaching involves student teachers acquiring teaching techniques and preparing for practice on a small scale. Feedback is provided to both the student teachers and lecturers.

Incorporating micro-teaching in teacher education programs allows trainees to practice teaching skills for a shorter length of time before beginning their actual practice. After at least twenty minutes of teaching, both classmate and lecturer typically provide observations, comments and suggestions. According to Akanbi and Usman (2014), micro-teaching in teacher training involves students instructing their own student group. They said that micro-teaching allows student teachers to evaluate each other's performance by studying and reflecting on their experiences.

Student-teachers participating in microteaching class have the opportunity to improve their teaching skills by completing a variety of basic teaching assignments. Bell (2007) also claims that student instructors taking educational methods courses frequently use microteaching. Students get experience by preparing and teaching a lesson to their peers. Student teachers plan and carry out brief instructional activities. Microteaching as a compulsory subject taken by student before they did practice teaching at school. Teaching practice is a mandatory and compelled endeavor in universities or institutions of education. So Microteaching class is an important tool to provide student teachers with strategies to improve their teaching abilities and develop the student-teachers professionalism.

Based on the background above, the researcher conducted research under the title "English Foreign Language (EFL) Student-Teachers' Professional Development: Exploring Students' Perception on Microteaching Class". This study aimed to investigate the EFL student-teachers perception on microteaching class regarding to professional development part of becoming a teacher. The research questions that answered through this study were about (1) what are the EFL student-teachers' perception of the benefits microteaching class for their self and professional development? (2) How can microteaching class be improved to promote professional development of student-teachers?

2. Research Method

This study used descriptive qualitative method. Survey, semi-structured interview and self and peer assessment paper were used for gathering the data. Survey developed based on teaching skills enhanced by EFL student-teachers through microteaching class with ternary format questions (yes/no/maybe). The semi-structured interview conducted for getting deeper insights about the student-teachers' perception on microteaching class. The participants were

EFL student-teachers who enrolled microteaching class. They are 13 students consists of 2 males and 11 females. Thematic analysis used to identify common themes, patterns and insights of student-teachers professional development from the students perspective.

3. Findings And Discussion

Research Question One: what are the EFL student-teachers' perception of the benefits microteaching class for their self and professional development?

Based on the survey that delivered to the participants, table 1 displayed the EFL student-teachers' responses towards the benefits of microteaching class for their self and professional development in teaching.

Table 1. EFL student-teachers' responses toward the benefits of microteaching class

No	Questions	Yes	No	Maybe
1	Does microteaching helped you develop and properly manipulate teaching skills?	92.3%	-	7.7%
2	Does microteaching helped you develop confidence in the art of teaching?	92.3%	-	7.7%
3	Does microteaching help you do away with anxiety and fear in teaching?	76.9%		23.1%
4	Does microteaching provide you with the ability to manage classroom situation well?	92.3%	-	7.7%
5	Does microteaching helped you in the area of selecting teaching goals and preparation of lesson plan?	92.3%	-	7.7%
6	Does microteaching helped your ability of asking question and speaking in front of group?	69.2%	15.4%	15.4%
7	Does microteaching develop your ability of selecting appropriate instructional materials in lesson delivery?	79.9%	15.4%	7.7%
8	Does microteaching helped you manage time effectively in classroom?	92.3%	-	7.7%
9	Do you believe microteaching class helped you develop your professional teaching in the future?	92.3%	-	7.7%

According to the data that interpreted on the table 1 about the EFL student-teachers' response about the benefit of the microteaching class for their self and professional development, there are 92.3 % (12 students) answered 'yes' and 7.7% (1 student) answered 'maybe' that microteaching helped them to develop and properly manipulate teaching skills; there are 92.3% (12 students) answered 'yes' and 7.7% (1 student) answered 'maybe' that microteaching helped the EFL student-teachers to develop their confidence in the art of teaching; there are 76.9% (10 students) answered 'yes' and 23.1% (3 students) answered 'maybe' that microteaching helped them to do away anxiety and fear in teaching; There are 93.3% (12 students) answered 'yes' and 7.7% (1 student) answered 'maybe' that microteaching provided them with the ability to manage classroom situation well; There are 92.3% (12 students) answered 'yes' and 7.7% (1 student) answered 'maybe' that microteaching helped them in the area of selecting teaching goals and preparation of lesson plan; there are 69.2% (9 students) answered 'yes', 15.4% (2 students) answered 'no' and 15.4% (2 students) answered 'maybe' that microteaching helped them with

the ability of asking question and speaking in front of group; there are 76.9% (10 students) answered ‘yes’, 15.4% (2 students) answered ‘no’ and 7.7% (1 student) answered ‘maybe’ that microteaching developed their ability of selecting appropriate instructional materials in lesson delivery; there are 92.3% (12 students) answered ‘yes’ and 7.7% (1 student) answered ‘maybe’ that microteaching helped them manage time effectively in classroom; and the last, there are 92.3% (12 students) answered ‘yes’ and 7.7% (1 student) answered ‘maybe’ that they believe that microteaching class helped them in developing their professional teaching in the future.

This study found that microteaching can help EFL student teachers improve their teaching skills, confidence, anxiety reduction, class management, lesson planning, public speaking, instructional materials selection, and time management. This study supports the findings of Subramanlam (2006) in Sabon and Coklar (2013), Owosu and Brown (2014), and Akanbi and Usman (2014), Mahmir & Ali (2020) who found that micro-teaching helps teacher trainees gain teaching skills and confidence. Reduction in anxiety and fear, class management, selection of teaching goals, preparation of lesson plan, ability of speaking in front of group, selection of proper instructional materials as well as time management. The study also tallies with view from Owosu and Brown (2014) that microteaching is an important stage in the professional development of teachers (student-teachers) and it provides an opportunity for teachers, student-teachers to apply the knowledge and theories learned on campus to the real classroom.

Research question two: How can microteaching class be improved to promote professional development of student-teachers?

Regarding to the result of semi-structured interview with EFL student-teachers about how microteaching class can promote student-teachers professional development in teaching, table 2 can be interpreted the student-teachers’ perceptions.

Table 2. Student-teachers’ perceptions

S1	<i>I took the microteaching class in semester 6 with 4 teaching practices or opportunities, what I felt was that the microteaching class gave me the best experiences in improving my teaching skills. I was really trained to manage time, choose learning media that suits the materials, give good instructions, transfer materials to students. Moreover, the opportunity to manage my confidence when speaking in front of students. Further, in microteaching classes, lecturer and friends also help in providing feedbacks and suggestions after I practice teaching. So, it helps me to evaluate myself to be better in the future.</i>
S2	<i>The best experience I had during Microteaching was during the last section of my mini teaching performance. I used Kahoot as a learning medium to study while playing. The response from my friends and lecturers was great, which boosted my confidence.</i>
S3	<i>My best experience was during the 3rd teaching practice at that time I felt I had not prepared myself well but when I saw the lesson plan I became braver and in the 3rd practice I felt better than the previous practice.</i>
S4	<i>The microteaching course is a subject of this semester. I took this course to improve my teaching skills and gain hands-on experience on how to effectively teach English in small groups. I started teaching with a mixture of excitement trepidation. We routinely created structured lesson plans that reflect the diverse learning styles of our class members a preparatory step. I understand the importance of building good relationship with students to create a supportive learning environment. During the teaching process, I faced several challenges, especially in terms of time management and focusing on teaching objectives, classroom management and communication</i>

	<i>skills. After teaching, I have got some constructive feedbacks, comments and suggestion from my peers and lecturer. Those feedbacks were so important and improved my teaching skills and helped ne build my professional development in teaching for my next teaching practice at school.</i>
S5	<i>Reflecting on my recent teaching experiences has been a transformative process, offering me profound insights into my development as a student who will become a future teacher. Each session has been a valuable learning opportunity, guiding me toward a deeper understanding of effective teaching practices. Initially, I realized the critical importance of mastering the subject matter I teach. At the first time, I encountered frequent errors and uncertainties due to incomplete knowledge. This realization prompted me to delve more deeply into the material, investing extra time in thorough preparation and study. I came to appreciate that a solid grasp of the content not only reduces errors but also boosts my confidence when delivering lessons. Another significant lesson learned was the essential role of student engagement through meaningful interaction. Feedback from peers and lecture highlighted areas where my communication with students could be more effective. There were instances where my delivery seemed to lack clarity or failed to capture students' interest, impacting their understanding. Recognizing this, I endeavored to adopt a more dynamic teaching style, encouraging active participation and fostering an environment conducive to learning.</i>

Table 2 about student-teachers perception above showed that based on their four times teaching practice from 16 meeting in one semester, they proved that they have got more knowledge and experiences dealing to teaching skills. Feedbacks, comments and suggestion from their peers and lecturer motivated them to better in preparation of teaching and creating a meaningful teaching and learning.

Regarding to Student 7 (S7)'s self-evaluation, she stated that the important of getting feedbacks from peers and lecturer encouraged her to improve her teaching skills.

"In my third micro-teaching session, I noticed significant strides in my teaching approach, yet I remain aware of several areas where improvements are crucial. Feedback from both lecturers and peers has been instrumental in shaping my growth. Specifically, I need to refine my skills in time management, ensuring that each lesson segment is effectively allocated. Moreover, enhancing my use of teaching media and integrating technology more seamlessly into my lessons will undoubtedly enrich the learning experience. Lastly, I aim to sharpen my clarity in giving instructions, ensuring they are concise, comprehensive, and easy to follow. These insights are pivotal as I continue to evolve and refine my teaching methodology, striving for continuous improvement in fostering an engaging and effective learning environment"

More findings from S9's self-evaluation, she mentioned about knowing student's learning style, integrating technology must be including in planning the lesson of teaching and learning.

"While participating in microteaching lessons, this experience was precious in honing my teaching skills. First, I learned to design and deliver lesson material in a short time clearly and systematically. Through feedback from mothers and classmates, I gained valuable insight into how to improve the clarity and effectiveness of messaging to students. Second, this experience also made me understand more about the importance of adaptation in class and full attention to the needs of students. I learned to be more sensitive to their level of understanding and adjust my teaching style to better suit each student's learning style third, through the process of reflection after each microteaching session, I increased my ability to identify strengths and weaknesses in my own teaching. I

learned to be more active in creating fun classes by delivering material that is better and easier for students to understand, which helps me grow and develop as a more effective educator. Thus, this microteaching experience not only improved my technical skills in teaching but also deepened my understanding of the importance of self-reflection in the learning process”

Based on the explanation above, it can be interpreted that microteaching can enhance the skills and professionalism of EFL student-teachers before they come to the real classroom at school. Lecturer, peers and her/his self-become the great support system in developing and improving their teaching skills. In line with Ledger and Fischetti (2020), it's important to have skilled mentors to help students build essential practices and bridge the gap between theory and practice. Teacher training programs typically consist of foundation, methods, and clinical practice courses. Fragmentation in teacher preparation can cause a disconnect between theoretical knowledge and practical work in classrooms, as well as relegating teaching practices to specific courses/modules rather than integrating them throughout the program.

Micro-teaching has numerous advantages and has long served as a beneficial preparation tool for student-teachers in real-world classrooms. Cooper and Allen's (1970) review of micro-teaching research discovered that performance in a micro-teaching environment accurately predicts future classroom performance. Micro-teaching began with small groups of students in schools practicing the delivery of micro lesson plans and behavior control tactics.

Teaching involves more than simply imparting knowledge. Borah (2021) argues that it is a multifaceted process that both facilitates and impacts learning. A teacher's efficacy is judged by how well their students absorb their instruction. According to Müller and Mildenerger (2021), classrooms are not conducive to developing essential teaching abilities. Regarding to the challenges S10, he described about unnatural student behavior, limited student interaction, limited time of practice teaching, artificial classroom environment and balancing theory and practice.

“The challenges I face in microteaching class are that sometimes my peers, who play the role of students, do not meet my expectations and can be difficult to communicate with. I also find it challenging to determine the students' characters and learning styles. I do hope that having a microteaching guidebook and a well-equipped microteaching practice room can help prospective teachers learn and practice teaching.”

Referring to the explanation above, it can be interpreted that peers playing as students may not behave genuinely, either being too obedient or deliberately difficult in ways that do not match real classroom settings, which might undermine the authenticity of the teaching experiences. Moreover, microteaching's simulated nature may lack the unpredictable and dynamic character of a real classroom, restricting the development of real-world teaching abilities and classroom management strategies.

So, it can be concluded that microteaching allows the learner to focus on acquiring certain teaching abilities. Afolabi (2010) suggests that teachers develop their talents in a supportive environment, leading to a more meaningful teaching experience. Microteaching helps students prepare for classroom instruction by simulating real-life circumstances. Effective microteaching promotes professional development for trainee teachers. Allowing enough time for microteaching helps student teachers develop high-quality teaching skills.

Student teachers offered ways to increase the quality of microteaching. They recommended that microteaching lecturer allocate additional time for micro-teaching and assign themes during preparation to ensure adequate preparation time. Student teachers requested guidance on syllabus interpretation and peer teaching before engaging in microteaching activities.

4. CONCLUSION

Based on the results of this investigation, the following conclusions were reached: This study found that micro-teaching assisted EFL student-teachers in developing teaching skills, reducing anxiety and fear, managing classroom situations, selecting teaching goals, preparing lesson plans, asking questions, speaking in front of groups, and managing time effectively.

This study concluded that microteaching had a positively impact to EFL student-teachers practice performance. Therefore, microteaching performance can be utilized to predict students' teaching practice performance.

The study found that microteaching helped EFL student-teachers improve their teaching skills, confidence, ability to manage classes, select appropriate teaching goals, prepare lesson plans, speak in front of groups, select appropriate instructional materials, and manage time effectively, leading to improved teaching practice performance.

5. REFERENCES

- Afolabi, A. O. (2010) The Concept of Microteaching in Aleiburu, U.I. (Ed). *Microteaching for Teachers in Training-New Approach with Practicum*, Lagos: Jinsalaam Press
- Ajayi, Y. A. (2006) *An introduction to Micro-teaching*: Ilorin: Indemac publishers
- Akanbi, A. O. & Usman, R. S. (2014). A Correlational Study of NCE Physics Students' Performance in micro Teaching and Teaching Practice. Retrieved on 4th May, 2015 from <http://www.apexjournal.org/jerbs/archive/2014/Feb/fulltext/Akanbi%20and%20Usman.pdf>
- Azrai, E. P., Rini, D. S., & Suryanda, A. (2020). *Micro-teaching in the Digital Industrial Era 4.0 : Necessary or Not ? April*. <https://doi.org/10.13189/ujer.2020.081804>
- Bell ND. (2007). Microteaching: What is it that is going on here? *Linguist Educ.*;18(1):24–40.
- Borah, M. (2021). Motivation in learning. *Journal of Critical Reviews*, 8(2), 550-552
- Cooper, J., & Allen, D. (1970). *History and present status*. Retrieved from ERIC database. (ED036471)
- Dalgarno, B., & Lee, M.J.W. (2010). What are the learning affordances of 3D virtual environments? *British Journal of Educational Technology*, 40(1), 10–32. <https://doi.org/10.1111/j.1467-8535.2009.01038.x>
- Flaherty, J. O., Lenihan, R., Young, A. M., & McCormack, O. (2024). *education sciences Developing Micro-Teaching with a Focus on Core Practices: The Use of Approximations of Practice*.
- Handayani, R., Dani, A. A., Zam, T., & Al, Z. (2024). *EDUVELOP Exploring the effect of MBKM as a new Curriculum in Indonesia*. 7(2), 99–106.
- Kieviet, F. K. (1972) *Microteaching als methode in de opleiding van leerkrachten*. *Academisch proefschrift. Vaassen: Van*.
- Ledger, S.; Fischetti, J. Micro-teaching 2.0: Technology as the Classroom. *Australas. J. Educ. Technol.* 2020, 36, 37–54. [CrossRef]
- Malmir, A. (2020). *Professionalism: The Perceptions of Iranian English Teachers of Competence and Performance in Language Teaching*. 9(1), 1–14.
- Mohideen, F., Thassim, M., & Zayan, A. (2023). *Learning Effective Teaching through Microteaching - Case Study*. 3(6), 164–177. <https://doi.org/10.53103/cjess.v3i6.172>
- Müller, C., & Mildemberger, T. (2021). Facilitating flexible learning by replacing classroom time with an online learning environment: A systematic review of blended learning in higher education. *Educational Research Review*, 34, 100394
- Owosu, A. A. & Brown, M. (2014). Teaching Practice Supervision as Quality Assurance Tool in Teacher preparation: Views of Trainee Teachers about Supervision in University of Cape Coast. Retrieved on 15th July 2024 www.impactjournals.us/download.php?...Teaching%20Practice%20Sup

- Rama, T., & Reddy, Y. V. (2013). Surey Based Study on Attitude of Student Teachers Towards Microteaching. *IOSR Journal of Research and Method in Education Vol 3 (1)*,, 71-77
- Saban, A. & Coklar, A. N. (2013). Pre-Service Micro-Teaching Method in Teaching Practice Classes. Retrieved on 15th july, 2024 from <http://www.tojet.net/articles/v12i2/12221>.
- Yerdelen, S., Osmanoglu, A., Tas, Y., & The, Y. (2019). *The Influence of a Teaching Practice Course with Enriched Microteaching on Prospective Teachers ' Self-Efficacy for Teaching To cite this article : The Influence of a Teaching Practice Course with Video-Case Enriched Microteaching on Prospective Teachers ' Self-Efficacy for Teaching.*
- Yusuf, M.O. (2006) Influence of Videotaping and Audio taping Feedback Modes on Student Teachers' Performance in Microteaching; *Malaysian Journal of Instructional Technology 3 (1)*: www.unilorin.edu.ng/newsite2/EDUCAT



The Proceedings of the International Conference on Science, Applied Science, Teaching & Education (ICoSASTE)

This book is a comprehensive collection of peer-reviewed research papers and presentations from the annual ICoSASTE conference. This multidisciplinary compilation spans diverse topics, including fundamental and applied sciences, engineering and technology advancements, innovative educational practices, and interdisciplinary studies. Highlighting novel teaching methods and cutting-edge scientific research, the proceedings foster a deeper understanding of various phenomena and promote international collaboration. Accessible in both print and digital formats, this resource is invaluable for researchers, educators, policymakers, and practitioners seeking to stay updated on the latest trends and advancements in science, applied science, and education.