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CALL FOR PAPERS
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Bi-Annual

IJOTRE, Vol. 25 No. 1, 2024

iv

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**A STUDY OF THE RELATIONSHIP BETWEEN MICROTEACHING AND
TEACHING PRACTICE AMONG PRE-SERVICE ENGLISH LANGUAGE
TEACHERS IN FEDERAL COLLEGE OF EDUCATION (SPECIAL),
OYO, NIGERIA**

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Abstract

The study investigated the impact of micro teaching on pre-service English Language teachers preparation for teaching practice in Federal College of Education (Special), Oyo. The population comprises the 200 level students who will proceed on teaching practice in 300level as stipulated by the National Commission for Colleges of Education in the minimum standard. A systematic random sampling technique was used to select 80 pre-service teachers into experimental and control group from a population of 166 students. The subjects in the experimental group were exposed to micro teaching for a period of six weeks while the control group was not. The research instrument used for data collection was Micro teaching Evaluation Test (MET) with a reliability coefficient of 0.65. Mean and standard deviation were used to analyze the data at $p \leq 0.05$. The findings revealed that pre-service teachers exposed to micro teaching performed better in teaching practice than those that were not. The findings also revealed that micro teaching is gender friendly. It was recommended that more emphasis should be laid on micro teaching strategy in order to enhance pre-service teachers' instructional delivery and attainment of performance objectives in teaching practice.

Keywords: Micro Teaching, Teaching Practice, Pre Service, English Language and Teachers.

Introduction

Education is the backbone in the development of a society. The teacher has a pivotal role to play in the education system. The Federal Republic of Nigeria (2013) through the National Policy on Education asserted that since no education system may rise above the quality of its teachers. Education shall continue to be given major

emphasis in the national planning and development. According to Adeleke (2021), teaching practice is a major component of the teacher education programme. The purpose of teacher education is to produce effective practicing teachers. The question of how trainees can best be prepared to become an effective classroom practitioner has been in the minds of teacher educators worldwide for many years (Gorge, 2010). Review of literature on teacher education and classroom practice shows that, so far, there is very little known fact about how teacher education affects practices (Alhassan, 2022).

Micro teaching is an effective device for modifying the behaviour of teachers under training as it is a highly individualized type of teacher training techniques. Moreover, it is useful for pre-service and in-service teacher training where teachers can improve their competencies (Igwe, Rufai, & Uzuka, 2013). In the same vein, Syed & Zaid (2015) state that micro teaching is a stimulated social skill development process aimed at providing feedback to teachers for modification of their behaviour. They conclude that it is a clinical teaching programme organized for providing teachers with miniature encounters

Micro teaching as an essential part of formal education training for teachers has its objectives in enabling teacher trainees gain confidence in teaching by mastering a number of skills on a smaller group of students; providing teacher-trainees with an environment for practice-based teaching and through this instill some self-evaluative skills.

Goodlad, (2020) opines that the objectives of micro teaching reveal that it is a field or branch of teacher education essential for teachers in training because through it, they imbibe the qualities of effective teaching, avoid mistakes often made by teachers and equip themselves with adequate mastery skills and techniques of good teaching. Abdurrahman (2023) said that in micro teaching, teacher trainees find opportunities to develop skills in drawing learners' attention, asking questions, using and managing time effectively and bringing the lesson to a conclusion. Also, through micro teaching, the teachers' class management skills improve. They acquire the skills to choose appropriate learner activities, use teaching goals, and overcome difficulties encountered during the process. During learning, on the other hand, the teacher trainees improve their skills in giving feedback and measurement and evaluation. Furthermore, by observing the presentation of their friends they find a chance to observe and evaluate different teaching strategies.

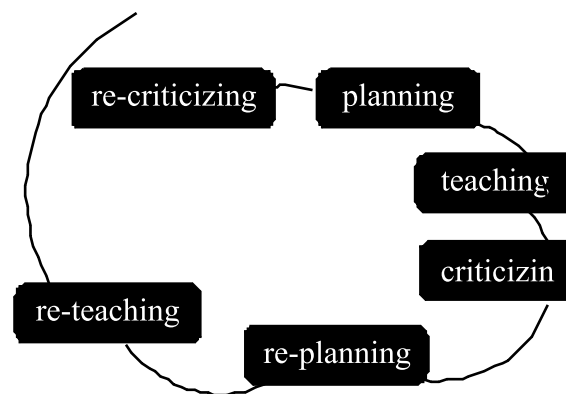
According to Kalande (2016) micro teaching helps to develop skills to prepare lesson plans, choose teaching goals, speak in front of a group and gain confidence to ask questions and use evaluation techniques. Teachers' self-confidence grows in a comfortable environment. It provides an opportunity to learn multiple skills that are important for teaching in a short time. It is a useful experience to learn how to realize teaching goals through planning a model lesson. It shows how preparation, organization, and presentation are important in learners' learning. Choosing activities, putting them in a logical order, maintaining improvement make it possible to become a whole with the content. Receiving immediate feedback is a

means to determine productivity and using teaching strategies. By asking appropriate questions strong learning environment can be established. Also, it allows for asking questions at various difficulty levels. In addition, Suleiman (2014) opined that it is possible to create an environment that involves thinking differently and interaction.

The stages of micro teaching consist of pre-observation, observation, note taking, analysis-strategy, viewing the tape and self- evaluation of teacher candidate stages. Micro teaching is an effective device for modifying the behaviour of teachers under training as it is a highly individualized type of teacher training technique.

Micro-teaching is a cycle, the cycle is; process of teaching, criticizing, re-planning, re-teaching and re-criticizing.

The Cyclical Process of Microteaching



Source: Peker, 2010.

In the process of cycle, pre-service teachers prepare the lesson plan that the subject is determined. In teaching stage of cycle, the pre service teachers perform micro lessons to real student that were planned and prepared by them. Also, lessons are recorded by video tape or portable receivers. After that pre service teacher watches and hears by himself from the video recording at the end of the lesson. In critique stage, pre service teachers' micro lessons are reviewed, discussed, analysed and evaluated (Celik, 2019). Pre-service teachers take criticisms and suggestions from the guide teacher and their friends. According to the suggestions, pre service teachers prepare the lesson plan again and re teach micro lessons to same group if the micro teacher did not perform up to the expectation. Also the second micro lessons are re-recorded by same procedure. After the watching of the second micro lessons from recording, the teacher and peers present their critiques which are about the worst or better sides between first and second micro lessons. At the end of this continuous process, micro teaching practices give pre service teachers opportunity to evaluate their strengths, weaknesses and try to improve the weak sides (Kpanja, 2011; Sari, 2015). Hence, microteaching prepares the teacher trainees for teaching practice and the teaching profession at large. It affords teacher trainees to test proof the classroom to discover whether they will be good teachers or otherwise.

Statement of the Problem

It has been found that the connections between theory and practice are often not made explicit during the university/college teacher training thereby leaving pre-service teacher under-prepared for field experience. This results in making many pre-service teachers grossly incompetent for the teaching task ahead. Personal experiences of the researchers revealed that most teachers lacked the required teaching skills such as appropriate media utilization, stimulus variation, set induction, closure just to mention but few which they should have mastered during the micro teaching exercise. This study therefore examined the successful activities of student teacher during teaching practice in relation to their teacher preparation skills and knowledge through the use of micro teaching sessions.

Ultimate Objective

The ultimate objective of this study is to examine the relationship between micro teaching and teaching practice among pre-service English language teachers in Federal College of Education (Special), Oyo, Nigeria.

Specific Objectives

The specific objectives of the study are to:

1. examine the extent to which micro teaching has influenced lesson presentation.
2. examine the extent to which micro teaching has influenced lesson evaluation.
3. determine the extent to which micro teaching has influenced teaching technique.

Research Questions

To provide proper guide to the research work, the following research questions were answered:

1. Is there any significant relationship in the performance of pre-service teachers exposed to micro teaching and those that were not in lesson presentation?
2. To what extent has exposure of students to micro teaching influenced the evaluation of pre-service teachers and those that were not?
3. Is there any significant relationship in the teaching technique of pre-service teachers exposed to micro teaching and those that were not?

Methodology

The study utilized a quasi experimental and control group of pre-test and post-test group design. This is made up of two groups: Experimental and control. Both groups were pretested to determine the equivalence of their performance in microteaching. The experimental group was exposed to microteaching for a period of six weeks while the control group was not. The population of this study comprised

of 166 pre-service English Language teachers in their first and second year teacher training programme. The sample of this study covered a total of 80 pre-service English Language teachers from Federal College of Education (Special), Oyo. The samples were randomly selected from various English Language combinations using systematic random sampling techniques. The research instrument used for this study was Microteaching Evaluation Test (MET). The test instrument (MET) comprised of four sections. A, B, C and D. Section A deals with lesson introduction, step, Section B deals with lesson presentation step. Section C deals with lesson evaluation step and Section D deals with the summary of the lesson presentation step. To establish both the face, content and construct validity of the research instruments were administered on few subjects who were not part of the study, the instruments were given to the team of experts and other professionals in the Department of Educational Psychology and Counseling Faculty of Education, the University of Ibadan for assessment, corrections, comments and suggestions. The corrected instruments were used for pilot testing to ascertain the reliability of the instruments for this study. The reliability coefficient of the instrument (MET) was determined using test-retest.

The instrument was field tested with 10 pre-service teachers from Federal College of Education that did not participate in the study to determine reliability of the instrument. A reliability coefficient of 0.65 was obtained using Pearson Product Moment Correlation. Descriptive statistics of mean and standard deviation were used to analyze the data.

Result and Discussion

Research Question 1: What is the difference in the average performance of pre-service teachers exposed to micro teaching and those that were not during lesson presentation?

Table 1: Descriptive Statistics for Lesson Presentation

	N	X	SD	Mean Diff.
Experimental Group	41	158.0	3.8	
Control Group	39	932.0	4.6	26.0

Table I shows the average performance of pre-service teachers exposed to micro teaching during lesson presentation (Experimental group) was 58.0 with standard deviation of 3.8.

Those that were not exposed to micro teaching were 32.0 with standard deviation of 4.6. The result therefore showed that pre-service teachers exposed to micro teaching performed better during lesson presentation than those that were not.

Research Question 2: What is the difference in the average performance of pre-service teachers exposed to micro teaching and those that were not during lesson evaluation?

Table 2: Descriptive statistics for Lesson Evaluation

	N	X	SD	Mean Diff.
Experimental Group	41	154.7	5.9	
Control Group	39	922.9	6.3	31.8

As displayed in table 2 above, the mean score for the experimental group is 54.7 and for the control group are 22.9 on lesson evaluation test. Based on the mean scores, the experimental group performed better in evaluating their lesson during micro teaching. Therefore, there is difference in the average performance of pre-service teachers exposed to micro teaching and those that were not during lesson evaluation.

Research Question 3: What is the different in the average performance between male and female pre-service teachers exposed to micro teaching during instructional delivery?

Table 3: Descriptive Statistics for Male and Female Pre-service Teachers Exposed to Micro teaching

	N	X	SD	Mean Diff.
Male	25	50.90	5.16	
Female	15	49.50	7.45	1.4

Table 3 shows difference of 1.40 in the mean score of male and female pre-service teachers exposed to micro teaching during instructional delivery. The mean academic achievement scores were 50.90 and 49.50 respectively with a mean difference of 1.40.

Discussion of Findings

Micro teaching is indeed a versatile training ground that aims at reducing the complexities of the teaching process. This is exemplified in the performance of the experimental group exposed to micro teaching in their impressive lesson presentation unlike those in the control group that demonstrated poor teaching skills. Findings showed that there is a significant and meaningful difference between the experimental and control groups performance during lesson presentation. The finding corroborates with that of Alhassan (2012) who observed that classroom management and poor lesson presentation by teaching practice students is a result of low exposure to micro teaching and inadequate environment to rigorously practice teaching during micro teaching exercise.

Exposure of teacher-trainee to micro teaching will offer them the opportunity of becoming high quality skilled teachers to enhance their performance in the field. This is exemplified in testing research question under two. Findings also showed that there is significant and meaningful difference between the experimental and control group performance in microteaching during lesson evaluation. This finding

corroborates with the findings of Abdulwahab (2022) who observed that prospective teachers derive a variety of benefits and experiences from micro teaching. The experience ranges from classroom competency, well-structured lesson plan, improved instructional strategies, modified methodologies and effective method of evaluation.

Micro teaching does not encourage gender disparity when both male and female are exposed to micro teaching, performance is usually determined by ability and not gender as exemplified in the third research question. Results also indicated that there is no significant difference between the performance of males and females. Hence, gender is not a factor in micro teaching performance. The finding corroborated with the finding of Seweje (2004) and Oguntunde (2006) in their studies on effect of gender on students' performance in micro teaching. Results showed that micro teaching was effective for training teachers irrespective of gender. Results further revealed that females were found to perform better than male teacher trainees.

Conclusion

Based on the findings, the following conclusion were made, micro teaching had significant impact on the average performance of pre-service English Language teachers preparation for teaching practice exercise. It prepares the teacher trainees for the task ahead. The study also revealed that micro teaching is gender friendly. Micro teaching is an incubator and preparatory ground for the would-be teachers. Hence, micro teaching should be encouraged and adequate equipment should be provided in teacher training institutions.

Recommendations

Hinged on the findings, the following recommendations were made.

More emphasis should be laid on lesson presentation steps in order to enhance pre-service teachers' instructional delivery. The administrators in the College of Education should ensure that instructional materials and enabling environment are provided for proper handling of micro teaching courses. The stand that students who fail micro teaching should not go for teaching practice should be sustained. Only the lecturers who are experts in micro teaching in the Department of Curriculum and Instruction should be allowed to supervise micro teaching. Adequate micro teaching equipment should be provided for smooth conduct of the practicum exercise. Special remuneration should be given to lecturers who supervise micro teaching practicum as incentive.

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