

“Micro-teaching and Macro-teaching in EFL Classroom”

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Abstract:

Micro- teaching has an essential role in the educational training programs and commits to deeper knowledge of the teaching process and its intricacies . Micro- teaching serves as a tool that encourages the development of fundamental teaching abilities. Learning is defined as a change in behavior that can occur at any age as a result of action, instruction, or experience. Learning is more successful when the learner has more experience. The ability to provide and receive effective feedback while keeping an open mind and achieving appropriate teaching-learning objectives is the most crucial attribute of participants in micro- teaching sessions. Additionally, it boosts a teacher's self-confidence in a calm environment.

The problem of this study is that due to the importance of English in communication, TEFL has a priority in education .In order to prepare skilled teacher candidates, colleges of education should provide new teaching techniques and programs, one of which is micro-teaching, in which teacher candidates are given more freedom and responsibility for their own learning and practice a good training instructional strategy for developing teaching skills. Yet, faculties still focus on traditional ways of teaching like Macro-teaching .

The study aims at identifying the actual use of micro- teaching and macro-teaching in TEFL by college instructors and to explore the barriers and obstacles which stand against implementing micro- teaching. Two online questionnaires have been formed; the first one is for investigating the actual use of micro-teaching and Macro-teaching , and the second to identify the barriers of implementing micro-teaching. Both questionnaires were answered by 45 EFL college instructors.

The results of the first questionnaire revealed that most instructors use macro-teaching more than micro-teaching in TEFL. The second one showed that the vast majority of EFL instructors believe in the difficulties in adopting micro -teaching .

Finally, it is recommended to involve micro-teaching in TEFL and specially for training teacher candidates to improve and master skills. Accordingly, the results of the study may inspire instructors to vary the way of teaching to keep pace with the remarkable development in the field of TEFL.

Keywords: Micro-teaching, Macro-teaching.

1- Introduction**1.1 The problem of the study:**

No doubt, that teaching is not a simple activity which requires just transferring the knowledge from the teacher to the students, on the contrary , there is an obvious need for adopting different effective techniques to simplify the teaching process and ensure good learning outcomes and among these is micro-teaching. Hence , the role of the teacher is not merely a transmitter but rather a coach, a navigator, a facilitator ,a co- learner and a mentor.

Definitely , TEFL has a priority in education due to the role of English in communication. Thus , the goal of the colleges of education is to prepare qualified teachers candidates by offering new methods and programs for teaching them and one of these is micro-teaching in which learners are given more options and responsibilities to do for their own learning . Wangchuk(2019) declares that microteaching is "an effective training technique , provides teachers an opportunity to enhance their teaching competencies". Al-Methan (2006) declares that many educators recommend the use of micro-teaching in teaching because of the shortcomings of the traditional teaching and as the former offers more training as well as equipped with the essential skills.

At any age, microteaching serves as a concentrated tool that encourages the development of fundamental teaching abilities. The most crucial attribute of the participants in microteaching sessions is the ability to provide and hear helpful feedback with a readiness to learn and achieve the right learning and teaching goals in a calm environment. Thus, it boosts the teacher's self-confidence and positive attitudes towards learning.

1.2. The aims of the study:

The study's aims are:

- 1- investigating the Iraqi EFL instructors' actual use of microteaching and macro teaching.

2- identifying the main barriers in the implementations of Microteaching in TEFL .

1.3 Hypothesis

The study hypothesizes the following:

- 1-The Iraqi EFL instructors' use both micro-teaching and macro-teaching.
- 2-There are no obstacles in corporation of microteaching in TEFL

1.4 Definition of Basic Terms

1.4.1 Microteaching

Micro-teaching means " Micro teaching is a teacher training programme which students teachers enrich their teaching skills through practice teaching and scaling down the class size, duration of period, teaching skill, size of the topic and under controlled conditions" (Allen, 1966).

It " is a teaching training technique for learning teaching skills . It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching "(Remesh, 2013).

Operationally, micro-teaching, an effective teacher training tool, allows teachers to improve students' skills in groups and for a limited time .

1.4.2 Macro- teaching

Macro- teaching is a type of group learning where the instructor presents the ideas to the whole class at once. A classroom in a conventional school or a university can serve as the location for the same(Bordia, 2021)

Macro- teaching is an essential part of teacher preparation that equips teachers to deliver lessons on a bigger scale. A different set of abilities are needed than for micro-teaching, such as the capacity to plan and carry out a curriculum, control a classroom, and assess student progress(Team MRM,2023)

Operationally, macro-teaching refers to teaching large classes at once. The lecture is being presented to the entire class.

2-Literture Review

2.1 Theoretical Background

Micro-teaching is not a new idea, it is first originated at Stanford University in USA in the late 1950. Richards & Richard (2002:331) regard micro-teaching as " a technique used in training of teachers, in which different teaching skills are practiced under carefully controlled conditions . It is based on the idea that teaching is a complex set of activities which can be broken down into different skills. These skills can be practices individually, and later combined with others. Usually in microteaching , one trainee teacher"

It is a specific design course that allows student-teachers to practice teaching and strengthen their teaching skills (Chaudary et al., 2015). Furthermore, micro-teaching can be defined as a simulation that is designed systematically for teacher candidates to explore pedagogical experiences, reduce their teaching mistakes before beginning their teaching practices in real classes, and primarily put the knowledge about teaching that they have learned into action (Bulut, 2016).

Micro-teaching is a method used to get teacher candidates ready for the real classroom. With the aid of this method, the teacher candidate tries to learn by breaking down each teaching technique into smaller components and avoiding the chaotic setting of crammed classrooms. During microteaching, students learn how to actively convey and demonstrate student interactions while also developing teaching techniques(Chourasiya,2022). Margert(2020) assumes that micro-teaching helps teacher candidates to transfer the skills and knowledge which they have earned in the courses of studies into acts since they overlap the gap between theory and practice.

Micro-teaching is a method used in teacher preparation that aids in teaching skill mastery. The teacher candidate must

- 1- teach a single piece of subject
- 2-applying a certain teaching technique
- 3-for just short time
- 4- to a relatively small group of students

Babu(2010:10-11) states the main objectives of micro-teaching is that it seeks perfection in teaching by reducing complexities, providing feedback, simplifying teaching, developing confidence, and increasing practice.

2.2 Phases of Microteaching

Microteaching consists of three phases:

1- Knowledge Acquisition Phase : In this stage, the teacher candidates gain knowledge of the skill and its components through discussion, examples, and expert demonstrations of the skill(Babu, 2010:14).

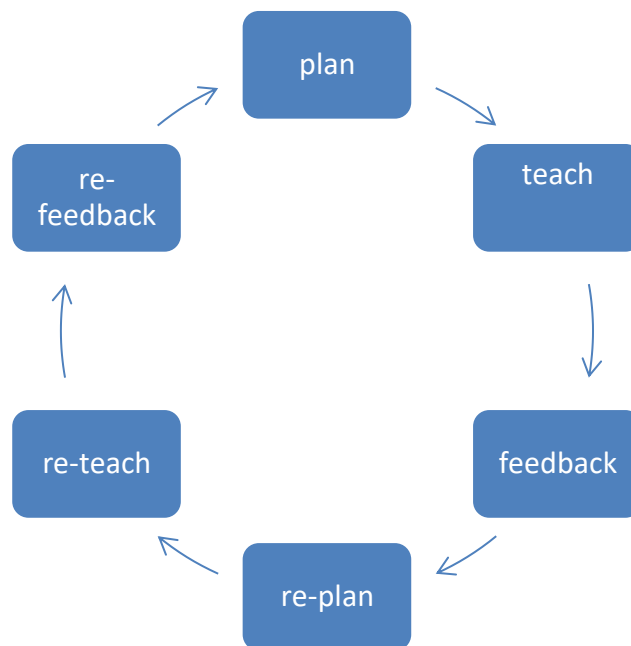
Teacher candidates acquire knowledge of the function of the talent and the circumstances in which it is valuable in the learning and teaching process. The skill would be breakdown into its constituent parts that result in the numerous kinds of behaviors that need to be practiced. The teacher candidates try to learn a lot about the skill from the expert's demonstration(Lal Bang,2015).

2-Skill phase: During this phase, teachers candidates should prepare specific subjects or lessons using the micro-teaching methodology that was introduced at the program's beginning. Setting and feedback are the two most important considerations in this phase. The setting includes the number of pupils in the class, the length of the lesson, the teacher, the mentor, and the skill that needs to be learned(HARAPPA, 2022).

3-Transferring phase: The teacher candidates apply the microteaching techniques they have acquired in the transfer stage to actual classroom settings. This concludes the instruction procedure(Chourasiya, 2022).

2.3 Microteaching steps:

In a typical micro-teaching cycle, there are six steps: plan, teach, feedback, re-plan, re-teach, and re-feedback. Variations are possible depending on the practice session's goal. The following diagram illustrates these steps;



(Babu, 2010:18)

1-Plan: In order to do this, the topic and material must be chosen in a way that makes it simple and convenient to apply the basic teaching skill being practiced. The subject is broken down into many teacher and student-led activities. The tasks are organized in a logical order to allow for the greatest possible application of a skill's component parts (Gulzar, 2015).

2-Teach: This refers to the attempts made by the teacher candidates to apply the elements of the teaching skill in situations that are appropriate and arise during the teaching-learning process as per their planning of activities. If the scenario differs from what was anticipated during the design of the activities, the teacher should adapt their behavior to fit the needs of the students (Ibid).

3. Feedback: The outcome of the micro teaching cycle largely depends on the feedback received from peers and instructors. Once a lesson has been delivered and the necessary skill adequately displayed, the supervisors give detailed feedback on the trainee teacher's strengths and weaknesses. In the photosynthesis example, certain feedback could be that the handwriting of the trainee wasn't clear. There would be a good amount of eye contact and voice modulations, which kept the students engaged. A recorded micro teaching session, in this case, would be useful as the trainee can be shown the most effective aspects of their lesson, as well as their deficiencies in the demonstration of the skill (HARAPPA, 2021).

4-Replan: The teacher candidates can review the lesson plan and make the required adjustments in light of the class's constructive criticism after receiving it. During the planning step, they have the option to modify or supplement the current lesson plan or to completely replace it with a new one (Ibid).

5-Reteach: After the course plan has been modified, the teacher candidate is given a new group of peer students. To this fresh group, the instructor will once more perform the same skill (Ibid).

6-Re-feedback The micro teaching cycle involves a teacher candidate receiving detailed and precise feedback after completing a lesson. The supervisor ensures adequate and constructive feedback, restarting the cycle if necessary. Repeatedly, the cycle helps the trainee to gain expertise on the skill, and once mastered, they can progress to develop a different skill (Ibid).

2.4 The benefits of Microteaching

1-Flexibility in practice: Micro-teaching aids in the growth of a variety of abilities in both students and the current teaching personnel. It aids in enhancing the teachers' interpersonal abilities (Reedy,2016)

2-Booster of confidence: Micro-teaching improves students' personality. The confidence level is effectively raised by a variety of microteaching activities and procedures (Ibid).

3-Being thrifty: The micro teaching program is cost-focused in contrast to other diverse programs which are quite expensive. Teachers might practice in actual classes or elsewhere(Zuhra, 2017).

4-More knowledge and less harm: A micro-teaching program only works with three to four students at once. This enables the acquisition of superior teaching experience. It also reduces the likelihood of errors(Ibid)

5- Positive attitudes :Microteaching has beneficial qualities that improve teachers' attitudes, facilitating more successful communication with learners. The goals of the training program are improved for trainees when the instructor is passionate and committed to cultivating a favorable attitude toward criticism(Top Advanteges,2023)

.6-Encourages methodical lesson planning: One of the abilities a teacher must possess is lesson planning. Within a specific topic, a micro-teaching program aids the trainee in creating organized lesson plans(Reedy,2016).

7- Quick feedback: The best method to get better is through feedback. The use of micro teaching empowers the teacher candidates to receive immediate feedback from their managers. More opportunities for error correction are presented by immediate feedback(Ibid).

8-Developing skills: The use of micro-teaching assists in mastering various microteaching techniques, including lecturing, questioning, probing, and starting dialogues(Ibid).

2.5 Macro-teaching

Macro- teaching refers to instructional methods that place more emphasis on the overall design and organization of a lesson or program than on specific teaching method. This strategy frequently entails developing a lesson plan that uses a variety of instructional techniques and approaches that are intended to satisfy the various requirements of pupils in a classroom. It also places a focus on fostering a positive learning environment in the classroom, outlining precise learning goals, and coordinating education with academic standards(edu Tinker,2023)

It requires using a range of instructional techniques, like lectures, discussions, practical exercises, and group projects. This makes it possible for students to have a more interesting and engaged learning experience(Ibid)

Macro- teaching focuses on teaching "students how to learn, not just what to learn". It breaks concepts into small chunks, allowing teachers to assess students' understanding, create personalized curriculums, and reach more students. This approach is saving time and incorporates other learning strategies(Bordia,2021)

HARAPP(2021) suggests that the macro-teaching procedures that a teacher can use for lesson preparation and content delivery are as follows;

- 1-Identifying learning objectives should come first.
- 2-A realistic timetable for finishing a syllabus ought to be developed.
- 3-Planning particular learning activities should match the learning objectives.
- 4-The order of a lesson is important for delivering it effectively and reinforcing learning.
- 5-The learning outcomes of pupils should be evaluated using a reliable battery of evaluation exams.

2.6 The differences between micro- teaching and macro- teaching

In macro- teaching, teacher instructs the entire class simultaneously for a long period of time, typically longer than 10 minutes. It frequently takes the form of lectures and can be used to introduce new material to everyone . The teacher should develop a longer term lesson plan. Macro teaching depends on recall and auditory learning (Education Summery 2023).

While in Micro teaching, the teacher spends a short time with a small number of students. Microteaching is used to improve the trainees' practice and teaching. The concentration on a single skill or topic combined with the smaller class size allows for focus on a particular method of instruction. The smaller space also makes it easier to videotape the teacher's instruction and/or allow in-class evaluators to observe. It requires continual and immediate feedback and improvement chances(Mizan, 2022)(Inyang, 2019).

2.7 The similarities between Micro teaching and macro teaching

The following are some areas where macro teaching and microteaching are similar

- 1-There is appropriate engagement and face-to-face communication between the instructors and the students.
- 2-The teaching approach makes use of textbooks and whiteboards.
- 3-Both forms of teaching necessitate the creation of lesson plans.
- 4-The students receive information in the form of lectures.
- 5-Both teaching techniques take place offline in a formal classroom(EducationSummery,2023).

Chapter three: Methodology

3.1 Population and Sample

The population of the research involves EFL college instructors at Baghdad University and Mustansiryah University, during the academic year 2022-2023.

The sample of the research comprises of 45 EFL college instructors distributed as follows:25 instructors from the College of Basic Education, Mustansiryah University; 20 from the College of Education for Women, Baghdad University.

An online questionnaire used to enhance the first aim, which is exploring the Iraqi EFL instructors' actual use of microteaching and macro teaching. It consists of only two questions. To achieve the second aim, which is determining the challenges and barriers faced by instructors in implementing Microteaching in TEFL, the researcher used an objective questionnaire which consists of 5 themes . Both questionnaires were designed by research relying on her experience and relevant literature (Nugraheni .2019, Yang 2016,Makafane.2020). They were planned to be answered electronically according to a two-point grading scale: agree 2 marks and disagree 1 mark. The results are examined using the percentage and Fisher's formula. (see Appendix 1 &2).

3.2 The Validity ,Reliability and Administration of the Questionnaires

Both questionnaires are presented to a jury of experts in the fields of TEFL and linguistics. They were required to assess the suitability and acceptability of the items as well as to add or modify items. The experts advise to modify 3 items. Then, a pilot application was hold on to ensure the reliability of the two questionnaires.10 instructors were chosen from the Department of English , in the College of Basic Education. It revealed the clarity of the items and that the needed time is around one minute for each one. The same sample was used again to administer the questionnaires after two weeks in order to determine the reliability by the use the Pearson correlation formula. It is discovered that the first questionnaire's reliability is 0.81 and the second questionnaire's reliability is 0.93.Consequently, they are quite reliable. On July 10,2023, the sample answered final forms of the online questionnaires at the same time.

4-The Results and Interpretations:

4.1 Presentation of the Results:

For the first aim, fisher formula is implemented to calculate the weighted mean of the items and compared to the theoretical mean(1.5). It is noted from table 3 that the item 2 is highly stand as an acceptable as its weighted means(1.7) is higher than the theoretical mean, Whereas item 1 is unacceptable because its weighted means (1.2) is less than the theoretical mean. (See table1)

Table 1 The Frequencies, Weighted Means , Percentile Means of the EFL Instructors' actual use of Micro-teaching and macro-teaching

Item.No.	Scale		Weighted Mean	Percentile Means
	Agree	Disagree		
1	10	35	1.2	60
2	33	12	1.73	86.6

For the second aim, the items are organized in ascending order by rank. It is obvious that all items being represented as actual barriers in adapting Micro-teaching as their weighted means are greater than the theoretical mean (1.5) (see Table 2).

Table 2 The Frequencies, Weighted Means , Percentile Means and Rank Order of the barriers Faced by EFL Instructors in adapting Microteaching

Rank	Item.No.	Scale		Weighted Mean	Percentile Means
		Agree	Disagree		
1	2	36	9	1.8	90
2	3	35	10	1.777	88.88
3	1	34	11	1.755	87.75
4	4	33	12	1.733	86.666
5	5	30	15	1.666	83.333

4.2 Interpretation of the Results

The findings indicated that EFL instructors commonly use macro- teaching more than Micro-teaching in TEFL and that it is challenging to incorporate Micro-teaching . Additionally, they faced difficulties putting micro-teaching into practice due to pressures which the teachers were under to follow the syllabus imposed by faculty . There are also significant worries about how well the students are learning the material being taught as well as issues with having enough time to carry out Micro-teaching activities. Moreover, instructors have a limited pedagogical toolkit for managing micro-teaching .

5- Conclusion, Recommendations, and suggestions

5.1 Conclusions

Micro- teaching focuses on learning specialized skills and procedures for teaching smaller groups of pupils, whereas macro- teaching concentrates on preparing teachers for larger-scale instruction. Working with a small number of students, or even one-on-one, is typical of micro teaching, which enables instructors to hone their abilities in a low-pressure setting..

The results above clearly demonstrate that EFL instructors think it is challenging to implement micro-teaching in Iraqi universities, and this is due to a variety of factors, including the fact that they are tightly bound by the syllabus and time constraints, and that the implementation of microteaching required learning specialized skills and procedures for teaching smaller groups of pupils, whereas macro- teaching concentrates on preparing teachers for larger-scale instruction . Macro-teaching, on the other hand, calls on different abilities, such as the capacity to plan and carry out a curriculum, control a classroom, and assess student development

According to results showed above, it is apparent that EFL instructors believe that it is difficult to implement micro-teaching in Iraqi Universities and this due to many reasons; like they are highly banded to the syllabus and time restriction and the implementation of macro-teaching.

5.2 Recommendations

Following are some recommendations made by the researcher in light of the research's findings.:

- 1- Using Microteaching by college instructors is advantageous in TEFL.
- 2- It is crucial that syllabus designers review their work to ensure that it is consistent with Microteaching.
- 3- Since, micro-teaching focuses on teaching skills ,so this will allow student-teachers to improve their teaching skills.
- 4- The use of Micro-teaching may enhance motivation and positive attitudes towards the learning process.

5.3 Suggestions

As inspiring from the research's findings, the following studies are recommended:

- 1- A study of the attitudes and motivations of students regarding using the microteaching.
- 2- An experimental study to determine how Microteaching affects proficiency or achievement.
- 3- An investigation into the link between Microteaching and academic success in various fields.

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"التدريس المصغر والكلي في فصل تدريس اللغة الانكليزية كلغة اجنبية"

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2023

المخلص:

يلعب التدريس المصغر دورا اساسيا في برامج التدريب التربوي ويساهم بمعرفة عميقة في عملية التدريس و معوقاتهما. كما ان التدريس المصغر يمثل اداة تشجع على تطوير قدرات التدريس الاساسية . يعرف التعلم على انه تغيير في السلوك والذي يمكن ان يحدث في اي عمر نتيجة العمل والتعليمات والخبرة. يكون التعلم اكثر نجاحا عندما يحصل المتعلم على خبرات كثيرة. تعد المقدرة على تقديم و استلام تغذية مرتدة فعالة بعقل منفتح و بتحقيق الاهداف المناسبة هي السمة الاكثر للمشاركين في دروس التدريس المصغر ,بالإضافة الى انه يعزز ثقة المعلم في بيئة هادئة.

تكمن مشكلة الدراسة في انه نظرا لأهمية اللغة الانكليزية في التواصل ,فان تدريس اللغة الانكليزية كلغة اجنبية له اولوية في التعليم. ومن اجل اعداد معلمين اكفاء , يجب على كليات التربية توفير تقنيات و برامج تعليمية جديدة من ضمنها التدريس المصغر حيث يمنحهم مزيدا من الحرية والمسؤولية عن تعلمهم وكذلك ممارسة استراتيجيات تعليمية تدريبية جيدة لتطوير مهارات التدريس. ومع ذلك , ما زالت الكليات تركز على طرائق تدريس تقليدية مثل التدريس الكلي .

تهدف الدراسة الى تحديد الاستخدام الفعلي للتدريس المصغر و التدريس الكلي لتدريس اللغة الانكليزية كلغة اجنبية من قبل اساتذة الكليات واستكشاف العوائق و العقبات التي تحول دون استخدام التدريس المصغر . تم صياغة استبانتيان الكترونية ,الاولى للتحقق من الاستخدام الفعلي للتدريس المصغر والتدريس الكلي, والثانية لاستكشاف العوائق و العقبات التي تحول دون تطبيق التدريس المصغر. وتمت الاجابة على كلا الاستبيانين من قبل 45 تدريسي .

اظهرت نتائج الاستبيان الاول ان معظم التدريسين يستخدمون التدريس الكلي اكثر من التدريس المصغر في تدريس اللغة الانكليزية كلغة اجنبية. واظهر الاستبيان الثاني ان الغالبية العظمى من التدريسيين يعتقدون بصعوبة تبني التدريس المصغر .

اخيرا, اوصى الباحث باشتراك التدريس المصغر في تدريس اللغة الانكليزية كلغة اجنبية و خصيصا لتدريب المعلمين على تحسين المهارات و اتقانها. وفقا لذلك قد تلهم نتائج الدراسة التدريسيين لتغيير طرائق التدريس المتبعة لمواكبة التطور الملحوظ في مجال التدريس.

الكلمات الدالة: التدريس المصغر، التدريس الكلي.