

Microteaching as a Strategy for Developing Instructional Skills in EFL Teacher Education

Sara Soliman 

English Department, Faculty of Arts, University of Zawia, -Zawiya, Libya

Corresponding author email: Sara Soliman | s.soliman@zu.edu.ly

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ABSTRACT

Microteaching is widely recognized as an effective strategy in teacher education programs for developing essential instructional skills, particularly in English as a Foreign Language (EFL) contexts. It provides a structured and simplified teaching environment in which pre-service teachers practice specific skills such as lesson planning, questioning, explanation, classroom management, and assessment. Through a cyclical process of teaching, feedback, reflection, and re-teaching, microteaching helps bridge the gap between theoretical knowledge and practical classroom application. This paper explores microteaching as a pedagogical strategy for developing instructional skills in EFL teacher education by examining its conceptual foundations, historical development, theoretical bases, and its role in improving teaching competencies. It also highlights the major instructional skills developed through microteaching and discusses its benefits, challenges, and limitations. In addition, the paper considers the impact of technology-enhanced microteaching, including video recording, online platforms, and digital feedback tools. Findings from previous studies show that microteaching improves teaching performance, increases self-confidence, and promotes reflective practice among trainee teachers. When combined with real classroom experience, it enables trainee teachers to apply instructional strategies in authentic situations and adapt to diverse learner needs, making teacher preparation more practical and professionally relevant for students. Despite some limitations, it remains a valuable component of teacher preparation and supports the development of competent, reflective, and confident EFL teachers.

Keywords: Microteaching, EFL teacher education, instructional skills, reflective practice, Teacher training.

التدريس المصغر كإستراتيجية لتنمية المهارات التدريسية في إعداد معلمي اللغة الإنجليزية كلغة أجنبية

سارة الأمين محمد سليمان

قسم اللغة الإنجليزية، كلية الآداب، جامعة الزاوية، الزاوية، ليبيا

المؤلف المراسل: سارة الأمين | s.soliman@zu.edu.ly

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ملخص البحث

يُعَدّ التدريس المصغر من الاستراتيجيات الفعّالة والمعترف بها على نطاق واسع في برامج إعداد المعلمين لتنمية المهارات التدريسية الأساسية، خاصة في سياقات تعليم اللغة الإنجليزية كلغة أجنبية. فهو يوفر بيئة تعليمية منظمة وبمبسطة يمارس فيها المعلمون قبل الخدمة مهارات محددة مثل تخطيط الدرس، وطرح الأسئلة، والشرح، وإدارة الصف، والتقييم. ومن خلال

عملية دورية تشمل التدريس، والتغذية الراجعة، والتأمل، وإعادة التدريس، يساعد التدريس المصغر على ردم الفجوة بين المعرفة النظرية والتطبيق العملي داخل الصف الدراسي.

تستكشف هذه الورقة التدريس المصغر بوصفه استراتيجية تربوية لتنمية المهارات التدريسية في إعداد معلمي اللغة الإنجليزية كلغة أجنبية، وذلك من خلال تناول أسسه المفاهيمية، وتطوره التاريخي، وقواعده النظرية، ودوره في تحسين الكفايات التدريسية. كما تسلط الضوء على أهم المهارات التدريسية التي يتم تطويرها من خلال التدريس المصغر، وتناقش فوائده، وتحدياته، وحدوده. بالإضافة إلى ذلك، تتناول الورقة أثر التدريس المصغر المعزز بالتكنولوجيا، بما في ذلك تسجيل الفيديو، والمنصات الإلكترونية، وأدوات التغذية الراجعة الرقمية.

وتُظهر نتائج الدراسات السابقة أن التدريس المصغر يساهم في تحسين الأداء التدريسي، وزيادة الثقة بالنفس، وتعزيز الممارسة التأملية لدى المعلمين المتدربين. وعندما يُدمج مع الخبرة الصفية الحقيقية، فإنه يمكن المعلمين المتدربين من تطبيق الاستراتيجيات التدريسية في مواقف تعليمية واقعية والتكيف مع احتياجات المتعلمين المتنوعة، مما يجعل إعداد المعلم أكثر عملية وارتباطاً بالمهنية بالنسبة للطلاب. وعلى الرغم من بعض المحدوديات، فإنه لا يزال يُعدّ عنصرًا مهمًا في إعداد المعلمين، ويدعم تطوير معلمي اللغة الإنجليزية كلغة أجنبية ليكونوا أكفاء، ومتأملين، وواثقين في أدائهم المهني.

الكلمات الدالة: التدريس المصغر، إعداد معلمي اللغة الإنجليزية كلغة أجنبية، المهارات التدريسية، الممارسة التأملية، تدريب المعلمين.

1. Introduction

Microteaching has become one of the most effective strategies in teacher education programs, particularly in preparing pre-service teachers for real classroom situations. It is a training technique designed to simplify the teaching process by reducing class size, lesson duration, and teaching complexity, allowing student teachers to focus on specific instructional skills in a controlled environment. Through this process, trainees practice teaching, receive feedback, reflect on their performance, and improve their professional competence before entering actual classrooms.

In EFL teacher education, instructional skills play an essential role in determining the quality of teaching and learning outcomes. These skills include lesson planning, classroom management, questioning techniques, explanation skills, reinforcement strategies, assessment methods, and the effective use of teaching aids and technology. Developing these competencies is essential because EFL teachers face unique challenges related to language proficiency, learner motivation, communication barriers, and classroom interaction. Microteaching provides a practical bridge between theoretical knowledge and classroom application. It allows student teachers to transform pedagogical theories into real teaching practice while building confidence and reducing teaching anxiety. By focusing on one skill at a time, trainees can identify their strengths and weaknesses more clearly and work toward continuous improvement. The process of observation, peer discussion, supervisor feedback, and self-evaluation contributes significantly to professional growth and reflective teaching.

In recent years, the importance of microteaching has increased due to technological developments in education. Video recording, online teaching simulations, and digital feedback tools have expanded the traditional concept of microteaching and made it more flexible and accessible. These innovations support deeper reflection and more effective teacher preparation, especially in higher education institutions where practical teaching opportunities may be limited. Despite its recognized value,

microteaching also faces several challenges, such as limited authenticity, time constraints, and the artificial nature of simulated teaching environments. Nevertheless, it remains a fundamental component of teacher preparation programs because of its strong contribution to developing instructional competence.

This paper explores microteaching as a strategy for developing instructional skills in EFL teacher education. It examines the theoretical foundations of microteaching, its role in enhancing teaching competencies, its benefits and limitations, and its relevance in modern technology-supported teacher training programs.

2. Concept of Microteaching in Teacher Education

Microteaching is a teacher training technique designed to help pre-service and in-service teachers develop specific teaching skills in a simplified and controlled environment. It involves teaching a short lesson to a small group of learners for a limited period of time, usually focusing on one instructional skill at a time, such as questioning, explanation, reinforcement, or classroom management (Allen & Ryan, 1969, p. 9). This reduction in class size, lesson length, and teaching complexity allows trainee teachers to concentrate on improving their professional performance systematically. The concept of microteaching was first introduced at Stanford University in the early 1960s as part of teacher preparation programs aimed at bridging the gap between educational theory and classroom practice (Allen, 1967, p. 1-3). It was developed as a practical method for helping student teachers gain confidence and competence before entering real classroom settings. The process generally follows a cycle of planning, teaching, observing, receiving feedback, re-planning, and re-teaching, which supports continuous professional improvement.

Microteaching emphasizes skill acquisition through repeated practice and reflection. It enables trainee teachers to receive immediate feedback from supervisors, peers, and sometimes through video recordings of their lessons. This reflective process helps teachers identify their strengths and weaknesses and promotes self-evaluation and professional growth. According to Wallace (1991, p. 29), microteaching serves as a valuable reflective practice that enhances awareness of teaching behavior and instructional effectiveness. In EFL teacher education, microteaching is particularly important because language teaching requires specialized pedagogical skills, including classroom interaction, error correction, language presentation, and communicative teaching strategies (Richards & Farrell, 2005, p. 19). Through microteaching, EFL student teachers can practice these skills in a supportive setting before dealing with the complexities of real language classrooms.

Furthermore, Arends (2012, p. 23) pointed out that microteaching supports the integration of theoretical knowledge with practical teaching application. It provides opportunities for experimentation with teaching methods, use of instructional materials, and adaptation of teaching strategies according to learners' needs. This makes it one of the most effective components of teacher education programs in higher education institutions worldwide.

3. Historical Development of Microteaching

Microteaching emerged as an innovative teacher training technique during the early 1960s at Stanford University in the United States. It was developed under the leadership of Dwight W. Allen and his colleagues as part of efforts to improve teacher preparation by creating a structured and practical approach to teaching skill development (Allen & Ryan, 1969, p. 5). The main objective was to reduce the complexities of normal classroom teaching by limiting the number of students, shortening lesson duration, and focusing on one teaching skill at a time. The earliest form of microteaching involved a "teach-feedback-reteach" cycle. Student teachers would prepare a short lesson, teach it to a small group

of learners, receive immediate feedback from supervisors and peers, revise their lesson, and teach it again (Allen, 1967, p. 21). This repetitive process allowed trainees to refine specific instructional skills in a supportive environment. The use of video recording later became an important part of this cycle, enabling teachers to observe their own teaching behavior and engage in deeper self-reflection.

During the 1970s, microteaching gained international recognition and was adopted by teacher education institutions in many countries. It became an essential component of pre-service teacher training programs because of its effectiveness in connecting educational theory with classroom practice (Wallace, 1991, p. 23). Researchers and educators expanded the concept by including peer observation, collaborative reflection, and subject-specific teaching practice. The method was particularly valued in language teacher education, where communication skills and classroom interaction are central to effective teaching (Richards & Nunan, 1990, p. 16). In the 1980s and 1990s, microteaching evolved beyond skill training and became closely associated with reflective teaching and professional development. Scholars emphasized the importance of critical reflection rather than mechanical repetition of teaching behaviors. This shift aligned microteaching with broader educational theories such as reflective practice and experiential learning, making it a more comprehensive approach to teacher education.

With the advancement of educational technology in the 21st century, microteaching entered a new phase of development. Digital video tools, online teaching simulations, virtual classrooms, and video conferencing platforms transformed traditional face-to-face microteaching into technology-enhanced microteaching (Amobi, 2005, p. 119). These innovations made teacher training more flexible and accessible, especially in higher education and distance learning contexts. Student teachers could record lessons, receive online feedback, and participate in virtual peer evaluations, which expanded opportunities for professional learning. Today, microteaching remains a fundamental practice in teacher education worldwide. Although its form has changed over time, its core purpose remains the same: to provide teachers with a safe, focused, and reflective environment for developing instructional competence before entering real classrooms. Its continued relevance demonstrates its strong pedagogical value in both general education and EFL teacher preparation.

4. Theoretical Foundations of Microteaching

Microteaching is not only a practical training technique but also a process strongly supported by several educational theories that explain how teachers learn, develop professional skills, and improve instructional performance. Its effectiveness depends on the combination of practice, observation, feedback, reflection, and repeated teaching. One of the most important foundations of microteaching is Reflective Practice Theory. Donald Schön (1983, p. 19) explained that professional learning occurs when teachers think critically about their teaching experiences. In microteaching, trainee teachers present a short lesson, receive feedback, reflect on their strengths and weaknesses, and then improve their performance through re-teaching. This process encourages reflection-on-action, where teachers analyze completed teaching experiences to improve future lessons. Wallace (1991, p. 31) also stated that reflective teaching helps teachers connect theory with classroom practice and supports continuous professional development.

Social Learning Theory, developed by Bandura (1977, p. 14), also supports microteaching by emphasizing learning through observation, imitation, and interaction. According to this theory, individuals learn new behaviors by observing models, receiving feedback, and practicing what they have seen. In microteaching sessions, trainee teachers observe peers, supervisors, and model lessons, which helps them learn effective teaching strategies. Peer feedback and supervisor guidance strengthen this

learning process and help trainee teachers develop both confidence and teaching competence in a supportive environment.

Constructivist Learning Theory also provides a strong foundation for microteaching. Scholars such as Piaget and Vygotsky emphasized that learners actively construct knowledge through experience, problem-solving, and social interaction rather than simply receiving information (Vygotsky, 1978, p. 18). Microteaching reflects these principles because trainee teachers actively participate in lesson planning, teaching, reflection, and revision. Through direct teaching experience and collaborative discussion, they build professional understanding and improve their instructional strategies based on feedback and reflection.

Experiential Learning Theory, proposed by Kolb (1984, p. 21), also closely aligns with microteaching. Kolb explained learning as a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. In microteaching, teaching a lesson represents concrete experience, while reflection and feedback provide reflective observation. Revising lesson plans reflects abstract conceptualization, and re-teaching shows active experimentation. This cycle helps trainee teachers transform teaching experiences into professional knowledge and practical competence.

These theoretical perspectives show that microteaching is much more than a simplified teaching exercise. It is a structured pedagogical approach that promotes reflection, collaboration, active learning, and continuous improvement in teacher education. In EFL teacher education, instructional skills are essential because they enable teachers to deliver effective, organized, and meaningful learning experiences. These skills include lesson planning, classroom management, clear communication, learner engagement, assessment, and the use of appropriate teaching resources (Abouzied, 2026, p. 98). Since EFL teachers work in non-native language environments, strong instructional skills are necessary to support language acquisition, interaction, comprehension, and communicative competence.

5. Instructional Skills in EFL Teacher Education

Instructional skills are the core competencies that enable EFL teachers to provide effective, organized, and meaningful learning experiences. These skills go beyond subject knowledge and include lesson planning, classroom management, clear communication, learner engagement, assessment, and the use of appropriate teaching resources. In EFL contexts, instructional skills are especially important because teachers must support language acquisition while promoting interaction, comprehension, and communicative competence in a non-native language environment.

One of the most important instructional skills is lesson planning. It involves setting clear objectives, selecting suitable materials, and organizing teaching activities in a logical sequence. Effective lesson planning ensures that learning outcomes are achievable and meet students' needs. Richards and Rodgers (2014, p. 32) emphasized that well-structured lesson planning helps teachers maintain focus and coherence in language instruction. Classroom management is another essential skill, as it refers to the teacher's ability to create a positive and disciplined learning environment. It includes managing student behavior, organizing activities, and maintaining learner engagement. Harmer (2007, p. 29) stated that effective classroom management is necessary because it increases learning opportunities and reduces disruptive behavior.

Questioning techniques also play a major role in EFL teaching. Teachers use questions to stimulate thinking, check understanding, and encourage student participation. Effective questioning includes open-ended questions, wait time, and guiding students toward deeper responses. Brown (2001, p. 26) further explained that well-designed questions promote interaction and meaningful language use in the classroom. Reinforcement and feedback are equally important because they motivate learners and

improve performance. Positive reinforcement such as praise and encouragement supports student learning, while feedback helps learners identify mistakes and improve accuracy.

Hattie and Timperley (2007, p. 86) note that presentation and explanation skills are also necessary for successful language teaching. Presentation skills involve the clear delivery of lesson content, while explanation skills focus on simplifying difficult language concepts. Since EFL learners may struggle with new grammar or vocabulary, teachers need to provide simple, clear, and well-structured explanations. Ur (1996, p. 31) explained that good explanations should be supported by examples and visual aids. In addition, the use of teaching aids and technology helps make lessons more interactive and engaging. Visual materials, flashcards, audio recordings, and digital tools improve student understanding and participation. Mishra and Koehler (2006, p. 1019) highlighted that effective technology integration improves teaching quality when combined with strong pedagogical and content knowledge.

Finally, assessment and evaluation skills are essential for measuring student progress and supporting learner development. In EFL classrooms, teachers use formative and summative assessment methods such as quizzes, oral tests, and classroom observation. Brown (2004, p. 24) stated that effective assessment helps teachers adjust instruction and provide appropriate support for learners. Overall, instructional skills are central to successful EFL teaching because they enable teachers to create productive learning environments and help students achieve language learning goals.

6. Role of Microteaching in Developing Instructional Skills

Microteaching plays a significant role in bridging the gap between theoretical knowledge and practical teaching performance in teacher education. It provides a structured and supportive environment where pre-service teachers can practice, refine, and master essential instructional skills before entering real classrooms. By focusing on specific teaching behaviors in short, controlled sessions, microteaching helps trainee teachers gradually develop competence, confidence, and professional awareness.

One of the main roles of microteaching is skill simplification and focus. Instead of dealing with the full complexity of classroom teaching, student teachers concentrate on one instructional skill at a time, such as questioning, explaining, or classroom management. This targeted practice allows for clearer understanding and more effective skill development. Allen and Ryan (1969, p. 16) highlighted that this focused approach makes teaching skills easier to learn and improve systematically.

Microteaching also plays a key role in providing immediate feedback. After each teaching session, trainees receive feedback from peers, supervisors, or video recordings. This feedback helps them identify strengths and weaknesses in their instructional performance. According to Richards and Farrell (2005, p. 21), timely feedback is essential for professional growth because it encourages reflection and corrective action. Another important role of microteaching is promoting reflective practice. Trainee teachers are encouraged to evaluate their own teaching performance, analyze classroom interactions, and consider ways to improve. This reflective process helps develop self-awareness and critical thinking about teaching methods. Wallace (1991, p. 32) emphasized that reflection is central to effective teacher development, especially in language teaching contexts. Microteaching also contributes to building teaching confidence. Many pre-service teachers experience anxiety when teaching for the first time in real classrooms. By practicing in a low-risk environment with a small group of peers, they gradually reduce fear and gain confidence in their instructional abilities. This supportive setting helps them transition more smoothly into actual teaching situations.

In addition, microteaching supports the integration of theory and practice. It allows student teachers to apply pedagogical theories in real teaching situations and observe their effectiveness. This practical

application strengthens their understanding of teaching principles and enhances their ability to make informed instructional decisions (Arends, 2012, p. 31). Finally, microteaching encourages collaborative learning. Through peer observation and group discussion, trainee teachers learn from each other's experiences, teaching styles, and feedback. This collaborative environment fosters professional dialogue and shared improvement, which are essential components of modern teacher education.

7. Benefits of Microteaching in EFL Teacher Preparation

Microteaching offers many benefits in preparing EFL teachers by providing a structured, supportive, and reflective environment for developing essential teaching skills. It helps pre-service teachers gradually improve their instructional abilities before entering real classrooms, where teaching demands are more complex. Through focused practice, feedback, and reflection, microteaching strengthens both professional competence and teaching confidence.

One major benefit of microteaching is the development of instructional skills. Trainee teachers practice specific teaching behaviors such as explaining grammar points, asking effective questions, managing classroom interaction, and using teaching aids. This focused practice allows them to improve individual skills before applying them in real classroom situations. Allen and Ryan (1969, p. 38) explained that concentrating on one teaching skill at a time helps teachers improve their overall teaching performance. Microteaching also improves teaching confidence by reducing the anxiety often experienced by novice teachers (Arends, 2012, p. 16). Since lessons are taught to a small group of peers in a low-risk environment, trainee teachers feel more comfortable trying different teaching methods. This gradually builds self-confidence and prepares them for actual classroom experiences.

Another important advantage is immediate feedback and self-improvement. Supervisors, peers, and sometimes video recordings provide feedback after each teaching session, helping trainee teachers recognize strengths and weaknesses in their performance. Richards and Farrell (2005, p. 21) emphasized that feedback is essential for professional growth because it supports awareness and continuous improvement. In addition, microteaching promotes reflective practice. After teaching, trainee teachers analyze their own performance, evaluate student responses, and think about alternative teaching strategies. This reflective process helps them become more independent and thoughtful professionals. Reflection is a key part of effective language teacher development. Microteaching also helps connect theory with practice. Wallace (1991, p. 34) stated that pre-service teachers apply pedagogical theories in simulated teaching situations, which helps them understand how theory works in real classrooms. This improves their ability to make effective instructional decisions and adapt teaching strategies to learners' needs (Richards & Rodgers, 2014, p. 19). It also enhances communication and interaction skills, which are especially important in EFL teaching. Through practice, trainee teachers improve both their language use and classroom communication skills, which are necessary for successful teaching.

Despite these benefits, microteaching also has several limitations. One major challenge is its limited classroom authenticity. The teaching environment is simplified, with fewer students, shorter lesson times, and controlled conditions (Harmer, 2007, p. 24). While this helps focus on specific skills, it does not fully reflect the complexity of real classrooms, making it difficult for some trainee teachers to transfer these experiences to actual teaching situations (Allen & Ryan, 1969, p. 31). Time constraints are another limitation. Microteaching sessions are usually very short, often lasting only 5 to 15 minutes, which may not be enough to fully develop lesson flow, manage classroom interaction, or conduct meaningful language activities. This is particularly challenging in EFL contexts where communication practice requires more time (Arends, 2012, p. 20). Another issue is the overemphasis on isolated teaching skills. While focusing on individual skills is useful, real teaching requires the use of multiple

skills at the same time. Farrell (2005, p. 24) argue that effective teaching depends on integrating different instructional behaviors rather than mastering separate techniques only.

Some trainee teachers also experience anxiety when being observed and evaluated by peers and supervisors. This pressure can affect their natural teaching behavior and reduce their willingness to experiment with new methods (Wallace, 1991, p. 27). In addition, since peers often play the role of students, trainee teachers may not experience the diversity of real learners, such as mixed abilities, different motivations, and varying language proficiency levels.

The success of microteaching also depends on the quality of feedback. If feedback is unclear or too general, it becomes less useful for improvement. Effective feedback requires trained supervisors who can provide specific and constructive guidance (Richards & Farrell, 2005, p. 33). In some institutions, limited access to technology such as video recording tools also reduces opportunities for self-observation and reflection.

8. Technology-Enhanced Microteaching in Modern Teacher Education

Technology-enhanced microteaching refers to the integration of digital tools and platforms into traditional microteaching practices to improve the training of pre-service teachers. With the rapid development of educational technology, microteaching has evolved from face-to-face practice sessions into more flexible, interactive, and reflective learning experiences. This modern approach enables trainee teachers to record, analyze, and improve their teaching performance using various technological resources, making teacher preparation more effective and accessible.

One of the most significant developments in technology-enhanced microteaching is the use of video recording. Trainee teachers can record their teaching sessions and review them later to analyze their instructional performance. This process strengthens self-reflection and helps identify strengths and weaknesses in areas such as questioning techniques, classroom management, and explanation skills. According to Tripp and Rich (2012, p. 689), video-based reflection significantly improves teachers' ability to critically evaluate their teaching practices. Modern microteaching increasingly uses online platforms and virtual classrooms to simulate teaching environments. These platforms allow trainee teachers to conduct lessons remotely, interact with peers, and receive feedback in real time. Klella and Mrghem (2024, p. 437) stated that this approach is particularly useful in distance education and during situations where physical classroom access is limited. It also supports flexibility in teacher training programs and expands learning opportunities beyond traditional settings.

The integration of multimedia tools such as PowerPoint presentations, audio-visual materials, interactive whiteboards, and educational applications enhances the quality of microteaching sessions. These tools help trainee teachers develop engaging lesson presentations and improve student interaction. Mishra and Koehler (2006, p. 1034) emphasized that effective teaching in modern education requires the integration of technological knowledge with pedagogy and content understanding. Technology also facilitates peer feedback through online discussion forums, learning management systems, and collaborative platforms (Richards & Farrell, 2005, p. 21). Trainee teachers can share their recorded lessons, comment on each other's performance, and engage in reflective discussions. This continuous feedback loop strengthens collaborative learning and professional development.

9. Previous Studies on Microteaching in EFL Contexts

Microteaching has been widely recognized as an effective strategy in EFL teacher education because it provides pre-service teachers with opportunities to practice teaching skills in a controlled and supportive environment. It allows trainee teachers to develop professional competence before entering real classrooms, where teaching demands are more complex and challenging. Many studies have shown that

microteaching improves instructional performance, increases teaching confidence, and promotes reflective practice, making it an important component of teacher preparation programs.

Many studies report that microteaching significantly enhances EFL student teachers' instructional performance by improving key competencies such as lesson planning, classroom management, and instructional delivery. Trainee teachers benefit from repeated teaching practice, observation, and immediate feedback, which help them refine their teaching behaviors and apply effective strategies more confidently. Sagban et al. (2021, p. 1186) found that these structured teaching experiences contribute greatly to the improvement of instructional skills and classroom readiness. The role of microteaching in increasing teaching self-efficacy. Pre-service EFL teachers often report higher levels of confidence after teaching, receiving feedback, and re-teaching lessons. This increased self-confidence reduces teaching anxiety and improves readiness for actual classroom teaching.

In addition, microteaching promotes reflective practice among trainee teachers (Koşar, 2021, p. 41). Through video recordings, peer discussions, and supervisor feedback, student teachers become more aware of their instructional strengths and weaknesses. This reflective process helps them critically evaluate their teaching methods and make necessary improvements in future lessons (Karakaş & Yükselir, 2021, p. 24). Recent literature reviews also confirm that microteaching supports the development of multiple instructional competencies, including classroom interaction, communication skills, differentiated instruction, and assessment practices. This shows that microteaching contributes not only to isolated skill training but also to the broader development of teaching competence in EFL contexts (Iliasova et al., 2025, p. 34). Furthermore, comparative studies across countries such as Turkey, Indonesia, Iraq, and South Korea demonstrate that microteaching is widely used in teacher education programs and has a positive impact on both teaching performance and professional attitudes toward teaching ((Koşar, 2021, p. 46).

However, Arends (2012, p. 19) pointed out certain limitations, such as the artificial nature of microteaching settings and the limited exposure to real classroom diversity. Since teaching is often practiced with peers rather than actual learners, trainee teachers may not fully experience the challenges of authentic classroom management and learner differences. Despite these limitations, researchers agree that microteaching remains highly valuable when combined with real teaching practice and reflective supervision.

10. Pedagogical Implications for Teacher Education Programs

Microteaching has several important pedagogical implications for teacher education programs, particularly in preparing effective EFL teachers. It is not only a training technique but also a framework that shapes how teacher education curricula are designed, delivered, and evaluated. Its integration into teacher preparation programs improves instructional quality, strengthens practical competence, and promotes reflective teaching practices (Arends, 2012, p. 22). One key implication is the need to strengthen the connection between theoretical knowledge and classroom practice. Teacher education programs should ensure that microteaching is systematically aligned with pedagogical theories so that trainee teachers can apply what they learn in real teaching situations. This helps bridge the gap between abstract concepts and practical teaching skills, making learning more meaningful and applicable.

Another important implication is the emphasis on reflective practice. Teacher education programs should encourage structured reflection through self-evaluation, peer feedback, and guided discussion. Wallace (1991, p. 31) explained that reflective teaching helps trainee teachers critically analyze their instructional decisions and continuously improve their professional practice. Reflection should therefore be a central part of microteaching activities. In addition, teacher education curricula should include microteaching as a continuous and structured component rather than a one-time activity (Allen & Ryan,

1969, 51). It should be designed to gradually develop teaching skills such as lesson planning, questioning, classroom management, and assessment. This skill-based approach allows trainee teachers to build competence step by step in a supportive environment.

The role of feedback is also a major pedagogical implication. Richards and Farrell (2005, p. 36) argued that effective teacher education programs must provide high-quality feedback through supervisors and peers who can offer specific, constructive, and timely comments. Feedback is essential for teacher learning because it promotes awareness, correction, and professional growth. Modern teacher education programs should also integrate technology-enhanced microteaching. Video recordings, online platforms, and digital collaboration tools help trainee teachers review their teaching performance and engage in deeper reflection. Koehler (2006, p. 13) noted that combining technology with pedagogy improves teaching effectiveness and supports the development of technological pedagogical content knowledge.

Microteaching also helps build teaching confidence and professional identity. Teacher education programs should provide supportive environments where trainee teachers can experiment, make mistakes, and learn without fear of failure. This gradual exposure helps them transition more smoothly into real classroom teaching and develop a positive professional self-concept. However, microteaching should not be used alone. It must be combined with real classroom teaching experiences so that trainee teachers can apply their skills in authentic and diverse educational settings.

11. Recommendations for Effective Microteaching Practice

Effective microteaching practice requires careful planning, structured implementation, and continuous improvement to maximize its benefits in teacher education programs, especially in EFL contexts. It is most effective when it is treated as a systematic training process rather than a simple classroom activity. Through clear objectives, reflective learning, and supportive guidance, microteaching can significantly improve trainee teachers' professional competence and classroom readiness.

One important recommendation is careful planning with clearly defined instructional objectives. Each microteaching session should focus on a specific teaching skill such as questioning, explanation, or classroom management. This helps trainee teachers concentrate on one aspect of teaching at a time, making the learning process more manageable and effective (Allen & Ryan, 1969, p. 36). Teacher education programs should also ensure gradual skill development by organizing microteaching activities in a progressive sequence, beginning with simple tasks and moving toward more complex teaching responsibilities. This step-by-step approach helps build confidence and reduces cognitive overload.

Another key factor is the provision of high-quality feedback. Supervisors and peers should provide specific, balanced, and practical feedback rather than general comments. Farrell (2005, p. 12) explained that effective feedback supports awareness, reflection, and professional growth, making it a central part of successful teacher training. In addition, Wallace (1991, p. 24) emphasized that trainee teachers should be encouraged to engage in reflective practice after each session through self-evaluation and analysis of their teaching performance. Reflection helps teachers develop critical thinking and become more independent professionals.

The use of technology can also strengthen microteaching practice. Video recordings, online platforms, and digital feedback tools allow trainee teachers to review their teaching performance more objectively and identify strengths and weaknesses that may not be noticed during live teaching. Mishra and Koehler (2006, p. 1051) noted that technology integration improves the connection between pedagogy and practice and supports more effective teacher development.

Creating a supportive learning environment is equally important. Microteaching should take place in a non-threatening atmosphere where trainee teachers feel comfortable experimenting with different teaching methods without fear of failure. Klrella (2024, p. 467) concluded that peer collaboration, encouragement, and positive reinforcement help reduce anxiety and increase active participation. At the same time, microteaching should be integrated with real classroom teaching experiences so that trainee teachers can apply their skills in authentic and diverse educational settings.

Finally, teacher education programs should provide opportunities for continuous improvement through re-teaching after feedback. The cycle of teaching, feedback, reflection, and re-teaching strengthens learning and supports long-term professional development. Overall, effective microteaching depends on structured design, constructive feedback, reflective practice, and the integration of technology. When these recommendations are applied, microteaching becomes a powerful tool for preparing competent, confident, and reflective EFL teachers.

12. Conclusion

Microteaching remains a fundamental and effective approach in teacher education, particularly in preparing EFL teachers for the complexities of real classroom instruction. It provides a structured environment where trainee teachers can practice essential instructional skills, receive immediate feedback, and engage in reflective practice. Through this cyclical process of teaching, evaluation, and improvement, microteaching supports gradual professional development and helps bridge the gap between theoretical knowledge and practical teaching performance.

The effectiveness of microteaching is strongly supported by several theoretical foundations, including reflective practice, social learning, constructivism, and experiential learning. These theories explain how trainee teachers develop professionally through observation, experience, reflection, and collaboration. As a result, microteaching contributes not only to the development of instructional skills but also to the formation of professional identity and teaching confidence. In EFL teacher education, it is particularly valuable because it allows trainee teachers to practice language-specific skills such as explanation, questioning, interaction management, and assessment, while also improving their communicative competence and awareness of classroom dynamics.

Despite its limitations, such as artificial classroom settings and limited exposure to real teaching conditions, microteaching continues to be an essential component of teacher preparation programs. Its effectiveness is further enhanced when combined with real classroom practice and supported by technology-enhanced tools such as video recording and digital feedback systems. In conclusion, microteaching plays a vital role in developing competent, reflective, and confident EFL teachers. Its continued integration into teacher education programs ensures that future educators are better prepared to meet the demands of modern, dynamic, and technology-driven educational environments.

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