The Views of Turkish Pre-Service Science Teachers Concerning Microteaching Practices

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ABSTRACT

The purpose of the present study is to detect what microteaching provides to the pre-service teachers, and what is liked or disliked about its implementations, by obtaining the views of pre-service science teachers on microteaching practices in general. With this purpose, semi-structured interviews were conducted with 16 pre-service teachers. Pre-service teachers made presentations using microteaching techniques in the Special Teaching Methods I-II classes. A total of 12 pre-service teachers, who received either high or low scores from the assessment made after the practice, were selected; and their views on microteaching practices were obtained. According to the findings, pre-service teachers stated that microteaching was beneficial in performing various teaching activities, in the conduct of class management and for the teaching of various individual development skills. Also, pre-service teachers stated that the opportunity for self-evaluation was the aspect they most liked, while its creation of anxiety and the possibility of biased behavior in peer assessment were the most disliked aspects.

Keywords: Microteaching, Pre-service Science Teacher, Raising Teachers

Öğretmen Adaylarının Mikro Öğretim Uygulamalarına Yönelik Görüşleri

ÖZET

Bu çalışmanın amacı, Fen Bilgisi öğretmeni adaylarının mikro öğretim uygulamalarına yönelik görüşlerini alarak mikro öğretim'in öğretmen adaylarına neler kazandırdığını, uygulamaların en çok hoşlandıkları ve hoşlanmadıkları yanlarının neler olduğunu tespit etmektir. Bu doğrultuda 16 öğretmen adayı ile yarı yapılandırılmış görüşmeler yapılmıştır. Öğretmen adayları Özel Öğretim Yöntemleri I-II derslerinde mikro öğretim tekniğini kullanarak ders sunumlarını yapmışlardır. Uygulama sonrasında yapılan değerlendirmeden yüksek ve düşük puan alan toplam 12 öğretmen adayı seçilerek, mikro öğretim uygulamalarına yönelik görüşleri alınmıştır. Elde edilen bulgulara göre öğretmen adayları mikro öğretimin, onlara çeşitli öğretim etkinliklerini gerçekleştirmede, sınıf yönetimini uygulamada ve çeşitli bireysel gelişim becerileri kazandırmada yararlı olduğunu belirtmişlerdir. Ayrıca mikro öğretimde öğretmen adayları kendilerini görüp değerlendirebilme imkânı sağladığı için uygulamanın en çok bu yönünden hoşlanmışlar ve hoşlanılmayan yönü olarak da heyecan oluşturması ve akran değerlendirmesinde arkadaşlarının yanlı davranabileceklerini ifade etmişlerdir. Öğretmen adayları ikinci mikro öğretim uygulamasında heyecanlarının azaldığını ve konuyu daha iyi işlediklerini ifade etmişlerdir. Çalışma sonunda öğretmen adaylarının mikro öğretim konusunda çoğunlukla olumlu görüşlere sahip oldukları görülmüştür.

Anahtar Kelimeler: Mikro Öğretim, Fen Bilgisi Öğretmen Adayı, Öğretmen Yetiştirme

GENİŞLETİLMİŞ ÖZET

Mikro öğretim uygulamalarında öğretmen adaylarının davranışlarında istendik değişiklikler meydana getirmek ve mesleki olarak gelişmelerini sağlayacak uygun ortam, etkinlik ve yaşantılar sağlamak temel amaçtır (Küçükahmet, 2008). Mikro öğretim öğretmen adaylarının zayıf ya da güçlü yönlerini fark edebilmelerini ve geribildirim sağlaması açısından davranışlarını düzenleyebilmelerini sağlar (Fisher &Burrell, 2011). Bu yöntem 4-5 kişilik küçük gruplarda uygulanır. Öğrenci 5-20 dakikalık sürelerde kendi ders sunumunu yapar. Öğrencinin performansı öncelikle video kameraya çekilir ya da teyplere kaydedilir. Ders bitiminde öğretmen adayı kendisini izler, rehber öğretmen ve arkadaşları öğrencinin performansını eleştirir ve önerilerde bulunur. Subramaniam (2006), mikro öğretimin yararlarını şu şekilde belirtmiştir. Öğretmen adaylarına öğretimin gerçek yönlerini gösterir, onları öğretmen olarak yüklenecekleri roller hakkında bilgilendirir, planlama, karar verme ve uygulamanın önemini anlamalarına yardımcı olur, onların öğretim becerilerini geliştirmelerini sağlar ve öğretme konusunda kendilerine güven duymalarına yardımcı olur.

Günümüz bilim ve teknoloji çağında fen okuryazarı bireyler yetiştirmek için iyi bir fen öğretimi gerekmektedir. Öğretmen adaylarına bu konuda eğitim verilirken uygulamaya dönük etkinlikler yapılması son derece önemlidir. Bu açıdan mikro öğretim uygulamaları öğretmen adaylarına teorik bilgilerini pratiğe dökme fırsatı vermektedir. Fen öğretmenlerinin yetiştirilmesinde önemli bir öğretim yöntemi olan mikro öğretimin uygulanırken öğretmen adaylarının bu yöntemden hangi açılardan yararlanabildiği ve hangi yönlerinden hoşlanıp-hoşlanmadıklarının belirlenmesi eksikliklerin giderilmesi ve yöntemin daha iyi bir şekilde kullanılmasını sağlayacaktır. Bu amaçla çalışmada Kafkas Üniversitesi Eğitim Fakültesi'nde öğrenim gören Fen Bilgisi öğretmen adaylarının genel mikro öğretim uygulamalarına yönelik görüşleri tespit edilmeye çalışılmıştır.

Bu çalışmada öğrencilerin, mikro öğretim uygulamalarını değerlendirme süreçlerini ve algılamalarını belirlemek için nitel veri toplama yöntemlerinden görüşme yöntemi kullanılmıştır. Bu araştırmanın çalışma grubunu, Kafkas Üniversitesi, Eğitim Fakültesi, Fen Bilgisi Öğretmenliği Anabilim dalında, "Özel Öğretim Yöntemleri I" ve "Özel Öğretim Yöntemleri II" dersini alan 16 öğretmen adayı oluşturmaktadır. Araştırmada mikro öğretim yöntemi "Özel Öğretim Yöntemleri I" ve "Özel Öğretim Yöntemleri II" derslerinde birer kez uygulanmış ve ikinci uygulamanın sonunda öğretmen adaylarıyla yarı yapılandırılmış görüşmeler yapılmıştır. Görüşme yöntemi için amaçlı örnekleme (purposeful sampling) yöntemi kapsamında kullanılan aşırı ve aykırı durum örneklemesi tekniği kullanılmıştır. Amaçlı örnekleme zengin bilgiye sahip olduğu düşünülen durumların derinlemesine çalışılmasına olanak vermektedir (McMillan & Schumacher, 2006; Yıldırım ve Şimşek, 2005). Bu amaçla mikro öğretimin uygulanmasından sonra yapılan değerlendirmeden yüksek ve düşük puan alan toplam 12 öğretmen adayı seçilerek, mikro öğretim uygulamalarına yönelik görüşleri alınmıştır. Öğretmen adaylarının mikro öğretim uygulamaları video kameraya kaydedilmiş ve uygulama sonunda rehber öğretmen ve akranları tarafından sözlü geri bildirimde bulunulmuş ve teorideki öğretmenlik uygulaması gözden geçirilmiştir.

Çalışmada veri toplamak amacıyla "Ders Gözlem Formu" ve "Yarı yapılandırılmış Görüşme Formu" kullanılmıştır.

Ders Gözlem Formu (YOK, 2012), aşırı ve aykırı durum örneklemesi için görüşme yapılacak öğretmen adaylarının tespit edilmesinde kullanılmıştır. Araştırmada kullanılan Yarı yapılandırılmış Görüşme Formu dört açık uçlu sorudan oluşmaktadır. Görüşme süresince akışa göre gerekli değişiklikler yapılmış, sorular konuşma tarzında sorulmuş, geribildirimlerde bulunulmuş ve yansız olmaya özen gösterilmiştir. Görüşmecilerden elde edilen bilgilerle verilerin analizi yapılmıştır.

Görüşmede öğretmen adaylarına şu sorular yöneltilmiştir.

1. Öğretmen adayı olarak mikro öğretim uygulamaları size neler kazandırdı? (görüşme sonunda: Mesleki açıdan sizi nasıl etkiledi?)
2. Mikro öğretim uygulamalarının en çok hoşlandığınız yönleri nelerdir?
3. Mikro öğretim uygulamalarının hoşlanmadığınız yönleri nelerdir? Daha iyi olması için neler yapılmalı?
4. İki mikro öğretim uygulamanız arasında olumlu ya da olumsuz yönde bir değişim meydana geldi mi? Bu değişimin sebebi ne olabilir?

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Görüşme verileri ses kayıt cihazıyla kaydedilmiş ve bu veriler yazıya dökülerek içerik analizine tabi tutulmuştur. İçerik analizi üç aşamalı bir dizi işlem takip edilerek yapılmıştır. Buna göre ilk olarak öğretmen adaylarının görüşme formuna verdikleri cevaplar yazılarak iki araştırmacı tarafında bağımsız olarak okunmuştur. Sorular yanıtları içerecek seçenekler şeklinde düzenlenip kodlanmış ve bu kodlar belirli temalar altında toplanmıştır. Her iki araştırmacının oluşturduğu kodlar ve temalar ile bu kodlar ve temalar altında yer alan ifadeler başka bir araştırmacı tarafından karşılaştırılarak tutarlılığı incelenmiştir. Bu şekilde elde edilen veriler, yüzde ve frekans şeklinde ifade edilmiştir. Yüzde değerleri hesaplanırken öğrenci sayıları dikkate alınmıştır. Araştırmacılar tarafından yapılan kodlamaların desteklenmesi ve öğrenci görüşlerinin ortaya koyulması amacıyla görüşülen bireylerden doğrudan alıntılara yer verilmiştir.

Öğretmen adaylarının mikro öğretim uygulamalarına yönelik görüşlerini ortaya çıkarmayı amaçlayan bu çalışmada, öğretmen adayları ile yapılan görüşmeden elde edilen verilerin içerik analizine tabi tutulması ile öğretmen adaylarının mikro öğretim uygulamalarının faydaları, özellikleri ve işlevi hakkında genellikle olumlu görüşlere sahip oldukları görülmüştür. Yapılan görüşmelerde çoğu öğretmen adayı, öğretim etkinlikleri bakımından teorik bilgiyi uygulayabilmeyi (%50), sınıf yönetimi bakımından sınıf kontrolünü yapabilmeyi (%75) ve bireysel gelişim bakımından ses tonunu kullanabilme becerisini (%50) kazandıklarını dile getirmişlerdir. Öğretmen adayları bu uygulamada duyuşsal durum bakımından rahatlık ve tecrübe sağlamalarından (%41.67), uygulama açısından kendilerini değerlendirebilmelerinden (%75) hoşlandıklarını ve heyecan yapma (%41.67) durumundan hoşlanmadıklarını belirtmişlerdir. Ayrıca ilk uygulama ile son uygulama arasında heyecanın azalması (66.67) bakımından gelişme olduğu ve bu gelişmenin sebebinin video kayıtları ile hatalarını görebilmeleri (%75) olduğunu ifade etmişlerdir. Mikro öğretim uygulamaları öğrenciye iletişim, kritik düşünme ve problem çözme becerilerinin gelişmesinde fırsat sunar. Aynı zamanda, öğrencinin öğrenmesini arttırır, kendi kendine düşünmesini sağlar ve yansıtıcı olmasına yardım eder, kendinin ve sınıf arkadaşlarının sunum yöntemlerini değerlendirmede öğrenciye fırsat verir ve akran yoluyla yapıcı geribildirimin sağlanmasında onların becerilerini geliştirir (Popovich & Katz 2009). Dolayısı ile bireylere bu kadar yararı olan bu yöntemin aslında her alan için uygulanabilirliğini sağlamak öğretmen adayının bu sayede öğretmenlik mesleği için daha çok tecrübe ve başarı kazanmasına sebep olacaktır. Öğrencilerin aktif olacağı bir yöntem olan mikro öğretim yalnızca öğretmen adaylarına uygulanacak bir yöntem değildir. Beceriye dayalı performans gerektiren diğer bütün alanlarda da uygulanabilir.

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INTRODUCTION

Conducting practice-based activities is important in the training of pre-service teachers for nurturing them as good teachers. Thus, various teaching methods are required. The microteaching method, one of these methods, has an important place in the raising of a teacher. The microteaching method aims to reveal their thoughts about learning and teaching and encourages them to make connections between theory and practice (Fernandez & Robinson, 2006). Microteaching is information centered and develops content and pedagogical knowledge (Fernandez, 2005). Moreover, microteaching is the perfect means for developing the communication, critical thinking and problem solving skills of pre-service teachers (Fisher & Burrell, 2011). This method was first developed at Stanford University in the early 1960s. This method, initially used in science teaching, was then used in language teaching (Gavrilović et al., 2009).

In microteaching practices, making the desired changes in the behaviors of pre-service teachers and providing a suitable environment, activity and life which will allow them to develop professionally is the main purpose (Küçükahmet, 2008). Microteaching allows pre-service teachers to realize their weaknesses and strengths, and to arrange their behaviors for in order to receive feedback (Fisher & Burrell, 2011). This method is conducted in small groups comprised of 4-5 people. A student makes his/her lesson presentation of 5-20 minutes in duration. The performance of the student is videotaped or recorded on audio tapes. The pre-service teacher watches himself/herself at the end of the class, and the counselor and his/her friends criticize the performance of the pre-service teacher and make suggestions (Fernandez, 2005; Küçükahmet, 2008; Tan, 2006). During the practice, the counselor, usually seated, watches the performance of the pre-service teacher in the lesson presentation. He/she does not interrupt the lesson, but makes notes of any mistakes. At the end of the lesson, the counselor corrects any mistakes and deficiencies through constructive feedback (Kpanja, 2001). According to Kpanja (2001), recording the presentations in videos during the microteaching practices allows for more complete feedback. Also, Olivero (1970) stated in his research that microteaching was less effective without video records.

There are several versions of microteaching apart from the traditional version which was changed over time. Subramaniam (2006) compared the traditional and the revised versions as follows (Table 1).

Table 1. Comparison of The Traditional And The Revised Micro Teaching Versions

	Traditional Version	Changed Version
Purpose	Aims at specialization in special teaching skills	Aims to provide complete teaching practice
Form	It is a short lesson to be recorded on video	It is a short lesson recorded or not recorded on video
Assessment	Made by a counselor	Made by a counselor and peers
Feedback	First made by video records	First made by oral report, written or filled in on feedback forms
Result	The repeated cycle of teaching is performed in the company of the counselor	Teaching practice included in the theory is reviewed

Microteaching practices have many important advantages. It focuses on developing important teaching skills and strengthening them, and it reduces mistakes. It enables an understanding of the importance of in-class behaviors and increases the self-confidence of pre-service teachers. Also, expert inspection and constructive feedback is provided (Ananthakrishnan, 1993). Subramaniam (2006) stated the benefits of microteaching as follows: It shows real aspects of teaching to pre-service teachers, it informs them about their future roles, it helps them to understand planning, decision making and the importance of practice, and raises self-confidence in teaching.

Good science teaching is required to raise scientifically literate individuals in today's era of science and technology. It is highly important to conduct practice based activities while educating pre-service teachers on the teaching of science. From this point of view, micro teaching practices give pre-service teachers an opportunity of putting into practice their theoretical knowledge. Determining which parts of the microteaching method the pre-service teachers like or dislike and make use of while using this important teaching method will enable teachers to rectify the, deficiencies and to improve the method. For this purpose, an attempt was made to determine the views of pre-service science teachers, who

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were receiving education in the Education Faculty of the University, about general microteaching practices.

METHOD

Research Design
Among the qualitative data collection methods, the interview method was used in the research for determining the assessment processes and the perceptions of students about microteaching practices. By using the interview method, we try to comprehend unobservable elements such as experiences, attitudes, thoughts, intentions, comments and intellectual perceptions (Yıldırım & Şimşek, 2005). In this manner, we can reach deep information concerning these elements.

Working Group
The working group of the research is comprised of 16 pre-service teachers taking the classes of "Special Teaching Methods I" and "Special Teaching Methods II" in the department of Science Teaching at the Education Faculty of the University. The participants were chosen randomly from volunteers. They were informed about the study, and that they could withdraw their contributions at any time. A screening model was used in the study. In this model, an attempt is made to define the event, individual or item of the research in its own conditions. (Karasar, 2008).

In the present research, a microteaching method was applied in the classes of "Special Teaching Methods I" and "Special Teaching Methods II" once, and semi-structured interviews were conducted with pre-service teachers at the end of the second practice. The extreme and deviant case sampling technique used within the purposeful sampling method was used for the interview method. Purposeful sampling allows for in-depth study of the cases seen as being rich in information (McMillan & Schumacher, 2006; Yıldırım & Şimşek, 2005). Thus, 12 pre-service teachers getting high and low scores from the assessment made after microteaching practice were selected and their views on microteaching practices were ascertained.

The microteaching practices of the pre-service teachers were videotaped and oral feedback was given by a counselor and the pre-service teachers' peers after the practice and the teaching practice included in the theory was reviewed.

Data Collection Means
In the study, a "Class Observation Form" and a "Semi-structured Interview Form" were used for collecting data.

The Class Observation Form (YOK, 2012) was used for detecting the pre-service teachers to be interviewed for extreme and deviant case sampling. The microteaching implementations of pre-service teachers were scored based on the findings of this form. According to the scores, pre-service teachers were classified as "Having lack of knowledge" (1)", "Acceptable (2)" and "Well raised (3)". The presentations were comprised of an introduction, development (concept, principle explanation, asking questions, teaching the skill), and a conclusion. They lasted 20-25 minutes and were videotaped. These presentations and video records were watched by 3 science teachers and grades were given. After this assessment, interviews were conducted with 6 pre-service teachers with the highest scores and 6 pre-service teachers who had the lowest scores.

A semi-structured interview form was used for taking the views of pre-service teachers on the microteaching practices. The semi-structured interview forms were comprised of a set of carefully written questions which were ranked in a certain order?) (Yıldırım & Şimşek, 2005). The participants were asked the same questions in the same order; thus the flexibility of the participant was reduced. Exact expression and sequence of the questions were previously determined and all the questions were open ended (McMillan & Schumacher 2006). The semi-structured interview form for the research was comprised of four open ended questions. Necessary changes were made during the interview depending on the flow of the proceedings, the questions were asked in the style of speech, feedback was given, and care was taken to be impartial. Data analysis was made with the information obtained from the interviewees.

The following questions were asked of the pre-service teachers:

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1. What did you gain from microteaching practices as a pre-service teacher? (*At the end of the interview:* How did it affect you professionally?)
2. What aspects did you most like about the microteaching practices?
3. What aspects did you most dislike about the microteaching practices? What should be done to improve the practices?
4. Was there a positive or negative change between your two microteaching practices? What could be the reasons for this change?

Data Analysis
At the end of the implementation, interviews with 12 pre-service teachers were conducted in a quiet room in order to prevent the students from being distracted. Interview data were recorded with a voice recording device and these data were subject to content analysis after being written down. Content analysis was conducted in three stages. In accordance with this, the answers of the pre-service teachers to the questions on the interview form were written and read by two researchers independently. The questions were arranged so as to include the answers and they were coded; these codes were collected under certain themes. The codes with themes created by both of the researchers, and the expressions under these codes and themes were compared by a different researcher and the consistency was examined. These data were expressed by percentage and frequency. The number of students was considered while calculating the percentage values. Direct quotations from the students were made in order to support the coding made by the researchers and a presentation of student views was included.

FINDINGS and COMMENTS
An attempt was made to find answers to the research question, "How do pre-service teachers evaluate microteaching practices?" in the present study. The findings obtained as a result of the interviews with 12 pre-service teachers selected by using extreme and deviant case sampling techniques were as follows:
1. The answers of pre-service teachers to the question, "What did you gain from microteaching practices as a pre-service teacher? (How did it affect you professionally?)" are given as percentages and frequencies in Table 2.

Table 2. The Gains From Microteaching Implementations For The Pre-Service Teachers

The answers of the pre-service teachers given to the first questions	f	%
Teaching Activities Oriented Gains		
Practicing theoretical information	6	50
Practicing different methods	6	50
Gaining the attention of student	5	41.67
Motivating the student	5	41.67
Determining the concept mistakes	3	25
Determining student level	2	16.67
Making plans and determining target behaviors	2	16.67
Detecting individual differences	1	8.33
Including the student in the lesson	1	8.33
Making a suitable introduction to the lesson	1	8.33
Class Management Oriented Gains		
Controlling the class	9	75
Making contact with the student	8	66.67
Individual Development Oriented Gains		
Obtaining the skill of using the voice	6	50
Obtaining the skill of using technology	5	41.67
Increasing self-confidence	4	33.34
Obtaining the skill of using gestures-facial expressions	2	16.67
Obtaining the skill of using the board	1	8.33
Obtaining the skill of using body language	1	8.33
Obtaining the skill of speaking clearly	1	8.33

When content analysis is made of the answers given to the question of what the benefits of microteaching practices are to pre-service teachers, the gains are seen to be collected under three

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themes, that is, *teaching activities oriented gains, class management oriented gains* and *individual development oriented gains.*

Considering the *teaching activities oriented gains* theme, 50% of pre-service teachers stated that they practiced theoretical information and could use different methods. Moreover, 41.67 % stated that they helped students to focus their attention and become more motivated for the lesson.

In the *class management oriented gains* theme, 75% of the pre-service teachers stated that they could manage class control and 66.67% could make contact with the students.

In the *individual development oriented gains* theme, 50% of pre-service teachers stated that they gained the skill of using the voice, 41.67% gained the skill of using technology and 33.34% increased their self-confidence.

Ceyhun and Karagölge (2002) concluded in their study that microteaching was a beneficial study for the pre-service teacher by its being a preparation for teaching activity through gaining skills. The study of Erökten and Durkan (2009) on microteaching supported the results of the present research. Accordingly, it can be said that the teaching activities of microteaching activity provides pre-service teachers with various gains in terms of class management and individual development. Some of the views of the pre-service teachers on the qualifications which they acquire through microteaching practices are as follows:

"Microteaching practice gave me the opportunity for implementing the theoretical information I learnt over my four-year life in education."

"A nice basis was prepared for teaching professionally and gaining self-confidence. You can realize the ways of managing a lesson and the positive and negative sides of being a teacher."

"...communication, using technology, attracting the attention of students to the lesson was very good."

2. The answers of the pre-service teachers to the question, "What are your most liked aspects of the microteaching practices?" are given as percentages and frequencies in Table 3.

Table 3. Most Liked Aspects Of Microteaching Practices By Pre-Service Teachers

The answers given by the pre-service teachers to the second question	f	%
Affective Situation Oriented Liked Aspects		
The practice provides comfort and experience	5	41.67
Providing excitement towards teaching	5	41.67
Feeling like a teacher	5	41.67
Becoming endeared to being a teacher	3	25
Determining the concept mistakes	3	25
Practice Oriented Liked Aspects		
Evaluating herself/himself	9	75
Seeing herself/himself	7	58.34
Having the opportunity of learning from friends	2	16.67
Learning suitable behaviors for the profession	1	8.33
Expressing different ideas	1	8.33

Considering Table 3, it is seen that the most liked aspects of pre-service teachers in microteaching practices were collected under two themes as *affective situation oriented likes aspects* and *practice oriented liked aspects.*

In the *affective situation oriented liked aspects* theme, 41.57 % of pre-service teachers stated that they liked the practice as it provided comfort and experience, enabled them to feel excitement towards teaching and to feel like a teacher. Also, 25% stated that the practice made them more endeared to teaching.

Considering the theme of *practice oriented liked aspects,* most (75%) of the pre-service teachers stated that they liked the opportunity for evaluating themselves and 58.34% liked the opportunity for seeing themselves through the means of a video camera.

It can be said that seeing themselves through microteaching practices, and thus having the opportunity of realizing and fixing their mistakes, helped the pre-service teachers to gain self-confidence and obtain the competencies required for being a teacher. Such competencies were before only known in theory before, since there had been a lack of prior practice. The practices are effective in increasing a love for the teaching profession. Some of the views of the pre-service teachers on the liked aspects of microteaching are as follows:

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"It helped me to like teaching as I counted it as my first teaching experience."
"There was an opportunity for watching myself. We saw that there were a lot of mistakes when we watched with friends."
"It enabled me to feel like a teacher..."
3. The answers of the pre-service teachers to the question, "What are the most disliked aspects of the microteaching practices? What should be done for improving the practices?" are given as percentages and frequencies in Table 4.

Table 4. The Disliked Aspects Of Pre-Service Teachers In Microteaching Practices And Actions To Be Taken To Improve The Practices

The answers given by the pre-service teachers to the third question	f	%
Disliked Aspects of the Practices		
There was nothing to be disliked	7	59.34
Disliked being anxious	5	41.67
Concern that peers would not assess correctly	3	25
Dislike of the stress involved in practices	1	8.33
Dislike the fact that some pre-service teachers do not take the assessments seriously	1	8.33
Actions to be undertaken to improve the practices		
The video record should be confidential.	2	16.67
Practices should be conducted more often	1	8.33
Technological means should be more adequate	1	8.33
Actual students should be used in practices	1	8.33

Examining Table 4, 58.34% of the pre-service teachers stated that there was no disliked aspect of microteaching practices. This case will help pre-service teachers to be more motivated and to learn more in the practices. Considering the disliked aspects, the highest percentage (41.67%) pre-service teachers expressed that they got anxious. Twenty five percent mentioned that they were concerned about not being evaluated properly by their peers. In regard to the actions to be taken to improve microteaching practices, 16.67% of the pre-service teachers stated that the video records should be confidential and that way their anxiety would have decreased.
In Ekşi's study (2012), pre-service teachers found the microteaching method beneficial but stated that they were concerned about hurting the feelings of their friends while assessing. Kazu (1997), listed the disliked aspects of microteaching as the time taken being too short, not using actual students, and not teaching in a real classroom environment. Both the findings of the present research and the findings of Ekşi (2012) and Kazu (1997) show that pre-service teachers generally like the microteaching method and they only dislike some parts of it. Some of the views of the pre-service teachers on the subject are as follows:
"I was very stressed while preparing for the class. I upset the people around me because of stress. There was no other aspect I disliked."
"I hated the anxiety I felt when I started teaching, not teaching as you wish to is a bad situation."
"I do not have any disliked part since I could figure out my deficiencies."
4. The answers of the pre-service teachers to the question, "Was there a positive or negative change between your two microteaching practices? What could be the reason for this change?" are given as percentages and frequencies in Table 5.

Table 5. The Differences Between the First and Last Microteaching Practices of Pre-Service Teachers and The Table Showing the Reasons for the Differences

The answers given by the pre-service teachers to the fourth question	f	%
Positive Changes		
Decrease in anxiety	8	66.67
Teaching better	7	58.34
Increase in communication skills	2	16.67
Acting more freely in the class	1	8.33
Reasons for the change		
Seeing mistakes	9	75
The opportunity to devise activities	4	33.34

Examining Table 5, it is seen that there are no negative changes between the two microteaching practices. In respect of positive changes, 66.67% of the pre-service teachers stated that their anxiety decreased in the second practice, 58.34% stated that they taught better, and 16.67 % stated that their communication skills had increased.

As the reasons for the change, 75% of pre-service teachers said that they saw their mistakes through the video records and thus they had the opportunity to fix them. Moreover, 33.34% stated that conducting various activities employing different methods and materials increased the value of the experiences. It is understood that taking part in practices is important for the professional development of pre-service teachers and each practice develops them more. Similarly, Ceyhun and Karagölge (2002) and Gürses, Bayrak, Yalçın, Açıkyıldız and Doğar (2005) observe in their studies that pre-service teachers feel themselves improved more at the end of the second presentations. Some of the responses of the pre-service teachers to the question are as follows:

"I acted more freely in the class and I think I could teach better."

"In my first practice I was more anxious. But in the last one I was more relaxed"

The results of the content analysis of the answers given by the pre-service teachers to each question in the semi-structured interview form can be seen in a single figure as follows (Figure 1).
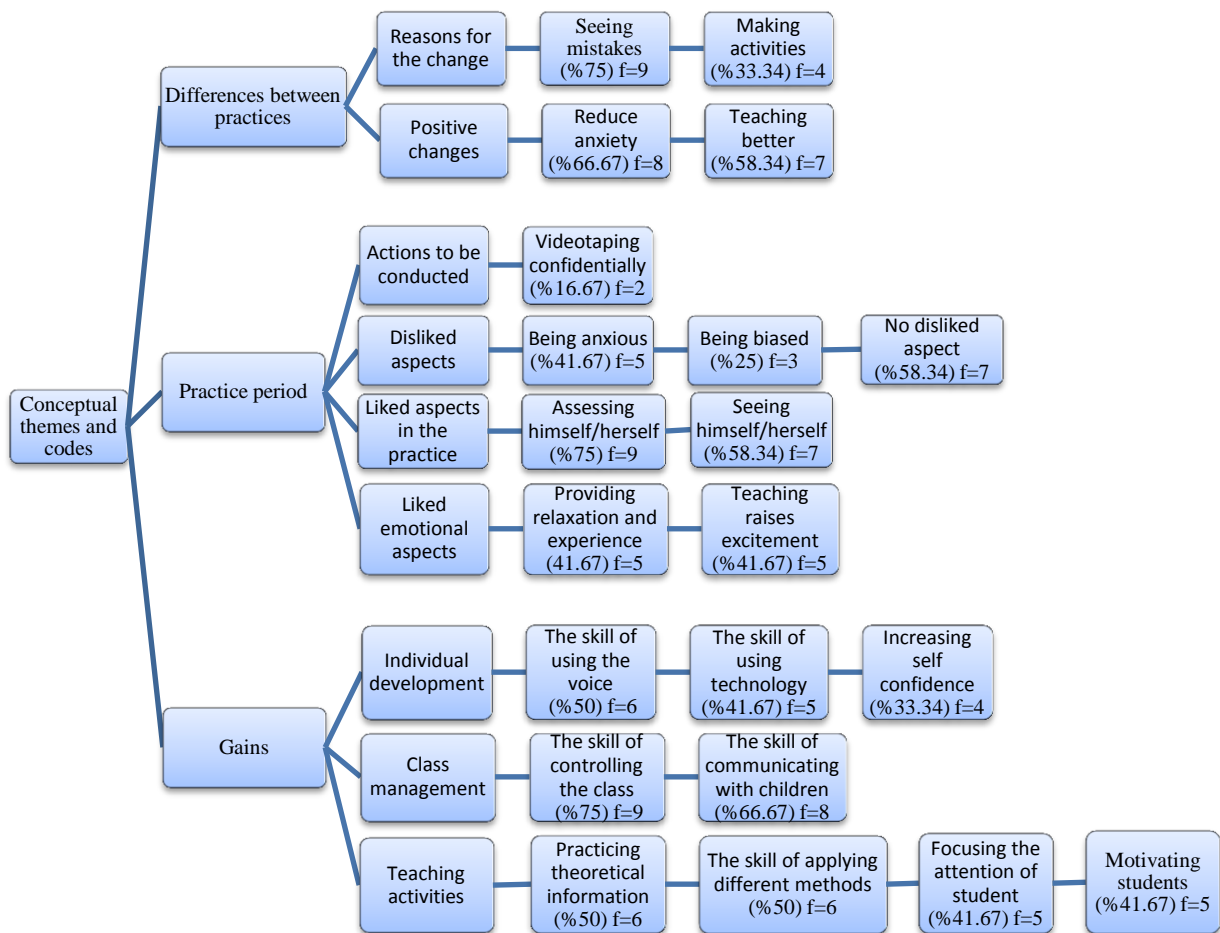

Figure 1. The Content Analysis Results of the Data Obtained from Pre-Service Teachers, the General Views Obtained for Each Conceptual Category and Code

DISCUSSION and CONCLUSION

The present study aimed to reveal the views of pre-service teachers on microteaching practices; it was seen that pre-service teachers had positive views on the benefits, features and functions of microteaching practices by subjecting the data obtained from interviews with pre-service teachers to content analysis. Previously conducted studies support the results of the present findings (Ekşi, 2012; Fernandez & Robinson, 2006; Kazu, 1997; Kupper, 2001).

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In the interviews, most of the pre-service teachers expressed that they gained the skills of practicing theoretical information as teaching activities (50%), they controlled the class as part of class management (75%), and used the voice as part of their individual development (50%). Pre-service teachers stated that in the practice they liked being relaxed and that it provided experience as part of the affective situation (41.67%) and that it enabled them to assess themselves in practice (75%), and that they disliked being made anxious (41.67%). Moreover, they stated that there was a development in terms of a decrease in anxiety (66.67) between the first and last practices, and the reason for the development was they could see their mistakes on the video records (75%). Amobi (2005) said that microteaching practices provided an opportunity for pre-service teachers to practice effective teaching skills, it provided a safe environment for inexperienced pre-service teachers for them not to make mistakes, and at the same time developed their teaching skills by providing an opportunity for fixing their mistakes. Thus, when a safe implementation environment is given to pre-service teachers, they will have the opportunity to gain a better professional experience. Micro teaching implementations allow pre-service teachers to see their mistakes and receive feedback from their counselors and peers. Teachers, who receive such training, will be more experienced and productive in their professional lives. McCurry (2000) emphasized in his study that pre-service teachers were provided with the necessary professional development from the reflective and critical questioning obtained from microteaching.

Kılıç (2010) concluded in his study, which analyzed the effect of the microteaching method on teacher training, that pre-service teachers improved themselves in teaching behaviors, planning, the teaching process, class management, communication and assessment. From this perspective, microteaching provided various opportunities for pre-service teachers to improve their teaching skills (Fernandez & Robinson, 2006; Higgins & Nicholl, 2003). Microteaching practices presented an opportunity for the student to develop his/her communication skills, and improve critical thinking and problem solving skills. At the same time, it increases the learning level of the student, allows him/her to think independently, helps her/him to be reflective, provides an opportunity for assessing his/her own presentation methods and those of his/her peers. They can also develop their skills though the provision of the constructive feedback from peers (Popovich & Katz, 2009). Accordingly, the provision of an opportunity for the application of this method, which is so beneficial to individuals in all fields, will make pre-service teachers more successful and give them the experienced required for the teaching profession. Microteaching, a method in which students are active, is not just a method to be used for pre-service teachers. It can be used in all fields requiring skill based performance.

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