Chapter I

Introduction

This study is entitled "Novice English Language Teachers' Perceptions towards the Role of Micro-Teaching for Real Teaching ". This introductory chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

Background of the Study

Teaching, a process of imparting knowledge, is a complex job. Especially, in the beginning phase of teaching career, teachers encounter several problems in the classroom. Mostly, the problems are because of beginning teachers not having required practical skills. To familiarize the prospective teachers about practical skills in the real classroom, Department of Education under Tribhuvan University has integrated 'Practice Teaching' course at B.Ed. and M.Ed. levels. Under this course, the prospective teachers have to be involved in microteaching in the beginning phase of practice teaching activities so that they can build confidence and learn some practical skills.

Microteaching is a scaled down training program where different teaching skills are practiced under controlled condition. It is renowned as an effective technique that breaks down and simplifies different teaching skills and provides the reflective platform to practice teaching. According to Wallace (2010, p. 87), "Microteaching is a training context in which a teaching situation has been reduced in scope and simplified in systematic way". My experience in relation to micro-teaching is that one of the most important qualities of microteaching session is to give constructive feedback with an open mind and increase self-confidence of teacher in an atmosphere of friendliness and equanimity. So, microteaching is a program where a teacher can learn teaching skills reducing the size and time of lesson by reflecting his own teaching. It can be used as the best training technique for learning teaching skills and confidence development for novice teachers.

The purpose of microteaching is to prepare the novice teachers for real teaching. Novice teachers are those who have not got much experience in the field and have not enough skills to help their students acquire knowledge, competences and life skills effectively.In this connection, Berliner (1987)states, "By comparison to expert teachers, novice teachers typically are less familiar with subject matter,

teaching context and lack of adequate repertoire of mental scripts and behavioral routines" (cited in Richards and Farrell, 2010, p. 140). Following this line, NCE Nepal (2017, p. 22) reveals "The school administration complains as graduated students cannot teach well; they have less practical knowledge; and they are not committed toward profession". These arguments show that teaching is a skillful art where, a novice teacher needs good content knowledge, effective pedagogical skills and devotion toward engaged profession to bridge the gap between novices to experienced teachers.

Novice teachers face different issues along self-confidence in common which invite different challenges in real teaching, and such kind of situation is mostly found in EFL and ESL classes where Nepalese context is one of them. Observing Nepalese scenario, Karki (2018, p. 51) reveals that the novice teacher faces difficulty in using English language and encounter problem in subject matter, teaching method, class management, and evaluation technique. Self-confidence is an important positive belief on one's ability where the combination of content knowledge, pedagogical skills and practical experience with confidence enforce novice teachers to foster toward professional development. There is no doubt that novice teacher's expected aim is to develop own self as professional teacher in future. Here, Richards and Farrell (2010, p. 5) mention "The professional development should go beyond personal and individual reflection. It can include exploration of new trends and theories in language teaching". So, a novice teacher needs to build up his confidence level, positive teaching experiences and engage formally or informally in professional activities, explore new theories and ideas of language which can bring positive changes in teaching procedures as well as own self.

When the novice teachers come up into career after having microteaching, it may help them to learn teaching skills, build up self-confidence and for professional development during struggling phases. Highlighting the importance of microteaching for novice teachers, Kamboj, Kamboj, George and Jha (2010) state, "Teach, critique and re-teach model in teacher education program identified microteaching as a technique for personality development and confidence building in teaching" (cited in Bello & Ayelaagbe, 2015, p. 6). So, microteaching, as pre-service and in-service teacher training program, helps novice teachers to strengthen their confidence level and make them competent in teaching skills for real teaching and professional development.

In fact, microteaching is a useful means through which the prospective and novice teachers develop the skills required for their career building. However, regarding its implementation, although the teachers believe that it is good for professional growth, they are not found totally satisfied. In informal discussion among the prospective teachers like me, most say that it is being done just for formality. However, they do not mean that it is totally rubbish. They claim that if it is conducted focusing on its motto to prepare the novice teachers for real teaching, it is really influencing. Therefore, this topic has been selected to explore novice teachers' perceptions on the role of microteaching for real teaching and to explore the challenges in its proper implementation.

Statement of the Problem

Most novice teachers, although they are theoretically sound, face challenges in real class teaching due to not having self-confidence and required practical skills. This is one of the major issues for them which directly or indirectly affects in their professional journey. I have also realized that the strong theoretical courses with little practical opportunity during teacher education program is one of the striking reasons for producing skillfully less competent and less confident teachers. To reduce such problem for novice teachers, Department of Education has included a practical course 'Practice Teaching' at B.Ed. and M.Ed. levels aiming that the students build up their confidence and learn some practical skills to perform in real classroom teaching. However, talking about Nepalese institutional scenario, the implementation of microteaching is confined within teaching practice and traditional aims, models so that novice teachers have been unable to fully cope with practical challenges in the classroom in their career. Consequently, theoretically sound teachers, too, have been unable to tackle with practical challenges in the classroom. This situation reflects that there is a gap between theoretical knowledge and practical skills required for teachers.

Studies have shown positive roles of micro-teaching in professional journey and I also feel that micro-teaching is one of the important courses included in academic degrees in education to provide the prospective teachers the practical skills for real teaching. However, I have also realized some challenges in its implementation so that prospective teachers are not found fully prepared for their real classroom teaching. Therefore, my interest arose, here, to find out the perceptions novice teachers towards micro-teaching and the challenges in implementing micro-teaching activities.

Objectives of the Study

The present study had following objectives:

a. To find out the perceptions of novice English language teachers on the role of micro-teaching.
b. To find out the challenges in implementing micro-teaching activities.
c. To suggest some pedagogical implications.

Research Questions

The following research questions guided me in conducting this study:

a. How do novice teachers perceive the role of microteaching in real teaching?
b. What are the challenges in the implementation of effective practice of micro teaching?

Significance of the Study

The present study on "Teachers' Perceptions on the Role of microteaching for real teaching" found out teachers' perceptions on the role of microteaching in real teaching and challenges in implementing micro teaching. So, the findings of this study are beneficial for students, teachers and those who really want to develop themselves professionally in teaching profession.

Similarly, this study is supposed to be beneficial for those who are directly and indirectly involved in the teaching profession like: teachers, trainers, subject experts, course designers, curriculum designers, policy makers and other educational stake holders for the production of qualified, effective and competent teachers (theoretically, practically, personally and professionally) as bringing strong and effective teacher education courses with practical teacher training program.

Delimitations of the Study

Due to inability to include all the aspects microteaching in a research study, the study also had some limitations. First, the study was limited to find out the teachers' perceptions on the role of microteaching in real teaching and the challenges in implementing microteaching activities. Second, the study was limited among the novice teachers, but those who have done their microteaching during their academic study. Third, it was limited to the teachers in Kathmandu district. Fourth, the study included 45 teachers selected through simple random sampling. A set of questionnaire was a tool for data collection.

Operational Definition of the Key Terms

The study was carried out being based upon the following key words;

Microteaching: In this study, it refers to the teacher training program to help novice teachers in their real teaching and professional development.

Novice teacher: In this study, it refers to the newly qualified teachers who have participated in micro teaching program at Tribhuvan University and started teaching in any academic institution.

Challenges : In this study, it refers to the obstacles and difficulties or issues arise during implementation of microteaching activities.

English language: In this study, it refers to the language which is taught and learnt as foreign language in Nepalese academic institutions.

Teacher learning: In this study, it refers to the learning of skills and knowledge required for teachers to practice in real teaching.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter presents the review of related literature. Particularly, it includes four sub-sections viz. review of related theoretical literature, review of empirical literature, implications of review for the study and conceptual framework.

Review of Related Theoretical Literature

In order to build the theoretical knowledge of the related field, review of the theoretical literature is foundation. Therefore, some reliable literatures related to my research topic have reviewed on the following sub-section.

Concept of Novice Teacher(s).

Novice teachers are also called newly qualified teachers and less experienced teachers in the comparison to expert teachers. "The first year of experience of novice teachers may face some unfamiliar conditions which might cause tension, insecurity, anxiety and degradation in confidence level" (Saenz-Lopez et al. 2011, as cited in Cakmak, 2013, p.1). The initial years of experience are crucial to novice teachers who face variety of difficulties and issues as challenges in their path. In the context of Nepalese EFL classroom, most of the Novice teachers are found in similar type of situation as facing many issues. For the professional development of novices from basic level, the education program must be strong theoretically and practically. In this case, Johnson (1996, as cited in Akcan, 2016) reports:

Second language teacher education programs are often criticized because they do not convey the sort of knowledge that teachers need most when preparing and teaching lessons in real classrooms. Novice teachers complain that in teacher education programs they got too much theories and too little practice (p. 3).

Teaching English language as foreign or second language demand more proficient and competent teacher both theoretically and practically but due to the little practical opportunity during teacher education program, novices often lack sufficient practical skill and confidence while in real teaching. Thus, learning to teach in the very first phases of teaching is quite complex for novices because they also need to concern about their survival. It is important for educational program to be able for providing an effective knowledge theoretically and practically that helps them during initial phase of their teaching career.

Issues for Novice Teachers in EFL Classroom.

A teacher's work is very demanding with complicated educational issues and practical demands of real classroom teaching to be handled. Regarding the issues for novice teachers in EFL classrooms, Feiman (2001, as cited in Tang, 2009) states:

First year teachers always find themselves in a paradoxical situation - they areexpected to demonstrate abilities that they do not necessarily yet have, and what is more, the work of teaching itself, being 'complex, uncertain and full of dilemmas' sharpens the paradox (p. 1).

Novices while in real teaching situation find own self as in critical situation because they are expected to perform efficiently. But with no experiences of such situation they often lack self-confidence which even makes the situation as terrible. In case of foreign language teaching and learning, different factors affect teachers and students. Teachers' personal factors, social and affective factors cannot be denied whether in teaching in ESL, EFL or native language speaking classroom. Some common issues as faced by new teachers in EFL classroom are discussed below:

*Confidence lacking.*Self-confidence is an important affective factor for anyone. Affective factors are the most important factors in second language acquisition and English language teaching area. Rashidi et al. (2011, as cited in Ranjbar, 2016, p. 2) claimed, "Affective factors are those that are related to emotional reaction and motivation which directly influence on the teaching and learning". The teacher who lacks of self-confidence, are usually found to be extremely fearful, limit and reluctant to present content knowledge delivery and interaction. The level of confidence also impact on what approach a teacher used to teach students. Gordon et al. (2007, as cited in Postareff and Ylanne, 2011, p. 3) state, "It has been proposed that teachers with a more student centered approach to teach are likely to have greater self-efficacy and the teacher with low or lack of self-efficacy uses teacher centered approach to teach". A teacher who lacks self-confidence is more afraid to take new try, to face students and challenges that limited them in their own comfort zone where they do teach as traditional way.

Here, self-efficacy is closely related to confidence and is defined as belief in one's capabilities to organize and execute the courses of action required to produce given attainments. Bandura (1997, as cited in Spittle, 2015, p. 25) says, "Confidence

is very important in teachers because it encourages teachers to take risk and try new teaching strategy, where a confident teacher rarely gives up and create low anxiety class for both teachers and learners". So, confidence is important to make a teacher innovative and adventurous and that must be developed for the advance progress in the engaged profession.

Workload. There is common misconception about the education field that teacher works nine to four. Teacher do not only engage in teaching during class but paperwork, lesson planning, discipline issue, presentation preparation etc. also need outside time than regular class hours. In this regard, Stinnett (1968, p. 101) states, "Beginning teachers should inquire about the school hours because the situation of continuous contact with students in class is probably not good for the children and is almost certainly undesirable for the teacher". Teaching is not only confined within the four walls of school for that a teacher has to prepare the lesson the day before the teaching where the selection of teaching strategies, material development, and assessing method need time.

Classroom management. The successful classroom management for effective teaching and learning require skills and experience which lacks on novice teachers. Dickson et al. (2014) states, "A teacher's competency in classroom management is critical, and, consequently not achieving competency in this area may result in novice teachers leaving the profession". Classroom management is a skillful and time consuming works where lack of the proper managing experience novice often feels difficult and do struggle in real class.

Relationship with other faculty members, administrations and parents. During the initial phase of teaching, a novice teacher needs support from colleagues, administration, student and parents. Brannan and Bleisten (2012, p. 534) revealed, "Novice teachers are in need of support and what they want is support like pedagogical ideas, teaching resources, and logistical knowledge provided by colleagues, mentors or both" (as cited in Karaman and Karatas, 2013, p. 3). So, a novice in initial phases needs the positive support and recommendations formally or informally in the form of induction, mentoring. In the absence of such supports, they may feel lonely and neglected which cause affect in their confidence level and interest level of teaching.

Resources and support. Daily using materials and textbooks, supports must be available for teachers otherwise it may create problems during teaching. Dickson et al.

(2014, p. 5) state "Novices need of greater guidance because they become frustrated while creating resources which are no longer ready-developed for schools. As a consequence a lack of resources and support become challenge". Teaching materials make easy to teach the lesson where unsuitable material selection and development may cause ineffective teaching. Supports from administration and other officials are necessary for beginner teachers. Stinnett (1968) states:

> It is fairly obvious that the schools officials have a great deal to do with the happiness and success of beginning teachers. Principal, supervisors and superintendents who are kindly and helpful mean much too any teacher, whether he is a beginner or experienced (pp. 102-103).

Each person comes from a different place and context in such case schools and administration must need to understand such minor things and should create ease and supportive environment.

Regarding the ways of overcoming such issues, mentoring, induction and teacher professional development training can be provided. If novice teachers face such issues in their regular class, it becomes challenging for them to be developed as professional. With the induction and mentoring program, they need chance to learn teaching skills and buildup their confidence level by real practices of teaching in regular basis for some required times, which enhance their competency and for that microteaching can be the best platform for real and regular practices.

Concept of Teacher Learning.

Teacher learning is a field of teacher education whereby teachers learn skills, contents, and knowledge to teach. According to Richards and Farrell (2005, pp. 5-6), teacher learning is "a field of teacher education processes that derive rationale from assumptions about the nature of teacher development and how it takes place". For me, teacher learning is process whereby teachers learn contents, knowledge, skills, and process required in teaching. For proper understanding of teacher learning, Richards and Farrell (2005) have presented four conceptualizations, which are discussed as follows;

Teacher learning as skill learning. Teaching is a skill. However, teachers are not equipped with teaching skills by birth, rather they have to learn to teach. According to this conceptualization, teachers need to develop the skills of teaching. In this regard, Richard and Farrell (2005) state that teacher learning as skill learning is concerned with "the development of a range of different skills or competencies,

mastery of which underlies successful teaching" (p. 6). According to this view, teaching can be broken down into discrete skills that can be mastered one at a time. The discrete skills, according to Richards and Farrell (ibid) are like questioning, giving explanations, presenting new language and similar other.

Teacher learning as a cognitive process. Teaching is a cognitive activity that the teachers need to learn. According to Richards and Farrell (2005), teacher learning as a cognitive process focuses on "the nature of teachers' beliefs and thinking and how these influence their teaching and learning" (p. 6). With this connection, Borg (2003) says "teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). This process is believed to encourage teachers to explore their own beliefs and thinking processes and to examine how these influence their classroom practice.

Teacher learning as personal construction. This conceptualization is based on the belief that knowledge is actively constructed by learners and not passively received. In this regard, teacher learning is reorganization and reconstruction of knowledge on the side of the teachers. According to Richards and Farrell (2005), this conceptualization emphasizes on "teachers' individual and personal contributions to learning and to understanding of their classrooms, and it uses activities that focus on the development of self-awareness and personal interpretation through such activities as journal writing and self-monitoring" (p. 7).

Teacher learning as reflective practice. According to this conceptualization, teacher learning is based on the assumption that teachers learn from experience through focused reflection on the nature and meaning of teaching experiences (Richards and Farrell, 2005, p.7). Reflection is a process of critical examination of experiences, a process that can lead to a better understanding of one's teaching practices and routines. This suggests that teachers learn to teach by critical reflection on their own practices.

Concept of Microteaching.

Since, its development by Stand-ford University's teacher education program in 1963, microteaching is a teacher training technique for learning teaching skills. It is an excellent way to build up skills, and confidence, to experience a range of teaching styles and to learn from construction feedback provided by peers and supervisors. Microteaching is a training concept that can be applied at various pre-service and in-

service stages in the professional development of teachers (Allen & Ryan, 1969, p. 1). It has become best kind of training program in any faculty based on teaching skills development. This technique scales down class size, time; task and context of optimize training environments. The goal of microteaching is to build up confidence level, mastered in teaching skills and provides supports; feedbacks by letting them practice a small part of what they plan to do with their students among friends and colleagues. Otsupius (2014) states:

> Microteaching is a constructive technique of teacher training which aims to, enable trainee teachers to learn and enhance new teaching skills under controlled conditions; enable trainee teachers to master a number of teaching skills and enable trainee teachers to gain confidence in teaching (p. 4).

Microteaching provides reflective type of platform where novice teacher can practices until they master in teaching skills and the mastery through rigorous practices help to develop and expands the confidence level. Teacher training programs are shifted from theoretical to practical and teacher centered to learner centered approaches. So that, the importance and use of microteaching has been increased.

Thus, in the context of Nepal, microteaching has been incorporated as part of practice teaching schedule and implemented during pre-service teacher education program before trainee teacher goes to the real classroom teaching for practicum. If it is implemented on teacher education as well as training program as regular course for students and novices, it will definitely help them theoretically as well as practically to become competent teacher and also help for novice teacher professional development.

Stages of Microteaching.

Microteaching follows a stepwise procedure. These stages are very much flexible so that a participant can be benefited from each stage. According to the Wallace (2010, p. 93) presents four stages of microteaching as:

Briefing. It is also called preparation stage where the supervisor suggests him or her to focus on a particular skill for teaching. Reddy (2019, p. 4) says, "In this stage trainee is explained and demonstrated by supervisor on what need to focus, present and perform". They plan micro lesson for the presentation as basing on demonstration and explanation. A trainee teacher prepares own self and lesson for second stage.

Teaching. It is also called presentation and observation stage where a trainee executes and teaches the micro lesson as the planning. Al-Humaidi and Abu-Rahman (2015, p. 3) say, "During this stage no comments are given by supervisor and peer". So, the teaching is observed and recorded videos and waits for next stage for recommendation and discussion.

Critique. This stage is also called discussion, analysis and feedback session. Reddy (2019, p. 4) says, "Supervisor and peers give information and discussed the whole microteaching session pointing of strengths and weaknesses so that trainee can improve the performance as desired direction". This is an important stage where a trainee can reflect own teaching by seeing recordings or from others comments and evaluate the performance. Then, again trainee prepare the lesson for next chance with improvements in required places of plan.

Re-teach. This is the last stage where a trainee re-teaches an improved lesson. Through this stage, a trainee can improve the weakness found in performance time. Reddy (2019, p. 5) says, "The trainee teacher re-teaches the class with renewed courage and confidence to perform better than the previous attempt". This stage provides chance to make strong confidence and teaching skills by repeating the same session with improvements.

In this way, through these flexible stages of microteaching, a novice teachers or trainee can really learn about teaching skills and also enable their confidence level through trial and error process.

Phases of Microteaching.

Learning is the cyclical process of theories, practices and the actual realization where teaching skills are learned in different phases. Clift (1976, as cited in Otsupius, 2014, p. 7) states there are three phases of micro teaching through which a trainee or novice can learn teaching skills as the process of acquiring knowledge about teaching, practicing and transferring in real field. These phases are discussed below:

Knowledge acquisition phase. This phase is also called pre-active phase of microteaching where a trainee deals with theoretical knowledge about skills of teachings. Bajaj, Patil and Almale (2014, p. 1) state, "It is the preparatory phase, in which the teacher gets trained via lectures, discussion, illustration, and demonstration of the teaching skills by the expert". So, in this phase, the novice teacher learns about

the teaching skills and its components through discussion and demonstration of the skill given by expert in a theoretical way.

*Skill acquisition phase.*This phase is also called inter-active phase of microteaching where a trainee practices what he or she learned from theories and demonstration given by expert or supervisor. Basing on the idea of Upadhyay (2017, p. 2), this phase is an actual phase of practice where on the basis of the demonstration, discussion presented by expert, a trainee practice the teaching skills as preparing micro lesson plan and through microteaching cycle until the attainment of the mastery in very skill. This phase includes the teaching and critique stages of microteaching. So, if necessary, the cyclical process of re-planning, re-teaching and re-feedback are practiced until the fulfillment of desired achievements.

*Transfer phase.*This phase is also called post-active phase of microteaching, where the actual realization of the mastered skills is implemented in the real environment with real students. They actually performed in real class basing on the learned skills in microteaching session. Here, Manimaram and Sundaram (2013, p. 7) state "After attaining mastery level and command over each of the skills, the teacher trainee integrates all these skills and transfer to actual classroom teaching". This phase is important because the practiced skills by microteaching help to break the gap between real and imagined classroom.

Thus, microteaching is an effective process because it includes such phases which really help to make trainee or novices theoretically as well as practically able to master reliable teaching skills and build up their confidence level. The mastery in the teaching skills with developing the confidence level really helps in the real teaching and their professional development.

Importance of Microteaching.

Today's teaching and learning process has been moved from traditional model of teacher-centered to leaner-centered approach where the changes and expansions of teacher's knowledge as well as teaching skills are necessary. Wallace (2010, p. 2) argues, "With the explosion in language teaching, there has been an increased demand for language teachers and the consequent need to train them". Similarly, Gurrey (1976) says:

A teacher needs three things for language lesson teaching and they are:

knowledge of the best and most effective methods to use; an understanding of

the purpose and aim of each method he uses; and confidence, skills in his

handling of them with perseverance and courage to carry on the work with

good humor and enjoyment (p. 2)

In the comparison to experienced teachers, novice language teachers lack such essential teaching skills with confidence where they need of effective trainings. For that microteaching can be the best one because it has renowned as an effective as well as innovative teacher training technique for both pre-service and in-service teachers. In this regard, Allen and Ryan (1969) state:

Microteaching's greatest potential is in in-service teacher education because

most beginning teachers start their career with a rather narrow array of

teaching skills and techniques. So, it can be used for much more than simply

developing teaching skills and strategies (p. 71).

During the initial phase of teaching, a novice language teacher faces different issues due to the lack of essential teaching skills and confidence. And the participation in microteaching helps to develop and enhance such required skills regarding subject areas, lesson planning, teaching, classroom management, communication and evaluation. And for the real classroom teaching, planning of the lesson is an important skill. A teacher has to plan lesson according to the objectives effectively. Akalin (2003, as cited in Kilic, 2010, p. 18) argues, "In microteaching the lesson plans that were developed by taking the views of the members of the group into consideration are more effective than lesson plans developed by single individuals". During the microteaching session, students get chances to collaborate and share own ideas with other member regarding lesson planning and making it as purposeful and interesting.

Where, presentation skill is also important on that need to be effective. But due to the lack of experience and confidence, novice teachers often fail to present as expectation. In this regard, Harmer (2007, p. 422) states, "Some teachers get very nervous about presenting, and it is true that standing up in front of the colleagues daunting, especially when there are lot of them wanting to listen to you". The similar kind of situation also may occur for novice teachers where the students are like as them. In such cases, microteaching can become an easy environment to exercise the presentation skill repeatedly.

Selection of student-centered teaching methods is important for successful teaching where a teacher needs to play the role of facilitator because until and unless students not encouraged and facilitate toward learning the achievement would not be effective. Kilic (2010, p. 2) states "Teachers equipped with these skills will be more successful in learner-centered teaching because now, they are not viewed as knowledge transmitters and skill models anymore; but as facilitators in the process of learning and in creating effective learning environment". Along the skill of learner-centered teaching, a teacher's role as facilitator helps them to communicate easily with students. And such communicative skill really help teacher to make effective teaching procedure in real class and gain successful experience of teaching which enhance their confidence level. And that aspect may also become the foundation for professional development.

A teacher should present the lesson properly as attaining students' attention and making them involved in learning. A good teacher has skill of engaging students for learning. Higgeins and Nichol (2003, as cited in Kilic, 2010) state:

In microteaching, teachers find opportunity to develop skills in drawing learner attention, choosing appropriate learner activities, selecting appropriate materials, asking question, using and managing time effectively, overcoming difficulties encountered during process, bringing the lesson conclusion. Teachers also improve their skills in giving feedback, assessment and also get chance to observe, evaluate different teaching strategies of other colleagues (p. 6).

By this statement, it is ensured microteaching is an important technique to develop essential skills of evaluation, communication and questioning. It provides such opportunity where a teacher can practice numbers of skills bit by bit and repeating the process until doing mastery in them. A teacher should be able to drag students' attention on very teaching item. Reddy (2019, p. 4) says, "A teacher should be able to rightly explain the concept by simple relevant and interesting examples to increase pupils' understanding". A teacher should have the skill to connect the teaching topic with real life examples and present, explain the concept in an easy way. Similarly, basing on the idea of Reddy (2019, p. 6), microteaching provides repeated forms of practical opportunities that empowers teachers with diverse teaching methods and helps teachers to be innovative in case of teaching material development too.

Microteaching also enables teachers to select and use effective materials and practice technological tools in a safe experimentation. Wright (1987, as cited in Renandaya and Richards, 2002, p. 88) suggests, "Effective teaching materials are thus professional tool which can actually assist teachers to be more responsive, both by leaving then to cater individual needs and by expanding their teaching repertoire". Similarly, Richards and Renandaya (2002) argue:

It is the teacher who chooses the videos; design tasks and activities that facilitate active learning; prepares students for the previewing, viewing and post-viewing activities; raises students awareness of certain language points; and integrates the videos with other aspect of the curriculum (p. 362).

So, microteaching is very useful program for the learning and strengthening such material selection and technological skills which are also the important step for teachers' confidence build up in teaching. Except these teaching skills, microteaching is very much effective and important for novice teachers' professional development too. Teacher professional development is a matter of ongoing learning and practice in the profession. Allen and Ryan (1969) state:

Practice is a prerequisite for many learning activities. Practice in the normal classroom, whether by a student teacher or by an experienced teacher, bring with it certain constraints. In the regular classroom, there is only limited opportunity for the teacher to receive feedback and for the beginner the task is particularly difficult. Microteaching is designed to provide teachers with a safe setting for the acquisition of the techniques and skills of their profession (p. 3-4).

Microteaching as teacher training program helps teachers whether student teachers, novice teachers or experienced teacher to learn essential skills for their professional development. "Microteaching was born of an experiment. It is an ideal for pilot studies because many aspects of microteaching that renders it as training technique and valuable research tool" (Allen and Ryan, 1969, p. 8). For the experimentation of developed new curriculum and teaching methodologies, a teacher should have a chance to use it and gain mastery over that where real class may not be the reliable place. In such situation the platform of microteaching can be effective place for the experimentation and which also helps to brings teachers together to discuss professional issues.

Thus, microteaching is an important program for both teacher education and teacher professional development because it really improves teachers' teaching skills and makes them confident as serving to deal with aroused problems of the real classroom. A novice teacher cannot develop and improve such teaching skills as repeating the same lesson, teaching in the large students and in real situation because they have to complete the courses in time. But microteaching provides such environment from where a novice can teach and learn multiple skills by rigorous and multiple attempts with constructive recommendation and suggestions. Mastery in the teaching skill and the confidence development really helps novice teacher to attain professional development skills that is why it is important for teachers to be engaged in it and make own self competent for professional development.

Review of Empirical Literature

A number of researches have been carried out nationally or internationally in the field of teacher learning, novice teachers and micro-teaching. Yet, it is less focused area in the Department of English Education. However, the studies found related my study have been reviewed in this section.

Lamsal (2004) studied on "A study on the effectiveness of micro teaching in practice teaching" to analyze the effectiveness of micro teaching for practice teaching. The populations of the study were English language student teachers and twenty four of them were sample for the study chosen through judgmental convenience sampling strategy. Moreover, two types of research tools as: two sets of questions (subjective and objective) and observation checklist were used for data collection where data were analyzed quantitatively using percentage, mode and categorization of common responses. The finding showed that student teachers become more confident for practice teaching and beneficial for students as preparing them for real teaching. But the implementation is not properly handled in the Department of English Education of Tribhuvan University.

Subedi (2009) carried out study on "Assessing English language teaching student teachers on teaching practice", which aimed to assess the lesson delivery of the student teachers in their practical settings. The study was geared up with phenomenological stand point as it was depicting the reality. M.Ed. student teachers of third semester of Kathmandu University were the population of the study. Sixteen student teachers who were sent to sixteen higher secondary schools (eight public and eight private) of Kathmandu Valley for teaching practice were the sample of the

study. The samples were selected through convenience sampling strategy. The data were analyzed descriptively. The finding showed that teaching practice as important practical program and students were able to deliver the lesson effectively.

Yadav (2012) carried out the research work entitled "Perception of students toward micro-teaching in professional development of teachers". The main objective of the study was to find out the perception of students toward microteaching for professional development of English language teachers. He selected B.Ed. and M.Ed. level students studying in different campuses of Siraha District as population. Among them, sixty students from six different campuses were selected as samples using purposive non-random sampling strategy. He used a set of questionnaire containing both open-ended and closed-ended questions as a research tool for data collection. The data were analyzed quantitatively by using percentage. The findings showed the strong belief of students about micro-teaching as effective technique for teachers' professional development. And it also helped as creating significant impact on student teachers confidence level.

Setyaningrum (2016) carried out study entitled "Students' perception on microteaching as a course" aiming to find out students' perception about microteaching as a course in education program. English language learning students were the population of the study and thirty three students of academic years 2012/2013 who had joined and passed microteaching course were the sample selected by purposive sampling strategy. Questionnaire (open-ended and close-ended) with forty items and semi-structured interview were used as research tools for data collection. Collected data were analyzed using both qualitative and quantitative strategies. The study revealed students' positive perception on microteaching, its syllabus, reflective feedback section, teaching skills and lecturer's guidance but it also revealed students' negative perception on the credit hours of the course and suggested to expand the credit hours of course.

Karki (2018) studied on "Struggle for being English language teaching professional: A teacher's narratives" which aimed to explore the problems that the new English teachers are facing in schools in Nepal and also to find out existing induction programs for facilitating to adjust the new teachers in implementation level. The study was based on narrative research design where English language novice teachers were the population of the study. One English language female novice teacher was selected as sample through purposive sampling strategy. The data was

collected by in-depth interview and analyzed through thematic analysis procedure. The finding showed, novice teacher found difficulties in using English language and problems in subject matter, teaching method, class management and evaluation technique. It also revealed, there was not provision of receiving any kind of induction program which was targeted for new teachers which shows the struggle of novice teachers to become a professional teacher.

Shrestha (2018) studied on "Teachers experiences of teacher professional development training: A narrative inquiry" which aimed to explore teachers experiences of TPD training in terms of perception and practicality. The study was based on narrative research design where primary level English teachers of Dhading district who have five years of teaching experiences and have participated in TPD training were the population of the study. Four English teachers were selected as the sample from population by purposive non-random sampling strategy. Semi-structured interview was used as research tool where data were analyzed thematically. The finding showed TPD as demand and opportunity full training program for Government school teachers' professional development as boosting up their immunity and making them up-to-date with changed curriculum.

Kshetri (2021) conducted a study on "Novice Teachers' Experience of Microteaching in Real Teaching" to explore the contribution of microteaching in real teaching and perception of novice teachers on microteaching. The research study adopted narrative inquiry method to meet the objectives where oral narrative and semi-structured interview was main research tool for data collection. Four novice teachers who completed microteaching at Tribhuvan University were taken as participant. The gathered data was analyzed thematically in a descriptive form. The findings display that the participants have positive view on microteaching program where teaching, commenting and re-teaching process help them to experiment and foster different teaching strategies for real teaching in a constructive manner. Likewise, participants also suggest extending more time period of microteaching program. The study also showed that the effectiveness of microteaching in Teacher Education Program needs to investigate in an experimental manner.

The studies reviewed are related to my study. They studies were reviewed in terms of three key words microteaching, novice teacher and teacher professional development. Although this study is also related to them, this study particularly focuses on teachers' perceptions on the role of microteaching for real teaching, which

is why the study is different from them. Additionally, the study is different from them in terms of research area and also design.

**Implications of Review for the Study**

Any research, to conduct, review and practice literature is foundation through which a researcher develops a sound theoretical base. It is also helpful for him/her to find out the gap for the research. Reviewing different theoretical and empirical literatures relating on my research area helped me make my topic more valid and justifiable.

The entire theoretical literature helped me understand each variables of my study's title and helped me focus on important one. It also helped me be familiar and grasp deep information about those variables and comprehend each variable's relation other. For examples, Head and Taylor (1997) helped me understand the concept of teacher learning. Likewise, Dickson et al. (2014) helped me list out common issues of novice teachers in EFL class. Karki (2018) helped me understand professional development as a struggling process especially for English Novice Teachers. Similarly, Allen and Ryan (1969) helped me about microteaching and its benefits.

Furthermore, the above mentioned and reviewed empirical literature including Lamsal (2004), Basnet (2012), yadav (2012), Dhakal (2016), Shrestha (2018) helped me find out the gap among what had been investigated , what has not been investigated yet and what need to investigate. Moreover, it also helped me, to find out ways of conducting a good, reliable and effective study, by the strong and weak side of Theses. Likewise, the mention of those studies really helped me to make my literature part contextual. The thorough study of empirical literature provides me ideas of creating effective title and study as innovative. Thus, after reviewing those works, I updated my knowledge about research and also became able to bring new changes in the research process, design and methodological tool.

Conceptual Framework

This study was on "Teachers' perceptions on the role of microteaching for real teaching". This study was carried out based on following conceptual framework.
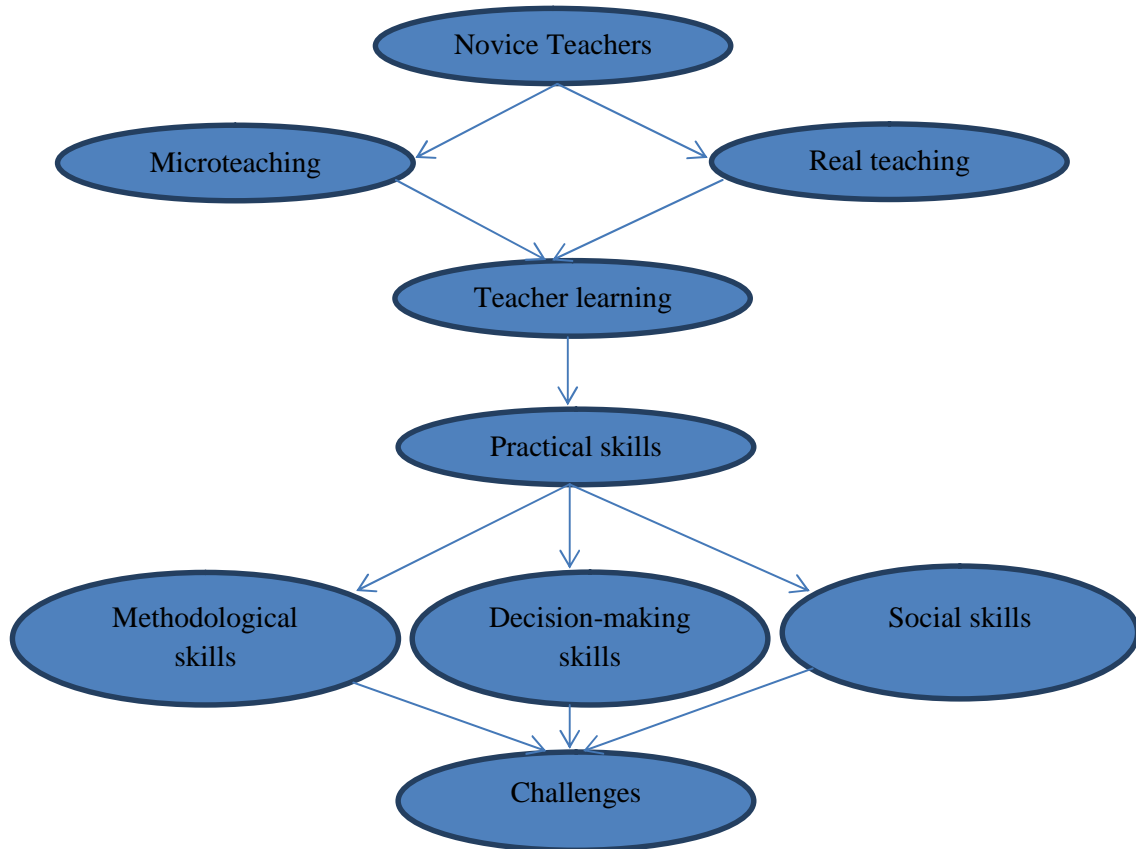
Chapter III

Methods and Procedures of the Study

This chapter presents the methodological orientations that were adopted in conducting this study. Typically, this includes design and methods of the study; population, sample and sampling strategies; data collection tools and techniques; sources of data; data collection procedures; data analysis procedures; and ethical considerations.

Design and Methods of the Study

There are several traditions of research designs used according to objectives, focus, and nature of the study. As the prime purpose of this study is to find out the perceptions of the teachers on the role of microteaching for real teaching, I useed survey research design as it is suitable according to objectives.

According to Cohen, Manion and Morrison (2010), surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale governmental investigations to small scale studies carried out by a single researcher. Similarly, according to Nunan (1992), the main purpose of survey research is "to obtain snapshot of conditions, attitudes, and events at a single point of view" (p.140). A survey usually addresses the large population and sampling is necessary to carry out investigation. But while conducting the sampling, care should be taken to have a representative sample so that the findings can be generalized to the entire study population. In this connection, Rosiers (1988) mentions that survey in education involves the collection of information from members of a group of students, teachers or other persons associated with the educational process and analysis of the information to illuminate important educational issues. Most surveys are based on samples of a specified target population and on the basis of their responses, findings are generalized.

Population, Sample and Sampling Strategy

As the purpose of my study was to find out perceptions of English language teachers on the role of microteaching for real teaching, the population of the study was all English language teachers who have done microteaching in their academic studies. Because of the limitation, only the teachers from Kathmandu were selected. However, among them, only 45 teachers were chosen as sample using simple random procedure.

Data Collection Tools and Techniques

As questionnaire is one of the influential tools to collect data in survey. As such, I prepared a set of questionnaire to be administered to the teachers.

Sources of Data

To conduct this study, I used both primary and secondary sources of data.

Primary sources of data. Since the first hand informants to this study were English language teachers, the 45 teachers who have done their microteaching in their academic studies were the primary sources of data.

Secondary sources of data. The secondary sources of data for this study included existing literature, books, articles, and other documents. Some of them are Richards and Farrell (2005), Dickson et al. (2014), Karki 2018), and Nunan (1992).

Data Collection Procedures

As I have mentioned earlier, I followed the research procedures suggested by Nunan (1992). Based on that belief, I first made a pilot visit to schools in Kathmandu to build rapport and to know whether they have done microteaching in their academic studies. Then, I asked for their consent to provide me information in this study. I, then, prepared a set of questionnaire and wentto visit those teachers who had agreed to participate in my study. I administered the questionnaire. Finally, after some days of administering questionnaire, I collected information.

Data Analysis Procedures

As my concern was on collecting data through both closed and open ended questions, the responses from open ended questions were analysed using statistical tools like table, percentile. And the responses from open ended questions were analysed descriptively. Thus, the data collected from participants were analysed both statistically and descriptively.

Ethical Considerations

While conducting any research, a researcher has to consider some ethics of research. With that reality, I followed certain ethical considerations, which are presented here. The information to be collected from the participants was kept confidential and private that their information was not exposed to anyone else. The data was not kept after defending thesis viva. No names of participants were disclosed publicly. The data was analyzed and interpreted with being no bias that whatever the participants was given to be reported taking the ethics of research.

Chapter IV

Analysis and Interpretation of Results

This chapter presents analysis of the data collected from participants and interpretation of results on the basis of systematic analysis. The analysis of the data has been presented under various themes on the following sections.

General Perceptions toward Micro-Teaching

This section presents general perceptions of participant teachers toward micro-teaching.

Teachers'Participationin Micro-Teaching Activities. This section presents whether the participant teachers participated in micro-teaching activities. The following table portrays their participation in micro-teaching activities during their academic studies such as in B.Ed. or M.Ed.

Table 1

Teachers'Participation in Micro-Teaching Activities

Item	Responses			
Teachers participating in micro-teaching activities	Yes		No	
	No.	%	No.	%
	45	100	0	0.00

The table shows that out of 45 participant teachers, 100% teachers have participated in micro-teaching activities during their academic studies. This shows that all the teachers participated in micro-teaching activities.

Inclusion of Micro-Teaching Course in Academic Studies.

This section presents teachers' perceptions on whether the inclusion of micro-teaching course in academic studies was beneficial or not. The following table presents the responses from the teachers.

Table 2

Inclusion of Micro-Teaching Course in Academic Studies

Item	Responses			
Inclusion of micro-teaching course in academic studies	Yes		No	
	No.	**%**	**No.**	**%**
	45	100	0	0.00

The table above shows that out of total participants, 100% teachers perceived that inclusion of micro-teaching course in academic studies was beneficial. To support this perception, one of the teachers argued, "*The student teachers get knowledge regarding practical aspects of real teaching*". Similarly, another teacher argued, "*It provides the technical skills in real teaching*". Additionally, another teacher opined that micro-teaching is "*the base of real teaching*". This shows that inclusion of micro-teaching course in academic studies is beneficial as it provides the student teachers with skills and techniques required in teachers' career.

Micro-Teaching Activity forMaking TeachersAware inTeaching skills.

This section presents whether teachers realized that micro-teaching activities helped them to be aware of teaching skills in their career. The following table depicts the picture of teachers regarding the given issue.

Table 3

Micro-Teaching Activity for Making Teachers Aware in Teaching Skills

Item	Responses			
Micro-teaching activity helping teachers to be aware of teaching skills	Yes		No	
	No.	**%**	**No.**	**%**
	45	100	0	0.00

Table shows that out of 45 participants, 100% teachers realized that micro-teaching activity help the teachers make them aware of teaching skills required in their teaching career. In supporting this perception, one of the teachers stated:

> *Micro-teaching helped me as I could change my way of teaching before going for real teaching. It served as pre-service training for those who wish to join teaching profession.*

The above quotation from the teacher shows that micro-teaching makes the teachers aware of teaching skills required for teaching. Another teacher argued, "*During micro-teaching I received lots of feedback which made me aware of techniques and skills required for real teaching*". Another teacher added that micro-teaching during academic studies provided him the ideas "*to prepare lesson plan, manage time, build confidence and learn skills for teaching*". This shows that the teachers realized the usefulness of micro-teaching for real teaching by making them aware of pedagogic skills and techniques required for teaching.

Micro-Teaching Activity for Gaining Opportunity to Implement Theoretical Knowledge.

This section presents teachers' perception on whether they have realized micro-teaching activities provided them opportunity to implement theoretical knowledge into practice. The following picture portrays the responses from the teachers.

Table 4

Opportunities to Implement Theoretical Knowledge into Practice

Item	Responses			
Micro-teaching activity for gaining opportunity to implement theoretical knowledge into practice	Yes		No	
	No.	**%**	**No.**	**%**
	45	100	0	0.00

The table 4 shows that all the teachers, out of the sampled participants, perceived that micro-teaching activities provided the student-teachers with opportunity to implement theoretical knowledge they received in academic studies into practice.In juncture, teachers believed that micro-teaching is a platform to practice the theoretical ideas received in academic studies. For example, one of the teachers said, "*Academic studies provide us the theoretical knowledge and micro-teaching … a platform to practice the theoretical knowledge*". Another teacher said, "*Whatever we study in classroom does not provide opportunity to apply, but it is micro-teaching that creates the opportunity*". These evidences prove that micro-teaching is a foundation for student-teachers to apply the theoretical ideas they receive in classrooms into the real practice of teaching.

Micro-Teaching Activity for Discovering Strengths and Weaknesses of Teaching.

This section presents teachers' perceptions on whether micro-teaching help the

student-teachers to discover the strengths and weaknesses of teaching skills. The responses from the teachers have been presented on the following table.

Table 5

Micro-Teaching for Discovering Strengths and Weaknesses of Teaching

Item	Responses			
Micro-teaching activity for discovering strengths and weaknesses of teaching	Yes		No	
	No.	%	No.	%
	45	100	0	0.00

The table 5 shows that none of the teachers, out of all sample participants, denied that micro-teaching activities helped the student-teachers discover the strengths and weaknesses of skills and techniques of teaching. It means all the teachers believe that micro-teaching is a platform to find out one's strengths and weaknesses in teaching skills. Supporting this argument, one of the teachers said, "*Micro-teaching helped me to measure performance and confidence ability*". Similarly, another teacher opined that micro-teaching helped him "*remove fear and create confidence*". These evidences suggest that microteaching is helpful in finding out negative aspects and by receiving feedback from supervisor and fellow teachers, they can improve their teaching skills. Thus, micro-teaching is useful to discover both strengths and weaknesses.

Micro-Teaching Activity for TimeManagement Required in Real Teaching.

This section presents whether teachers perceived that micro-teaching helps the student-teachers learn skills of classroom management required for real teaching. The responses from the teachers have been presented on the following table.

Table 6

Micro-Teaching for Timing Management Required for Real Teaching

Item	Responses			
Micro-teaching helping to learn timing management	Yes		No	
	No.	%	No.	%
	45	100	0	0.00

The table shows that cent percent teachers, out of total participants, perceived micro-teaching helped the student-teachers learn skill of timing management required for real teaching. To support this argument, one of the teachers said, "*Managing time*

in real teaching is a difficult task, but we learn to manage time through practice in micro-teaching". Similarly, another teacher opined that time management is one of the most important skills in teaching that he learnt "*from micro-teaching as the student-teachers are supervised whether they are able to finish the activities set in time or not*". Thus, micro-teaching is believed to be a platform for the prospective teachers to learn the skill of time management.

Perceptions on the Role of Micro-Teaching in Real Teaching

This section presents perceptions of the teachers on the role of micro-teaching in real teaching. The responses from the participant teachers have been presented on the following table.

Table 7

Teachers' Perceptions on the Role of Micro-Teaching in Real Teaching

Item	Responses					
	SA		A		U	
	No.	%	No.	%	No.	%
a.	-	-	42	93.33	3	06.67
b.	5	11.11	39	86.67	1	02.22
c.	7	15.56	36	80.00	2	04.44
d.	9	20.00	36	80.00	-	-
e.	22	48.89	23	51.11	-	-
f.	15	33.33	24	53.33	6	13.33
g.	15	33.33	30	66.67	-	-
h.	29	64.44	15	33.33	1	02.22
i.	5	11.11	30	66.67	10	22.22
j.	2	04.44	29	64.44	14	31.11
k.	3	06.67	37	82.22	5	11.11

[Note: SA= Strongly Agree, A= Agree, U= Undecided, D= Disagree, SD= Strongly Disagree] [Statements are given on the Appendix]

The table, regarding item (a), shows that more than 93% teachers agreed micro-teaching helped them know that they could take teaching profession while only below 7% teachers were undecided. However, none of the teacher disagreed with the statement nor they strongly agreed. This shows that almost teachers have positive

attitude towards the role of micro-teaching for student teachers to take their profession as a teacher.

Regarding item (b), more than 86% teachers agreed and more than 11% strongly agreed that they learnt to present a lesson through micro-teaching while only 2.22% of them were undecided. This shows that none of the teacher denied the role of micro-teaching to enable them to present lesson.

Regarding item (c), 80% teachers agreed and more than 15% strongly agreed that they learnt to choose teaching methods or techniques from micro-teaching activities while below 5% teachers were undecided. But none of the teacher disagreed. This shows that almost teachers believe that micro-teaching helped them choose methods and techniques of teaching.

Similarly, in relation to item (d), exactly 80% teachers agreed and 20% strongly agreed with the statement that they became able to design and use suitable materials in the classrooms after they participated in micro-teaching. However, none of the teacher was against the statement. This shows that all the teachers believe that micro-teaching enabled them to design and use appropriate teaching materials in the classroom.

Regarding item (e), none of the teacher disagreed with the role of micro-teaching to enable the prospective teachers to prepare lesson plan for classroom teaching. To this statement, more than 51% and 48% respectively agreed and strongly agreed. None of the teacher was against the statement nor was undecided. This suggests that all teachers experienced that micro-teaching helped them prepare lesson plan.

In connection to item (f), more than 33% and 53% teachers strongly agreed and agreed, respectively to the statement that micro-teaching helped them to learn skills to evaluate students' performance while only 13.33% teachers were undecided on the statement. However, none of the teacher was against the statement.

Considering item (g), more than 66% teachers agreed with the statement that they became familiar with how to manage the classroom after they took part in micro-teaching. Similarly, more than 33% teachers strongly agreed with the statement. However, none of the teacher disagreed with the statement not they were undecided. This shows that all the teachers learned classroom management skills through micro-teaching.

In relation to item (h), more than 64% teachers, out of total participants, strongly agreed with the statement that micro-teaching helped them build confidence while more than 33% teachers agreed and only around 2% teachers were undecided. However, teachers neither strongly disagreed nor disagreed. This shows that almost teachers realized that micro-teaching helped them build confidence for real teaching.

Similarly, in connection to item (i), more than 66% teachers agreed with the statement that they learnt skills required for teaching through micro-teaching and more than 11% strongly agreed while around 22% teachers were undecided. This shows that vast majority of teachers believed that micro-teaching helps the prospective teachers to learn skills required for real teaching.

Moreover, in connection to item (j), more than 64% teachers agreed with the statement that micro-teaching helped the teachers to identify classroom problems and to solve them, and more than 4% teachers strongly agreed while more than more than 31% teachers were undecided. This shows that more than majority of the teachers experienced that micro-teaching is also useful to identify the classroom problems and solve them.

Finally, regarding item (k), more than 82% teachers agreed with the statement that micro-teaching helped them learn communication and questioning skills and more than 6% teachers strongly agreed while around 11% teachers were undecided. This shows that most of the teachers experienced that micro-teaching helped the student-teachers learn communication and questioning skills.

Additionally, the teachers also opined that micro-teaching helped the prospective teachers learn skills required for real teaching. For example, one of the teachers said that micro-teaching is "*pre-teaching of real class teaching and has great role by helping them to create confidence and gain experiences*". Similarly, another teacher experienced that micro-teaching is "*a platform to learn skills and aspects required for real teaching*".

Problems in Implementing Micro-teaching

This section presents the perceptions of teachers towards the problems in implementing micro-teaching. The problems have been discussed under five themes.

Teachers' Experienceson Problems of Micro-Teaching.

This sub-section presents teachers' experiences in relation to problems in implementing micro-teaching. The responses from the teachers have been presented on the following table.

Table 8

Teachers' Experiences on Problems of Implementing Micro-Teaching

Item	Responses			
Teachers' experience in problems of implementing micro-teaching	Yes		No	
	No.	%	No.	%
	40	88.89	5	11.11

Table 8 shows that about 89% teachers, out of total participants, perceived that they have experienced problems in implementation of micro-teaching in the Faculty of Education, Tribhuvan University while only around 11% teachers denied. The teachers, who have experienced problems in implementation of micro-teaching, argued that it was conducted only for formality, for example, one of the teachers said, "*Somehow it was only for formality than necessity*". They claimed that neither the supervisor nor the student-teacher was found to be committed in learning skills required for teaching through micro-teaching. For example, one teacher said;

> *Because of supervisors' busy life, they wanted to end the micro-teaching period earlier than required days…and the students also wanted their micro-teaching to finish soon. The students used to think that they were unnecessarily wasting time. They could not also regularly attend the micro-teaching classes.*

This shows that both supervisor and the students are not aware about the true practices of micro-teaching. On the other hand, the teachers, who did not see problems in implementation of micro-teaching, argued that the micro-teaching activities under the Faculty of Education, Tribhuvan University were truly practiced. For example, one of the teachers said;

> *I attended every class in micro-teaching and presented five classes. The supervisor provided feedback to improve my teaching styles. I also received feedback from my fellows. I think it is the true practice of micro-teaching.*

This quotation from the teacher shows that in spite of some lapses, micro-teaching was well practiced in Faculty of Education. Thus, it can be concluded that the micro-teaching practiced under the Faculty of Education was not only for formality, but also for enhancing the students with skills required for teaching.

Teachers' Satisfaction on Micro-Teaching Activities.

This sub-section presents whether the teachers are satisfied with the practices of micro-teaching activities they once participated during their academic studies. The responses from the teachers have been presented on the following table.

Table 9

Teachers' Satisfaction on the Micro-Teaching Activities

Item	Responses			
Teachers' satisfaction on the micro-teaching activities	**Yes**		**No**	
	No.	**%**	**No.**	**%**
	22	48.89	23	51.11

The table 9 shows that 48.89% teachers were satisfied with the micro-teaching activities practiced in the University while 51.11% teachers were not satisfied. The teachers, who were satisfied, argued that micro-teaching helped them develop the skills of teaching. For example, one of the teachers said "*Micro-teaching activities practiced in the University helped me to be a perfect teacher now*". Similarly, another teacher argued "*Because I was guided by experienced teachers, I got enough motivation and improvement…and so I am satisfied*".

On the other hand, the teachers, who were not satisfied with the practices of micro-teaching, argued that it looked "*more ritualistic*". Similarly, another teacher said, "*As the teacher had to guide many groups of students, we were not provided with the required things*".

Thus, it is concluded that micro-teaching activities practiced in University is both satisfactory and dissatisfactory.

Issues on the Role of Supervisor. This sub-section presents whether teachers observed issues on the role of supervisor in micro-teaching. The responses from the teachers have been portrayed on the following table

Table 10

Issues on the Role of Supervisor

Item	Responses			
Issues on the role of supervisor	**Yes**		**No**	
	No.	**%**	**No.**	**%**
	27	60.00	18	40.00

The table 10 shows that 60% teachers observed issues on the role of supervisor in micro-teaching while 40% teachers did not see any issues. The teachers observing the issues on the role of supervisor argued that the teachers could not manage required time to support the students. For example, one of the teachers said, "*Because the supervisor had to supervise many students, he could not give enough time to all students*". Another teacher gave a mixed reply saying, "*Supervisor could not give special time to the shy students to strengthen them...However, it should not be taken negatively*". However, the teachers, who did not see any issues on the role of supervisor, argued that although the supervisors could not manage enough time, their contribution to improve students' skills cannot be forgotten. For example, one teacher said;

> *No doubt the supervisor had very few time to be given to the students.*
> *However, if we are committed in learning, the feedback given to other fellow*
> *students can be utilized for our learning.*

The quotation shows that the role of the supervisor in micro-teaching cannot be minimized by only taking the case that they cannot give time to all the students. If the feedback given to other students is assimilated, the student teachers can also better learn the skills of teaching.

Issues Related to Pattern of Micro-Teaching. This sub-section presents teachers' perceptions on whether they have observed any issues related to the pattern of micro-teaching practiced under Faculty of Education, Tribhuvan University. The responses from the teachers have been presented on the following table.

Table 11

Issues Related to Pattern of Micro-Teaching

Item	Responses			
Issues related to the pattern of micro-teaching	**Yes**		**No**	
	No.	**%**	**No.**	**%**
	19	42.22	26	57.78

The table 11 shows that 57.78% teachers observed the issues on the pattern of micro-teaching while 42.22% teachers observed issues in it. The teachers, who observed issues on the pattern of micro-teaching practiced under the Faculty of

Education, Tribhuvan University, argued that it should be made practice-oriented rather than exam-oriented.

Challenges in Micro-Teaching Activities. This sub-section presents what teachers think the challenges in the practice of micro-teaching. Regarding additional challenges in practicing micro-teaching activities, one of the teachers said that "*using modern technologies in the classroom*" is one of the challenging task. Similarly, another issue raised by the teachers is "*managing sufficient classroom to engage all the groups of students*". Third challenge seen is on "*transforming exam-oriented into practice-oriented trends*". Fourth challenge the teachers observed during their micro-teaching period is related to "*providing equal opportunity to all the participants*". Lastly, according to participant teachers, "*number of students in group more than general norm*" also invites challenge in the practice of micro-teaching.

Ways to Overcome Challenges in Practice of Micro-Teaching. This sub-section presents what the teachers see the ways to overcome the challenges observed in practice of micro-teaching. As the earlier sub-section showed that there are several challenges in practice of micro-teaching. When the teachers were asked what may be the ways to overcome challenges, the teachers suggested as per the challenges they listed. According to them, both the teacher and the students are to be oriented with the use of modern technologies in micro-teaching classes. They also added that the institutions need to add rooms or to construct larger building so that all the groups of students are well trained. The teachers also suggested that exam-like practices of micro-teaching need to be shifted into practice oriented trends so that the student-teachers can practically learn the skills of teaching. The teachers also thought that overloaded teachers cannot provide sufficient time to all the students, micro-teaching time and class teaching time need to be separated. Finally the teachers said that providing required skills to all the participants is difficult if the number of students is more than general norm. Therefore, the teachers suggested that number of students in micro-teaching need to be reduced.

Chapter V

Findings, Conclusions and Recommendations

This chapter presents major findings of the study generated from systematic analysis of data and conclusions are drawn on the basis of findings. Finally, some recommendations are given.

Findings

This section presents major findings of the study. The findings are presented accordingly to three broad analytic themes as follows;

General perceptions towards Micro-Teaching. Findings in relation to general perceptions of teachers towards micro-teaching are presented here. Regarding teachers' participation in micro-teaching, cent percent teachers were found to participate during their academic studies either in B.Ed. or M.Ed.Secondly, teachers were found to perceive that inclusion of micro-teaching course in academic studies in beneficial to the prospective teachers. Thirdly, the teachers perceived that micro-teaching is useful to make the students aware of skills required for real teaching. The teachers also believed that micro-teaching is a platform for students to apply theoretical competence into practice. Similarly, all the teachers experienced that micro-teaching is helpful in finding strengths and weaknesses of their teaching by receiving feedback from supervisor and fellow students.

Perceptions on the Role of Micro-Teaching in Real Teaching.

Under this theme, most teachers (i.e, 93.33%) realized that micro-teaching helped them take teaching as their profession. Similarly, none of the teacher was found to deny the role of microteaching to help them in presentation skill. Vast majority (i.e, 80%) of the teachers believed that micro-teaching helped the teachers to be familiar with different teaching methods and choose them appropriately in classrooms. Similarly, cent percent teachers experienced that micro-teaching helped them to prepare lesson plan. Similarly, more than 86% teachers had positive attitude toward the role of micro-teaching to learn skills to evaluate students' performance. Similarly, almost cent percent teachers learned classroom management skills through micro-teaching. Similarly, 97.67% teachers believed that micro-teaching helped them to develop confidence. Similarly, 77.78% teachers have positive attitude about the role of micro-teaching to learn skills required for real teaching. Moreover, more than 68% teachers realized that micro-teaching helped them to identify and solve the classroom problems encountered in classrooms. Finally, most of the teachers

i.e,88.89% believed that micro-teaching helped them to develop communication and questioning skills required in real classroom.

Perceptions on the Problems in Implementing Micro-Teaching.

Regarding problems in implementing micro-teaching, 89.89% teachers experienced problems in practices of micro-teaching under the Faculty of Education. Additionally, the teachers showed mixed responses on whether they are satisfied with micro-teaching practices that 48.89% teachers were not satisfied and rest of all other was satisfied. Teachers were also found to perceive if the feedback given to other fellows is assimilated, all the students are benefited through microteaching although 60% teachers saw the issue on the role of supervisor. Similarly, majority of students(i.e, 57.78%) observed the issues on the pattern of micro-teaching.

Conclusions

The present study entitled "Teachers' Perceptions on the Role of Microteaching for Real Teaching" was carried out to find out the roles of micro-teaching in real teaching and to find out the problems in implementing micro-teaching. On the basis of findings, I have drawn some conclusions here. First, almost teachers have positive attitudes towards micro-teaching activities as such activities help the prospective teachers to develop the skills required for real teaching. Second, microteaching has been perceived by the teachers as a platform to apply the theoretical knowledge into practice. They believed that micro-teaching creates a space to practice the theoretical knowledge acquired by reading. Third, micro-teaching has important roles to play for the prospective teachers through which they learn methodological skills, presentation skills, and questioning skills required in real teaching. Fourth, although micro-teaching plays important roles to play in real teaching, there are problems in implementing micro-teaching activities effectively. The problems are related practice, role of the supervisor and the pattern of micro-teaching practiced under the Faculty of education. Hence, I would suggest the readers that they should not perceive micro-teaching practice at the Department as only formality, but they should perceive it as a necessary component for their career prospects.

Recommendations

This section presents some recommendations I have drawn on the basis of findings. The recommendations have been presented at following three levels;

Policy related. As this study found that microteaching plays important roles for the prospective teachers to learn pedagogic skills required for real teaching, I would recommend to the policy makers to effectively plan micro-teaching curriculum to enhance practical skills. Similarly, the study found that microteaching is the best platform to practice learnt knowledge into practice, every institution should engage the students in micro-teaching activities. The study also found that teachers observed issues in the practice of micro-teaching in relation to the pattern, therefore, the policy makers should modify the pattern of micro-teaching according to requirements.

Practice related. As the micro-teaching is found as an effective means learning practical skills required for prospective teachers, I would recommend the teacher to effectively engage the student-teachers in micro-teaching activities and the students to actively participate in it. Similarly, as micro-teaching is perceived as a platform to apply theoretical knowledge into practice, the student-teachers should do every activity designed for micro-teaching actively.

Further research related. This study was conducted with survey research design to find out perceptions of teachers on the role of micro-teaching practice and the problems, further studies can be made using other qualitative research designs and to explore the things uncovered in this study. Hence, I believe that this study would function as theoretical foundation for other researches.

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