An Analysis of Preservice Teachers' Opinions About Micro Teaching Course[*]

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Abstract

The aim of this study is to examine the opinions of the preservice teachers about the micro teaching course. Study group consists of the preservice teachers who study at the Faculty of Education of a state university and have taken the micro-teaching course and study in the Foreign Languages Education Department. Qualitative research method was used in this study. Semi-structured interview technique, one of the qualitative research data collection techniques, was applied in the study. Content analysis was used in the analysis of the research data. Criterion sampling, one of the purposeful sampling types, was used for the study group included in the sample of this study. As a criterion, preservice teachers who took the optional micro teaching course were selected for the study. As a result of the study, the preservice teachers stated that the micro-teaching course helped gaining experience, increased professional skills and facilitated classroom management regarding the contribution of the education they received in the micro teaching course to the professional life. In addition, the preservice teachers who participated in the study expressed their views that they would like to take the micro teaching course again in the future.

Keywords: Preservice Teachers, Micro Teaching Technique, Micro Teaching Course

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INTRODUCTION

Micro teaching is said to be a widely used and effective technique that enables cultivation and the development of preservice teachers. Although micro teaching technique primarily trains teachers, it is also applied in many different sciences such as medicine, psychology and law (Yolcu & Turhan Türkkan, 2019: 72). It especially contributes to preservice teachers to practice efficiently before starting the profession. It can be stated that it is a useful teaching technique that helps preservice teachers how and in what way a pre-designed course will be applied and directly affects preservice teachers cohesion. In addition, with the widespread use of micro teaching technique in recent years, it has started to take place in the curriculum of the education faculties of the university under the name of micro teaching course (Higher Education Council, 2018).

Although micro-teaching technique is an effective tool in training preservice teachers, it is quite a critical technique for preservice teachers that enable them to make real applications for their professional life in a minimized classroom environment (Bhatta, 2013: 95). Micro teaching first emerged in line with the Secondary Education Project, which was implemented at Stanford University in the United States (Baird, Belt & Webb, 1967: 7). According to Amobi and Irwin (2009: 29), micro teaching technique has been applied in the USA since 1963. With the development of a qualified and original technique in the training of preservice teachers, at Stanford University, micro teaching was first shown to the students as a lecture practice with a group of four students. In addition, the places where micro teaching technique was primarily applied by Germany and England in Europa. Zifreund was the person who carried out the first application studies of micro teaching technique in Europe (Yolcu &Turhan Türkkan, 2019: 72).

In addition, unlike Europe, it is seen that micro-teaching technique is becoming increasingly common in different countries such as Australia, India, Indonesia and Nigeria (Yolcu & Turhan Türkkan, 2019: 71). Micro-teaching is used not only in preservice education, training preservice teachers, but also in different fields of science, especially in medicine, and psychological counseling (Yolcu & Turhan Türkkan, 2019: 72). However, in our country, it was first applied as a doctorate course for one semester at Fırat University Faculty of Technical Education in 1991 with the implementation of new education faculties' programs (Kazu, 1996: 45). In the following years, it became widespread and in undergraduate programs, micro-teaching technique started to be given for teaching practice in many universities. It has also been used by researchers in different fields since the beginning of the 21st century. Especially since 2018, in education programs that train teachers in education faculties in our country, "micro teaching course" has become widespread in undergraduate programs (Higher Education Council, 2018).

 Micro-teaching is said to be a technique that contributes to the development of preservice, in-service and post-service teachers' teaching skills, and especially those of related the affective characteristics of the profession (Bars & Kinay, 2019: 29). Micro teaching can also be explained as a preservice teacher education tool that allows preservice teachers to carry out teaching activities and practices in the light of controlled and simulated conditions in the natural environment to eliminate the complexity of the teaching environment (Mahmud & Rawshon, 2013: 70).

According to the statements made by different researchers, micro-teaching is explained as a technique that helps educators achieve what should be done in schools and dissolves the difficulties in the natural classroom in order to disseminate the results of the application through feedback (Demirel, 2009: 116). In addition, micro-teaching is a teaching approach that aims to provide students with important and basic teaching qualifications that can be used before, in-service and post-service and have been standardized in an inspected place (Sönmez, 2010: 40).

Micro teaching technique, which is defined as a minimized course application that tries to gain experience in education, is a technique designed to improve the profession- related competencies of preservice teachers, during their candidacy education process. At the same time, preservice teachers in micro-teaching technique apply the technique by explaining the course to their preservice teachers

friends in the classroom, and evaluations are made with feedback at the end of the course (Tok, 2008: 184). On the other hand, micro-teaching, which is expressed as a technique applied in the training of preservice teachers and gaining important educational qualifications, offers the individual the opportunity to re-watch the activities individual has done while applying the micro-teaching technique. It may be an effective technique for the development of preservice teachers' teaching skills with the help of the necessary evaluations and criticisms made by the other students in the classroom while re-watching their microteaching lesson on video (Gözütok, 2006: 286).

In general, micro teaching techniques, preservice teachers of the acquired theoretical run implementation by helping them to gain experience in research enables skills development, self-confidence increased, anxiety and negative attitudes that reduces against the occupation and the teachers' self- assessment opportunity is described as a teaching approach offering (Galanouli, Murphy & Gardner, 2004: 66). In addition to being an efficient and student-centered technique by linking theory and practice in teacher training, micro-teaching contributes significantly to the professional and personal development of pre-service teachers (Ekşi, 2012: 268).

Micro teaching technique also contributes to the development of preservice teachers' cognitive, affective, and kinesthetic skills during teaching in general. For example, the preservice teachers is recorded with a video camera while lecturing. Then, the preservice teachers examine the records together with the instructor of the course and try to determine the mistakes made in the application. In this way, it is ensured that the preservice teachers can detect their own mistakes and corrections are made with the instructor and other students by discussing them. The skills of teachers through recordings made in this way in the implementation of micro-teaching techniques' have been made possible the development and performance (Ocak, 2017: 323).

This study is important in terms of the increase of studies on micro teaching technique in the literature with the application of micro teaching technique in the training of preservice teachers in recent years. Micro- teaching has now begun to be included in the programs of education faculties as an elective course. This study we conducted is thought to be beneficial for preservice teachers' future applications by increasing the efficiency of the optional micro teaching technique course. In our study, it is thought that taking the opinions of the preservice teachers who took the optional micro teaching course will contribute to the applications of micro teaching technique in teacher education in the future.

Purpose of The Research

The purpose of the study, is to examine the opinions of the preservice teachers about the micro teaching course. For this purpose, answers were sought for the following sub-purposes:

1. What are the opinions of the preservice teachers regarding the contribution of the education they receive in micro teaching course to their professional life?

2. What are the opinions of the preservice teachers about use of technological tools in micro teaching course?

3. What are the opinions of the preservice teachers about the problems encountered in the practices they do in the micro teaching course?

4. What are the suggestions of the preservice teachers regarding the teaching of micro teaching course?

5. What are the opinions of the preservice teachers about their willingness to take the micro teaching course again?

METHOD

Research Model

The basic qualitative research design, one of the qualitative research models, was used in this study in which the opinions of the preservice teachers about the micro teaching course were tried to be determined. Qualitative research is a research method in which qualitative data collection methods specified as observation, interview and document analysis are used, and a process of determining the events naturally is real and complete (Yıldırım & Şimşek, 2016: 41).

Basic qualitative research is to evaluate, interpret and try to make sense of an existing event or situation in line with the opinions of the participants in the research. Data in basic qualitative research is obtained through means such as interview, observation or document analysis. In the context of the theoretical framework, the researcher decides on the questions to be asked to the participants, the phenomenon to be observed, or the documents related to the research. While analyzing the data in basic qualitative research, they are separated from each other and categorized accordingly. Themes are created from the data obtained in the findings section, and finally, the researcher tries to make sense of the participants' comments (Merriam, 2013).

Participants

Criterion sampling, one of the purposeful sampling methods, was used in this study. The main thing in criteria sampling method is that it is a sampling that fulfills the previously determined features. While determining the criteria, it can be prepared by the researcher or a previously prepared criteria list can also be used (Yıldırım & Şimşek, 2016: 122). In this study, preservice teachers who took "Micro Teaching Course" in the 2019-2020 academic year were determined as a criterion. According to the number of preservice teachers who can be reached, the study group consists of a total of 26 preservice teachers studying in the foreign language education department, 20 of whom are female and 6 males. The data regarding the personal information of the preservice teachers are shown in Table 1:

Table 1. Personal Information of Preservice Teachers Participating in the Study

Personal Information	Groups	N	%
Gender	Male	6	23.1
	Female	20	76.9
		26	100
Field	English Teaching	11	42,3
	German Teaching	15	57,7
		26	100
Age	18-23	22	84,6
	24-29	3	11,5
	30 and above	1	3.9
Total		26	100

When Table 1 is examined, 6 (23.1%) of the preservice teachers participating in the study are male and 20 (76.9%) are female teachers. It is understood that 11 (42.3%) of the preservice teachers were studying English and 15 (57.7%) were educated in the branch of German teaching. It is seen that 22 (84.6%) of the preservice teachers were in the age range of 18-23, 3 (11.5%) 24-29 and 1 (3.9%) 30 and over.

Data Collection And Analysis

The data of this study were obtained by semi-structured interview technique, one of the interview technique types of qualitative research method. First, open-ended interview form questions consisting of eight questions in draft form were formed by reviewing the scientific research literature

on micro teaching technique. Before finalizing the interview form of the research, two experts in the field of curriculum and instruction and an expert in linguistics were asked for their opinions. In line with the feedback received from experts in the relevant fields, three questions were removed from the form and necessary arrangements were made. Later, the interview questions were finalized and it was decided to include five questions in the interview form. The answers given by the teacher candidates to the questions at the interview form were coded separately by the two researchers. The reliability formula suggested by Miles and Huberman (1994) was used to calculate the reliability of the coding. Reliability = Agreement / (Agreement + Disagreement). The reliability coefficient of the coder for interview form was calculated as .81. The interviews in the study lasted between 25 and 45 minutes, and the participants were asked to transfer their opinions in written form to the interview form after their opinions were taken in line with the questions asked. Content analysis was used in the analysis of the data obtained as a result of the interview. While determining the opinions of the preservice teachers about the Micro Teaching Course, the common features of the opinions they have announced were determined and the themes related to the interview were prepared. The themes prepared were divided into sub-themes and the opinions of the preservice teachers were explained. In addition, the opinions of the preservice teachers are given under the tables in order to support the findings.

FINDINGS

The findings obtained from the opinions of the preservice teachers on the research questions were expressed by dividing them into themes and sub-themes according to the sub-purpose of the research.

Findings Regarding The First Sub-Purpose

Table 2. Preservice Teachers' Opinions Regarding How the Education Received in Micro Teaching Course Will Contribute to Their Professional Life

Themes	Sub Themes	Frequency (f)
Professional Skill	Developing presentation skills	12
	Ensuring classroom management	8
	The possibility of real classroom environment	4
	Learning the use of materials	1
Self-improvement	Gaining experience	15
	Self-confidence	12
	Communication	10
	Problem solving skills	2
	Eliminate fear towards profession	1

When Table 2 is examined, preservice teachers expressed their views on how the education they received in micro teaching course would contribute to their professional life as categorized under two themes. It is seen that the highest frequency among the preservice teachers who gave an opinion on the professional skill theme is in the sub-theme of "developing presentation skills" (f=12). It is seen that the sub-themes of developing presentation skills are followed by the sub-themes, "providing classroom management" (f=8), "real classroom environment opportunity" (f=4) and "learning to use material" (f=1), respectively. It is seen that the highest frequency among the preservice teachers who gave opinions about the personal development theme is in the sub-theme "gaining experience" (f=15). It is seen that the subtheme of gaining experience is followed by the subthemes of "self-confidence" (f=12), "communication" (f=10), "problem solving skill" (f=2) and "eliminating fear about the profession" (f =1).

According to the themes in Table 2, the opinions of some of the preservice teachers are given below in order of sub-themes:

PT2: I think it contributed to gaining information about presentation skill. Getting concrete information about how to start the presentation and involve the student in the course is one of the biggest advantages of the course.

PT5: During my teaching life, it is a course in which there is a good teaching method to dominate the course, to dominate the class and to be myself.

PT13: It gives students (preservice teachers) the chance to go up to the blackboard in the classroom and give courses. And thus, students (preservice teachers) learn by experiencing how they should conduct the course. I think the large class size is also a plus against the possibility of teaching in crowded classes in the future.

PT3: Thanks to the micro teaching course, when we become a teacher, we will learn to attract the attention of our students, to explain the subject effectively, to master the class and the use of materials. Our probability of having problems while lecturing is minimized.

PT19: I think it is a very important course especially in terms of gaining experience. In addition, micro-teaching is a very useful course in getting to know the classroom environment, overcoming shyness, using language effectively and using body language effectively.

PT24: I think I can be more prepared and more confident for my future professional life.

PT25: It is a course that aims to have information about how to communicate with students in the classroom, to relieve the intense stress and excitement, as well as to facilitate our professional life.

PT15: First of all, I think that it is a course that every preservice teachers should take. It gives the individual the ability to cope with problems that may arise other than gaining knowledge.

PT1: I was afraid of teaching. I have no fear now. I have no fear of teaching right now. I will apply the training I received when I became a teacher. Micro teaching course became like an internship. I overcame that fear.

Findings Regarding The Second Sub-Purpose

Table 3. Preservice Teachers' Opinions About Using Technological Tools in Micro Teaching Course

Theme	Sub Themes	Frequency (f)
	Smart board	21
	Video camera	11
Technological Tools	Computer	6
	Projection	4
	Smart phone	3

When Table 3 is examined, the preservice teachers expressed their opinions about using technological tools in micro teaching course as the theme of technological equipment. It is seen that the highest frequency among the preservice teachers who gave their opinions on the theme of technological equipment is in the "smart board" (f =21) sub-theme. It is seen that the sub-theme of the smart board is followed by the sub-themes of "video camera" (f =11), "computer" (f =6), "projection" (f =4) and "smart phone" (f =3).

According to the themes in Table 3, some of the preservice teachers' opinions are given below in order of sub-themes:

PT2: Today, we use the smart board very often because it is one of the most frequently used tools, and this provides a great convenience. However, since the conditions are not the same in every school, I believe that some attention should be paid to how to use non-technological material.

PT12: We help them understand the subject more by using visuals and videos in lecturing.

PT24: I tried to give my presentation to the students with the slide I made from the computer. I mostly benefited from images and words that would attract the attention of students. By including them in the work, I ensured their participation in the course. This course has made a great contribution to my profession in my future life.

PT13: As we use technology actively in every field today, we are now actively using technology in education. We teach courses by creating or finding videos, using various visuals and audio elements. Projectors, smart boards and computers have become our primary technological tools.

PT17: We use smart boards during lecture. We make use of the video player and slides on the smart board. We use smart phones while filming our friends who are lecturing with the camera.

Findings Regarding The Third Sub-Purpose

Table 4. Opinions of Preservice Teachers Regarding the Problems They Encounter in Their Practices in Micro Teaching Course

Themes	Sub Themes	Frequency (f)
Problems Caused by Classroom Environment	Large class size	18
	Noise	5
	The need for presentation evaluation	2
Problems Arising from Preservice Teachers	Lack of theoretical knowledge	3
	Low self esteem	2
	Lack of lecture	2
	Inadequate use of technology	2
No problem	No problems experienced	5

When Table 4 is examined, preservice teachers views on the problems they encountered in the practices they did in the micro teaching course were categorized under three themes. It is seen that the highest frequency among the preservice teachers who gave their opinions on the theme of problems arising from the classroom environment is in the sub-theme of "crowded class size" (f =18). It is observed that the subtheme of crowded class size is followed by the subthemes of "noise" (f =5) and "need for presentation evaluation" (f =2), respectively. It is seen that the highest frequency among the preservice teachers who gave their opinions on the theme of problems arising from preservice teachers is in the sub-theme "lack of theoretical knowledge" (f =3). Lack of theoretical knowledge subthemes are followed by "lack of self-confidence" (f =2), "lack of lecturing" (f =2) and "lack of technology use" (f=2), respectively. The opinions of the preservice teachers who gave their opinions about the "no problem" theme were explained as the sub-theme "not having a problem" (f =5).

According to the themes in Table 4, some of the preservice teachers' opinions are given below in order of sub-themes:

PT3: We had difficulties in making presentations or criticizing because the class was crowded. It was very difficult to get the attention of the crowded class.

PT17: Sometimes there is noise. Because there are more students than they should be for the micro teaching course.

PT21: In addition, the evaluation criteria are not given in written form (for example, the requirements of the friend who will make the presentation during the application and the criteria that will enable the friends in the class to make a healthy critical observation in written form).

PT14: The course does not contain enough theoretical information.

PT4: We often encounter the problem of getting on the board. Students have a lack of self-confidence. And that's because we didn't make any presentations.

PT5: Since we teach theoretically rather than practically throughout our lives, we first fear the board and have some difficulty in the courage to make presentations or speak in front of the whole class. We do not know what to pay attention to while making a presentation or lecturing.

PT15: Unexpected malfunctions could occur when technological materials were used.

PT11: I did not encounter any problems.

Findings Regarding The Fourth Sub-Purpose

Table 5. Preservice Teachers' Suggestions Regarding the Instruction of Micro Teaching Course

Themes	Sub Themes	Frequency (f)
Improving the Application Environment	Reducing class size	11
	Practicing in schools (real classroom environment)	8
In-Class Activities	Ensuring the participation to course of the preservice teachers	3
	Repeat the presentation	2
Tools	Use a textbook	2
	Increasing the materials	1

When Table 5 is examined, preservice teachers' suggestions regarding the instruction of micro teaching course was categorized under three themes. It is seen that the highest frequency among the preservice teachers who gave their opinions about the theme of improving the practice environment is in the sub-theme "reducing the classroom size" (f =11). The sub-theme of decreasing the class size is followed by the sub-theme "practicing in schools (real classroom environment)" (f =8). It is seen that the highest frequency among the preservice teachers who gave their opinions on the theme of classroom activities is in the sub-theme of "ensuring the participation of the preservice teacher in the course" (f =3). The sub-theme of ensuring the participation of the preservice teachers in the course is followed by the sub-theme of "repeating the presentation" (f =2). It is seen that the highest frequency among the preservice teachers who gave their opinions about the materials theme is "using a textbook" (f=2). It is understood that the sub-theme of using a textbook is followed by the sub-theme of "increasing the materials" (f =1).

According to the themes in Table 5, the opinions of some of the preservice teachers are given below in order of sub-themes:

PT25: I think the number of students should be low. I believe it will be more efficient in this way.

PT16: Preservice teachers should be taken to the real classroom environment. I believe it will be more effective.

PT24: I think that the course should be taught in a practical way by including the student in the work rather than a method based on rote, while teaching the course, that is, while transferring the subject to the other party.

PT3: It would be better if we had the chance to make a presentation again after giving the presentation and after receiving the criticism.

PT7: If the micro teaching course is taught together with the book, the subjects will be regular and more permanent.

PT4: The course is handled well. Just like a preservice teachers should do. But I wish we had some extra material. For development and creativity.

Findings Regarding The Fifth Sub-Purpose

Table 6. Preservice Teachers' Opinions Regarding Their Wish to Retake Micro Teaching Course

Themes	Sub Themes	Frequency (f)
Yes	Take the course again	23
No	Take the course not again	3

When Table 6 is examined, the preservice teachers expressed their views on their willingness to take the micro teaching course again categorized under two themes. The opinions of the preservice teachers who gave their opinions about the yes theme were explained as the subthemes "take the course again" (f=23), and those who express their opinions as "take the course not again" (f =3).

According to the themes in Table 6, some of the preservice teachers' opinions are given below in order of sub-themes:

PT7: Yes, I would like to get it. Because I think it will be very useful for me in teaching. It is recorded while making a presentation. It is monitored later and we see the errors that have occurred. For this reason, I believe that when we become a teacher, we can be successful in lecturing and classroom management.

PT19: I would like to get it again. Because this course contains information and techniques that will help me not only in my school life but also in my daily life. In addition, our course is very efficient and effective.

PT17: I do not want. I think it is enough for me to take this course once.

DISCUSSION AND CONCLUSION

In this section, discussions about the findings obtained as a result of the research are given in order according to the sub-purpose of the research.

When the findings regarding the first sub-purpose of the study were examined, the preservice teachers stated that the micro teaching course improved their presentation skills by increasing their professional skills, provided classroom management, had the opportunity to practice in a real

classroom environment, and learned the use of materials effectively. In addition, preservice teachers stated that micro-teaching course contributed to their personal development and that they gained experience, their self-confidence improved, their communication and problem-solving skills increased, and their fear of the profession decreased. The reason for this is that micro teaching technique gives preservice teachers the opportunity to practice close to the real classroom environment. Thus, as this situation enabled many students to practice lecturing with micro teaching technique for the first time and to have feelings close to their teaching experience, the preservice teachers generally expressed a positive opinion about micro teaching technique. When the related studies were examined, as stated in the study of Gürses, Bayrak, Yalçın, Açıkyıldız & Doğar (2005: 9), the preservice teachers stated that micro-teaching technique made a positive contribution to the development of their professional skills.

Similar to our research, in the study of Sevim (2013: 310), preservice teachers explained that micro teaching improves their communication skills. In the same study, it was stated that practicing in a real classroom environment helped preservice teachers to gain a positive attitude towards the profession by increasing their participation and interest in the course. In addition, as stated in our research, it was stated that micro-teaching course improves the classroom management skills of preservice teachers. In the research of Karataş & Cengiz (2016: 578), it was explained that preservice teachers gained experience similar to the results of our study through micro teaching. Similar to our study, the teaching experiences of the pre-service teachers related to the micro teaching technique can be said to increase their attitudes towards classroom management (Sokal, Smith & Mowat, 2003: 14). Thus, micro-teaching course helps preservice teachers to improve themselves by increasing their professional development. Semerci (2000: 6) stated in his research that the implementation of techniques that improve criticism skills such as micro teaching technique enabled preservice teachers to generate ideas. Regarding Semerci's (2000: 6) research, it can be said that he also developed problem-solving skills close to the opinions of the preservice teachers who participated in our study. In his study, Oliveira (2009: 870) concluded that applications related to micro-teaching technique, which support the findings of our study, improved the presentation skills and communication skills of preservice teachers. In the research conducted by Ralph (2014: 24), it is seen that the application of micro-teaching technique, like the results in this study, helps preservice teachers to eliminate their fears about the profession and gain experience and self-confidence. (Ping, 2013: 169; Ramasubramaniam & Renganathan, 2014: 246; Mergler & Tangen, 2010: 17) stated in their research, the positive effects of micro-teaching technique on preservice teachers professional skills and personal development in general. Also, Allen & Ryan (1969: 2-3) explained that doing micro teaching in a real classroom environment would be effective and efficient.

When the findings regarding the second sub-purpose of the study were examined, the preservice teachers stated that they used technological tools such as smart boards, video cameras, computers, projectors and smart phones in the micro teaching course. In addition, in the study conducted by Karataş & Cengiz (2016: 579), similar to the results of our study, it is seen that preservice teachers frequently benefit from technological tools while applying micro teaching technique. Similarly, Warnock, Boykin & Tung (2011: 6) in their study found that the use of smart boards in classrooms in the undergraduate degree had a positive and satisfactory effect on the communication between student-instructor and the learning environment. Babacan & Şaşmaz Ören (2017: 204) stated in their study that they mainly used smart boards in their course presentations. Thus, preservice teachers stated that they also gained experience in using smart boards before the application. At the same time, in the research of Babacan & Şaşmaz Ören (2017: 204), preservice teachers mention of the positive effects of using technological tools in micro teaching practice supports the results of our study.

In the study of Koehler & Mishra (2009: 66-67), they stated that the use of projection and computer provided active participation of students in the application of teaching techniques such as micro-teaching, similar to the views of the preservice teachers in our study. In the study of Akyüz, Pektaş, Kurnaz & Kabataş Memiş (2014: 8), expressing the importance of the use of technological tools such as smart boards in teaching practices is similar to the results of our study, and in the same way, in Wu & Kao (2008) research, preservice teachers used technological tools such as computers

and smart boards. The fact that they stated that teaching techniques such as micro-teaching are useful in their application support the results of our study. (Goldwaite, 1968:102; Saban & Çoklar, 2013: 239) in their study, the preservice teachers explanations that the use of technological tools such as video cameras have significant contributions in the application of micro-teaching technique coincide with the findings of our research.

When the findings regarding the third sub-purpose of the study were examined, the preservice teachers stated that they experienced some problems arising from the classroom environment in their applications in micro teaching course. The preservice teachers stated that there was noise due to crowded class sizes, the high number of students during the implementation, and the lecture presentations made need to be re-evaluated. In addition, they explained that the problems arising from the preservice teachers were their lack of theoretical or theoretical knowledge about micro-teaching technique, their lack of self-confidence, lack of lecturing due to their lack of lecture and some inadequacy in the use of technological tools. However, some of the preservice teachers stated that they did not encounter any problems while practicing. At the same time, when the research results of Dere (2019: 51) were examined, similar to the findings in this study, preservice teachers encountered some problems arising from the artificiality of the classroom environment. Zhou, Xu & Martinovic (2017: 95) stated in their study that it is important to practice in a real classroom environment, but in this way, preservice teachers will gain experience and self-confidence.

In addition, in the study conducted by Peker (2009: 365), it was observed that similar to the results we reached in our research, the excitement of the preservice teachers who made presentations for the first time with the micro-teaching technique and their lecturing to their classmates also caused some problems arising from the lack of experience. At the same time, in the research of Kavas & Özdener (2012: 1221), similar to our study, preservice teachers explained that some difficulties were encountered during teaching due to crowded class sizes in micro teaching practices. In Çakır's (2010: 71) study, preservice teachers stated that they needed to evaluate presentations and feedback should be given after the presentations. Also, according to Subramaniam (2006: 675) the use of microteaching technique may improve pre-service teachers' performances.

When the findings regarding the fourth sub-purpose of the study were examined, the preservice teachers made suggestions regarding the teaching of the micro teaching course. These contributions and suggestions are explained as reducing the number of classrooms depending on the development of the application environment, and applying in schools, that is, in a real classroom environment. In addition, it was stated that the active participation of the preservice teachers in the class should be ensured while performing in-class activities and the presentation should be repeated. On the other hand, preservice teachers explained their suggestions for using textbooks on micro teaching and increasing the number of materials with regard to tools and materials. Similarly, Benton-Kupper (2001: 834) stated that microteaching practices should be included in pre-service teacher education programs as a useful teaching tool. Kablan (2012: 251) mentioned the importance of developing materials and activities in micro teaching while applying the teaching principles and methods in his study. According to the research of Bilen (2014: 197), micro teaching has positively affected the preservice teachers ability to teach in the classroom. It can be said that the positive effect of lecturing in the classroom is similar to the fact that the preservice teachers' participation in the course in our study. The opinion of the most of the preservice teachers regarding the use of micro-teaching technique in schools, that is, in real classroom environments, in the study conducted by Karışan (2017: 197) is similar to the results of our study. In the study of Karaman (2014: 171), most of the preservice teachers stated that they want to practice in a real classroom environment while applying micro teaching technique. In the research of Christian (2017: 18), the fact that the preservice teachers stated that it is important to benefit from the materials while preparing to make micro teaching application supports our study. On the other hand, Allen & Ryan (1969: 2-3) also stated the necessity of using materials in the application of micro teaching technique in their study. In addition, in the study conducted by Karakaya & Yazici (2017: 263), preservice teachers pointed out that it is positive to develop and increase the materials used for micro teaching. However, in the study of Peker (2009: 369), preservice teachers stated that similar to the data we obtained, it is important to reduce the

class size in the application of micro-teaching technique. Veenman (1984: 160) explained in his study that, similar to the results of our study, preservice teachers' use of materials should be increased in applying teaching techniques such as micro teaching. In addition, (Leal-Rodríguez & Albort-Morant, 2018: 2; Meutia, Elyza & Yusnila, 2018: 110; & Undiyaundeye-Inakwu, 2012: 101) stated in their research that micro-teaching technique should be applied in schools and real classroom environments.

When the findings regarding the fifth sub-purpose of the study were examined, the preservice teachers stated that they would like to take the micro teaching course again. However, very few preservice teachers stated that they do not want to take the micro teaching course again. In Şen (2009: 169)'s research, it may be possible for the preservice teachers to state that they want to practice micro-teaching again, similar to the results in our study, by taking this course again. It can be said that this situation can only be achieved by taking the micro teaching course again. In addition, in the study carried out by the Kuran (2009: 398), the preservice teachers explained their opinions on the repetition of this course by taking the micro teaching course in more than one semester.

Based on the research results, the following suggestions can be made:

- Practicing micro teaching technique mostly in real classroom environments can increase the effectiveness of micro teaching technique.

- The use of technology in micro teaching course can be expanded by using different technological tools and materials.

- Classroom sizes can be reduced for more effective and efficient application of micro teaching technique.

- In the future, studies can be conducted using different research models for preservice teachers who take the micro teaching course.

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