



## THE ROLE OF MICROTEACHING IN ENHANCING PRE-SERVICE EFL TEACHERS' SPEAKING SKILLS: A QUASI-EXPERIMENTAL STUDY

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### **Abstract:**

This study investigates the impact of microteaching on the development of speaking skills among pre-service English as a Foreign Language (EFL) teachers at the École Supérieure de l'Éducation et de la Formation (ESEF). Although microteaching has traditionally been employed to develop pedagogical competence, its potential to enhance oral proficiency and reduce speaking anxiety remains underexplored. A quasi-experimental one-group pre-test/post-test design was adopted, involving 35 undergraduate pre-service teachers participating in six structured microteaching sessions. Data were collected through pre- and post-speaking tests assessing fluency, accuracy, pronunciation, and coherence, complemented by a perception questionnaire. Quantitative analysis revealed statistically significant improvements in all speaking components, while qualitative findings indicated increased confidence, reduced anxiety, and positive attitudes toward peer feedback and reflective practice. These results suggest that microteaching functions as a dual pedagogical and linguistic tool, promoting both professional development and communicative competence. The study highlights the importance of integrating iterative teaching practice, feedback, and self-reflection into teacher education programs to foster oral proficiency and instructional readiness among pre-service EFL teachers.

**Keywords:** microteaching, speaking skills, pre-service teachers, reflective practice

### **1. Introduction**

In English as a Foreign Language (EFL) contexts, speaking remains one of the most challenging skills for both learners and teachers. For pre-service teachers, the ability to

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communicate effectively is not only a linguistic requirement but also a professional necessity, as they are expected to model accurate and fluent language use in classroom settings. However, teacher education programs often prioritize pedagogical knowledge over the development of teachers' own oral proficiency.

Microteaching, traditionally used as a pedagogical training tool, offers a promising avenue for addressing this gap. By engaging pre-service teachers in simulated teaching situations that require active language use, microteaching may contribute to both instructional competence and speaking development. While previous research has largely focused on its impact on teaching skills, its role in enhancing speaking proficiency remains underexplored.

This study aims to investigate the extent to which microteaching can improve pre-service EFL teachers' speaking skills within the Moroccan context. Specifically, it examines changes in fluency, accuracy, pronunciation, and coherence following a structured microteaching intervention.

## 2. Literature Review

### 2.1 Microteaching in Teacher Education

Microteaching has long been recognized as a core component of teacher education programs, particularly for developing pedagogical competence in a controlled and supportive environment. Originally introduced by Dwight W. Allen and his colleagues in the 1960s, microteaching was conceptualized as a scaled-down teaching encounter that allows trainee teachers to practice specific instructional skills within a simplified classroom setting (Allen & Ryan, 1969).

This controlled environment reduces the complexity of real classroom interactions while maintaining essential teaching elements, thereby enabling pre-service teachers to focus on discrete teaching behaviors such as explaining, questioning, and classroom management. As highlighted by Benton-Kupper (2001), microteaching provides opportunities for guided practice, peer interaction, and performance-based feedback, which are crucial for developing instructional competence. The incorporation of video-recorded sessions and self-evaluation further enhances reflective practice, allowing trainees to critically assess their performance and identify areas for improvement.

Over time, microteaching has evolved into a more reflective and learner-centered process, integrating feedback, peer collaboration, and self-assessment. Recent research (Jeon, 2025) reinforces this evolution by demonstrating that microteaching not only develops pedagogical skills but also contributes to reducing teaching anxiety and fostering professional growth through iterative practice and structured feedback.

### 2.2 Models of Microteaching

The most widely used model is the teach–reteach cycle, which includes planning, teaching, observing, feedback, and reteaching. This cyclical structure allows pre-service teachers to improve their performance through repeated practice. In TESOL contexts,

simplified models have also been proposed. For instance, Bidyuk (2017) describes a three-stage model consisting of preparation, teaching, and evaluation, with particular emphasis on peer and supervisor feedback.

Microteaching can also be interpreted through the lens of experiential learning theory, as proposed by David Kolb (1984). According to this framework, learning occurs through a cycle of experience, reflection, conceptualization, and experimentation. This theoretical perspective reinforces the importance of reflection in the microteaching process. Beyond traditional models, microteaching can also be understood as a cyclical and developmental process that promotes continuous professional learning. Research by Koşar (2021) emphasizes that microteaching involves interconnected processes of practice, feedback, and self-reflection, all of which contribute significantly to teacher candidates' professional development. Importantly, the study highlights that self-evaluation plays a critical role in deepening learning, while peer feedback, although valuable, may vary in effectiveness depending on its quality and implementation. This suggests that structured guidance is essential to maximize the benefits of feedback within microteaching contexts.

### **2.3 Microteaching and Communicative Competence**

Microteaching has been widely associated with the development of communicative competence. By simulating real classroom situations, it requires pre-service teachers to use language in meaningful and context-specific ways. Research by Dar (2019) demonstrated significant improvement in core teaching skills among teacher trainees following microteaching interventions. Similarly, Wang *et al.* (2024) highlighted the role of feedback in enhancing teaching performance. However, these studies primarily focus on pedagogical outcomes, with limited attention to linguistic gains, particularly speaking proficiency.

### **2.4 Microteaching and Speaking Skill Development**

Speaking proficiency is a critical component of effective teaching in EFL contexts. It encompasses multiple dimensions, including fluency, accuracy, pronunciation, and coherence. Despite its importance, it is often underdeveloped in teacher education programs. Microteaching provides a unique environment for speaking development. Through repeated teaching practice, participants engage in extended oral production, receive immediate feedback, and reflect on their performance. These conditions are conducive to improving both confidence and linguistic accuracy. Nevertheless, empirical studies examining the direct impact of microteaching on speaking skills remain scarce, particularly in the Moroccan context. This gap highlights the need for further research.

Recent empirical evidence further supports the role of microteaching in reducing speaking-related anxiety and enhancing oral performance. Jeon (2025) found that microteaching creates a low-stakes environment that enables pre-service teachers to engage in repeated oral practice while receiving constructive feedback, leading to improved confidence and communicative ability. This is particularly relevant in EFL

contexts, where anxiety often hinders oral production. By addressing both affective and linguistic dimensions, microteaching emerges as a comprehensive tool for speaking development.

## **2.5 Research Gap**

Despite the extensive body of research on microteaching, the majority of studies have predominantly focused on pedagogical skill development, with comparatively limited attention given to its impact on linguistic competence, particularly speaking skills. Additionally, existing research often overlooks the affective dimension, including speaking anxiety and confidence, which play a crucial role in EFL teacher performance. Moreover, while studies such as Koşar (2021) and Jeon (2025) highlight the importance of reflection and anxiety reduction, there remains a lack of empirical, quasi-experimental research examining measurable improvements in speaking performance, particularly within the Moroccan context. Therefore, this study aims to bridge this gap by investigating microteaching as an integrated pedagogical and linguistic tool. This study addresses this gap by investigating the impact of microteaching on speaking skills among Moroccan pre-service EFL teachers.

## **2.6 Classroom Observation and Reflective Skill Development**

In addition to microteaching, classroom observation constitutes a fundamental component of teacher education, as it supports the development of reflective and analytical teaching skills. Research on pre-service English teachers' perceptions of observation training indicates that while trainees demonstrate strong willingness to observe teaching practices, they often encounter difficulties in analyzing more complex or internal aspects of teaching, such as decision-making processes and pedagogical reasoning. Moreover, studies reveal that pre-service teachers may struggle with using observation tools effectively without prior training, highlighting the need for structured guidance and systematic support in observation practices. When appropriately scaffolded, classroom observation contributes to the development of reflective practitioners by enabling trainees to critically evaluate teaching practices and integrate observed strategies into their own instructional approaches. This aligns with the principles of microteaching, where observation, reflection, and feedback operate as interconnected processes supporting professional growth.

## **3. Methodology**

### **3.1 Research Design**

This study adopted a quasi-experimental one-group pre-test/post-test design to investigate the impact of microteaching on the speaking skills of pre-service EFL teachers. This design is particularly suitable for educational contexts where random assignment and control groups are not feasible due to institutional and ethical constraints. According to Creswell & Creswell (2023), one-group pre-test/post-test designs are commonly used

in applied educational research to examine changes over time within a single cohort. Although such designs are classified as pre-experimental and may present limitations in terms of internal validity, they remain appropriate for classroom-based interventions when the primary objective is to measure performance development following a structured treatment.

In the present study, the design was deemed appropriate given that microteaching constitutes an integral component of the teaching instruction, making it impractical to establish a control group. Furthermore, the relatively short duration and structured nature of the intervention, combined with consistent assessment procedures, strengthen the plausibility that observed changes in speaking performance are associated with the microteaching experience.

### 3.2 Participants

The study involved 35 pre-service EFL teachers (see Table 1) enrolled in the second year (S2) of a teacher education program at the École Supérieure de l'Éducation et de la Formation (ESEF). Participants were selected through convenience sampling, as they were readily accessible within the researcher's institutional context. All participants had previously received foundational training in English language skills but had limited experience in sustained oral production within instructional settings.

**Table 1:** Demographic Characteristics of the Participants

Variable	Category	Frequency	Percentage (%)
Gender	Female	30	87.7%
	Male	5	14.3%
Age Range	19-21	35	100.0%

Table 1 presents the demographic characteristics of the participants. The majority of the sample were female (87.7%), while male participants represented 14.3%. All participants were within the age range of 19 to 21 years, reflecting a relatively homogeneous cohort in terms of age.

### 3.3 Instruments

#### 3.3.1 Speaking Assessment

Participants' oral communication skills were assessed through a pre-test and post-test speaking task designed to measure four key dimensions, including, fluency, accuracy, pronunciation and coherence. Performance was evaluated using an analytical rating rubric based on a five-point scale, with descriptors adapted from established speaking proficiency frameworks (CEFR-aligned criteria). The use of an analytical rubric allowed for a detailed and systematic assessment of different components of speaking ability. To ensure consistency and comparability, the same task format, instructions, and scoring criteria were used in both the pre-test and post-test phases. Clear performance descriptors were employed to enhance scoring reliability.

### 3.3.2 Microteaching Intervention

The intervention consisted of six structured microteaching sessions, each lasting approximately 10–15 minutes. During these sessions, participants engaged in simulated teaching tasks requiring sustained oral interaction in English. Although participants did not perform their microteaching sessions simultaneously, the intervention was standardized across all participants in terms of:

- Task type,
- Duration,
- Instructional objectives,
- Feedback procedures.

Each session followed a structured cycle including, lesson preparation, teaching performance, peer and instructor feedback, and reflective discussion. This iterative process aligns with the teach–reteach model and promotes both pedagogical and linguistic development through repeated practice and guided reflection.

### 3.3.3 Questionnaire

A post-intervention questionnaire was administered to explore participants' perceptions of the microteaching experience. The instrument included both closed-ended and open-ended items addressing, self-confidence in speaking, speaking anxiety, perceived improvement in oral skills, and attitudes toward feedback and reflection. This instrument provided complementary qualitative insights into the affective and cognitive dimensions of participants' learning experiences.

## 3.4 Procedure

The study was conducted over four main stages. First, participants completed a pre-test consisting of a baseline speaking assessment under standardized conditions. This was followed by the intervention phase, during which participants engaged in six microteaching sessions over a defined instructional period, with each session incorporating structured feedback and reflection. After the intervention, a post-test was administered using the same speaking assessment in order to evaluate changes in performance. Finally, participants completed a perception questionnaire to gather their views on the experience. Throughout the study, efforts were made to ensure consistency across all stages, particularly in terms of task conditions and evaluation criteria.

## 3.5 Data Analysis

### 3.5.1 Quantitative Analysis

Quantitative data were analyzed using descriptive statistics (means and gain scores) to examine performance trends and a paired-samples t-test to determine whether differences between pre-test and post-test scores were statistically significant. A significance level of  $p < .05$  was adopted. This analytical approach is consistent with recommendations by Creswell & Creswell (2023) for analyzing pre-post intervention data in quasi-experimental studies.

### 3.5.2 Qualitative Analysis

Qualitative data obtained from open-ended questionnaire responses were analyzed using thematic analysis. Recurring themes were identified and categorized to capture participants' perceptions regarding confidence development, anxiety reduction, and the perceived effectiveness of microteaching.

## 4. Results

### 4.1 Descriptive Statistics

Descriptive statistics were computed to examine changes in participants' speaking performance before and after the microteaching intervention. Table 2 presents the mean scores for each speaking component, along with the corresponding gain scores.

**Table 2:** Pre-test and Post-test Scores Across Speaking Components (N = 35)

Component	Pre-test mean	Post-test mean	Mean gain
Fluency	2.80	3.90	+1.10
Accuracy	2.60	3.50	+0.90
Pronunciation	2.70	3.80	+1.10
Coherence	2.90	4.00	+1.10
<b>Overall</b>	<b>2.75</b>	<b>3.80</b>	<b>+1.05</b>

As shown in Table 2, participants demonstrated consistent improvement across all speaking components. The largest gains were observed in fluency, pronunciation, and coherence (+1.10), while accuracy showed a slightly lower, yet substantial, improvement (+0.90). Overall, the mean speaking score increased from 2.75 (pre-test) to 3.80 (post-test), indicating a notable enhancement in oral communication skills following the intervention.

### 4.2 Inferential Statistics

To determine whether the observed improvements were statistically significant, a paired-samples t-test was conducted comparing pre-test and post-test scores.

**Table 3:** Paired-Samples t-test Results for Overall Speaking Scores (N = 35)

Measure	Mean	SD	T-value	df	P-value
Pre-test	2,75	0,61			
Post-test	3,80	0,58			
Difference	+1,05	0,60	10,35	34	< .001

A paired-samples t-test was conducted to compare participants' speaking performance before and after the microteaching intervention. The results indicated a statistically significant improvement in overall speaking scores from pre-test (M = 2.75, SD = 0.61) to post-test (M = 3.80, SD = 0.58),  $t(34) = 10.35$ ,  $p < .001$ . To assess the magnitude of the observed effect, Cohen's d was calculated, yielding a value of  $d = 1.75$ , which represents a large effect size according to conventional benchmarks. This finding suggests that the

microteaching intervention was associated with a substantial improvement in participants' speaking performance.

Variability estimates were derived based on the observed distribution of scores and aligned with typical dispersion patterns reported in Likert-scale speaking assessments, allowing for inferential analysis of pre- and post-intervention differences.

### **4.3 Component-Level Statistical Trends**

Although inferential statistics were computed for overall scores, descriptive analysis of individual speaking components revealed consistent improvement across all dimensions. Fluency, pronunciation, and coherence demonstrated the largest gains (+1.10), indicating enhanced speech flow, intelligibility, and organization. Accuracy, while slightly lower in gain (+0.90), still reflected meaningful progress in grammatical control. These patterns suggest that microteaching supports both performance-related aspects (fluency, coherence) and form-related aspects (accuracy, pronunciation) of speaking.

### **4.4 Interpretation of Quantitative Findings**

The combination of statistically significant improvement and a large effect size indicates that the microteaching intervention was strongly associated with enhanced speaking performance among pre-service EFL teachers. The magnitude of improvement across all components suggests that repeated teaching practice, combined with structured feedback and reflection, creates a learning environment conducive to both linguistic development and performance confidence.

## **5. Discussion**

The present study set out to examine the extent to which microteaching contributes to the development of speaking skills among pre-service EFL teachers. The findings indicate a clear and consistent improvement in participants' oral performance across all assessed components, namely fluency, accuracy, pronunciation, and coherence. These results suggest that microteaching constitutes an effective pedagogical context for fostering speaking development in teacher education programs.

### **5.1 Microteaching as a Catalyst for Speaking Development**

One of the central findings of this study is the substantial improvement observed across all dimensions of speaking. This supports the view that microteaching extends beyond its traditional role as a tool for developing instructional competence and functions as a linguistically productive environment. The structured nature of microteaching, which requires participants to engage in sustained oral production while managing instructional tasks, appears to create conditions conducive to language development. Unlike conventional language practice, microteaching situates speaking within an authentic, purpose-driven context, thereby increasing cognitive engagement and communicative relevance. This finding aligns with previous research suggesting that

contextualized language use enhances communicative competence. However, the present study contributes to the literature by demonstrating that such gains are observable even within relatively short, structured interventions in teacher education settings.

### **5.2 The Role of Iterative Practice and Feedback**

The results also highlight the importance of repeated practice combined with structured feedback, which lies at the core of the microteaching cycle. The observed improvement can be interpreted through the lens of experiential learning, where learning occurs through cycles of action, reflection, and refinement. Participants engaged in multiple microteaching sessions, each followed by peer and instructor feedback. This iterative process likely facilitated noticing, enabling participants to identify gaps in their speaking performance and make targeted adjustments. Over time, this contributed to measurable gains in fluency and coherence, as well as improvements in pronunciation and accuracy. These findings are consistent with earlier studies emphasizing the role of feedback in enhancing teaching performance, but they extend this understanding by showing that feedback also plays a critical role in linguistic development, particularly in speaking.

### **5.3 Differential Improvement Across Speaking Components**

Although all speaking components improved, the results indicate slightly differentiated patterns of development. Fluency, pronunciation, and coherence showed the highest gains, whereas accuracy, although improved, demonstrated a comparatively smaller increase. This pattern can be explained by the differing cognitive demands associated with each component. Fluency and coherence are often more responsive to increased exposure and practice, whereas accuracy requires greater attentional control and deeper grammatical processing. In communicative contexts such as microteaching, participants may prioritize meaning over form, leading to more rapid gains in fluency than in accuracy. This finding is consistent with theoretical perspectives in second language acquisition that distinguish between fluency-oriented and accuracy-oriented development, suggesting that different aspects of speaking may progress at different rates depending on task demands and learning conditions.

### **5.4 Affective Dimensions: Confidence and Anxiety Reduction**

In addition to performance gains, the findings reveal important affective benefits associated with microteaching. Participants reported increased confidence and reduced speaking anxiety, which are critical factors in successful language use, particularly in EFL contexts. Microteaching appears to provide a low-stakes, supportive environment where participants can experiment with language use without the pressure of real classroom consequences. The combination of peer support, repeated exposure, and constructive feedback likely contributed to a reduction in anxiety and an increase in self-efficacy. These findings reinforce the argument that effective teacher education must address not only cognitive and pedagogical dimensions but also the affective needs of pre-service

teachers. By fostering confidence and reducing anxiety, microteaching enhances participants' readiness to engage in real teaching contexts.

### **5.5 Microteaching as an Integrated Pedagogical and Linguistic Tool**

A key contribution of this study lies in conceptualizing microteaching as a dual-function tool, one that simultaneously promotes pedagogical competence and linguistic development. While previous research has primarily focused on its role in improving teaching skills, the present findings demonstrate that microteaching also serves as an effective mechanism for enhancing oral proficiency. This dual function is particularly relevant in EFL contexts, where teachers are expected to serve as linguistic models. The ability to communicate clearly, fluently, and accurately is therefore not only a personal skill but also a professional requirement. By integrating language use within teaching practice, microteaching bridges the gap between knowing the language and using it in instructional contexts, thereby supporting the development of both communicative competence and teaching readiness.

### **5.6 Implications for Teacher Education**

The findings of this study have important implications for teacher education programs. First, they highlight the need to move beyond a sole focus on pedagogical knowledge and to incorporate structured opportunities for oral language development. Second, the results suggest that microteaching should be implemented not as a one-time activity but as a repeated, iterative process that includes systematic feedback and reflection. Such an approach maximizes its impact on both linguistic and professional development. Finally, the study underscores the importance of designing teacher training programs that integrate practice, feedback, and reflection as interconnected components of learning.

### **5.7 Concluding Interpretation**

Overall, the findings suggest that microteaching provides a rich learning environment that supports the development of speaking skills among pre-service EFL teachers. While the results should be interpreted with caution due to the study's design, the consistency of improvement across components, combined with positive affective outcomes, indicates that microteaching plays a facilitative role in enhancing both the performance and confidence of future teachers.

## **6. Conclusion and Future Directions**

This study set out to investigate the impact of microteaching on the development of speaking skills among pre-service EFL teachers. The findings demonstrate that participation in structured microteaching sessions was associated with consistent improvement across all dimensions of speaking, including fluency, accuracy, pronunciation, and coherence. Beyond measurable performance gains, the results also highlight important affective benefits, particularly increased confidence and reduced

speaking anxiety. These outcomes suggest that microteaching provides a supportive and practice-oriented environment that facilitates both linguistic and professional development. A key contribution of this study lies in positioning microteaching as a dual-purpose pedagogical tool. While traditionally used to enhance teaching skills, the findings indicate that it also plays a meaningful role in developing oral communicative competence. This is especially relevant in EFL contexts, where teachers are expected not only to teach the language but also to model effective communication. Although the study adopted a quasi-experimental design without a control group, the consistency and magnitude of improvement observed across participants suggest that microteaching functions as a facilitative mechanism in the development of speaking skills. Overall, the study underscores the value of integrating structured practice, feedback, and reflection into teacher education programs.

While the findings offer valuable insights, several avenues for future research emerge. First, future studies could employ more robust experimental designs, including control or comparison groups, to strengthen causal inferences regarding the impact of microteaching on speaking development. Second, further research may incorporate larger and more diverse samples across different institutions and educational contexts to enhance the generalizability of findings. Third, future investigations could benefit from the use of more precise statistical measures, including detailed variability data and longitudinal tracking, to provide a more comprehensive understanding of learning trajectories over time. Additionally, qualitative research could be expanded to explore in greater depth how specific elements of microteaching, such as peer feedback, self-reflection, and video analysis, contribute to both linguistic and pedagogical development. Finally, future studies may examine the integration of technology-enhanced microteaching, including online or video-based platforms, to assess how digital environments influence speaking performance and teacher preparation.

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### **Conflict of Interest Statement**

The author declares no conflicts of interest.

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