Investigation into the Microteaching Practices of Egyptian Pre-service Teachers of English in an EFL Teacher Preparation Programme: Implications for Curriculum Planning and Design

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To
The University of Exeter as a thesis for the degree of
Doctor of Philosophy in Education
(August 2012)

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I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other university.

Signature........................................................
DEDICATION

I dedicate this thesis to my Dad, Mum and my husband

Who greatly shaped my life and always dreamt to see me a PhD holder.
ACKNOWLEDGEMENT

The completion of this thesis would be impossible without the support, inspiration, assistance and encouragement of several people and I am sincerely grateful for their contribution during the research project. First and foremost, thanks are due to Allah, The Almighty, for bestowing me with perseverance, blessing and mercy, which guided me throughout this long journey.

My deep appreciation and gratitude goes to my first supervisor, Dr Susan Riley who provided me with unyielding and uncompromising academic and non-academic support and guidance. Her experience and knowledge have added immense value throughout the entire process of completing this thesis. Likewise, gratefulness and thanks are due to Dr. Shirley Larkin, my second supervisor, who has never been hesitant to support and guide me. Her profound insight and sustained encouragement are valuable and really appreciated.

My greatest appreciation and gratitude are also due to the Egyptian government for sponsoring me during the scholarship. Without this support and help, I would not be able to complete this work.

My heartfelt thanks go to the academics and friends who helped me throughout my study. Without their support and help, this study might have fallen through. I would be remiss not to recognise the contribution and assistance given to me by The Graduate School of Education of Exeter University. The educational vision of this school and the facilities it provides are really precious and valuable.

Last but not least special thanks and acknowledgement are due to my big family in Egypt; father, mother, sister and brother, who endlessly supported me with their encouragement.

Big thanks also go to my husband who suffered a lot during this journey. I owe a lot of gratitude for his constant emotional strength. My special thanks are to my children Sherif, Shahd and Shahsta who spent the days without seeing me.
ABSTRACT

Based on an interpretive paradigm, this study aimed at probing into the perceptions of Egyptian EFL pre-service teachers and their lecturers of the new microteaching course. It investigated a) pre-service teachers and lecturers' perceptions about the course focuses; b) pre-service teachers' and lecturers' perceptions of the difficulties encountered during course application, and finally c) pre-service teachers' perceptions about the helpfulness of the microteaching course in enhancing their teaching performance during practicum. Moreover, the study aimed at utilising this investigation for developing a framework for microteaching curricula planning and design.

Data collection was based on a sequential mixed methods approach, thus in the first phase of the study, the researcher administered a questionnaire to 10 lecturers and 125 EFL pre-service teachers in the third year English department at the Faculty of Education of Menoufia University in Egypt. In Phase Two the researcher conducted semi-structured in-depth interviews with 7 lecturers and 15 pre-service teachers, who also completed a reflective journal. Data were analysed quantitatively and qualitatively. The findings of the current study indicated that there are nineteen focuses of the microteaching course at Shebin Elkom Faculty of Education. These focuses have been classified into three main themes: lesson planning skills, lesson implementation skills, and lesson evaluation skills. As revealed by data analysis, lecturers devoted less time to practising lesson evaluation skills.

Findings also revealed that EFL pre-service teachers and their lecturers encountered the following difficulties during peer group work: modelling the skills, planning a micro-lesson, teaching a micro-lesson, and when giving and receiving feedback. Furthermore, it was found that the course was helpful in enhancing pre-service teachers' teaching performance at practicum concerning their professional skills rather than their personal qualities. Psychological, socio-cultural, and socio-political factors that affect the implementation of the microteaching course are discussed. Implications and suggestions for further research are provided.
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# ABBREVIATIONS

<table>
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<tbody>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<tr>
<td>TEFL</td>
<td>Teaching English as a Foreign Language</td>
</tr>
<tr>
<td>MOHE</td>
<td>Ministry of Higher Education</td>
</tr>
<tr>
<td>NBPTS</td>
<td>National board for professional teaching standards</td>
</tr>
<tr>
<td>CDELT</td>
<td>Centre for the development of English Language Teaching</td>
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<tr>
<td>IELP-II</td>
<td>Integrated English Language Program</td>
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<tr>
<td>STEP</td>
<td>Standards for English programs teachers graduating from pre-service</td>
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<tr>
<td>HEEP</td>
<td>Higher Education Enhancement Programme</td>
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<tr>
<td>SPU</td>
<td>Strategic Planning Unit</td>
</tr>
<tr>
<td>BGTC</td>
<td>Borda General Teaching Competence</td>
</tr>
<tr>
<td>BERA</td>
<td>British Educational Research Association</td>
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