THE OPINIONS OF PRIMARY SCHOOL TEACHER CANDIDATES ABOUT THE USE OF EXTENDED MICRO TEACHING METHOD*

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ABSTRACT

Various methods are used in teacher training. One of these methods is micro-teaching. Presentation of the teacher candidate is monitored by his/her friends and the advisor in micro teaching. Then criticism is made about this presentation. Micro-teaching is a supervised professional action. This method is preferable because it combines theory and practice, enables teachers and prospective teachers to see their own teaching styles and create an opportunity to correct their missing aspects-if there are any. There are various ways of application in the use of micro-teaching. Sometimes re-education phase is carried out immediately after the first application, and sometimes a day or a week later. In some applications, because of the time or technical failure, re-teaching and video shooting cannot be done. Book and articles show that in Turkey, there is a large number of research related to micro teaching. However, few studies regarding the extended micro teaching practice can be found. In this study, it is aimed to evaluate the extended micro teaching method in accordance with the opinions of primary school teacher candidates. The data in this study planned as an action research in survey type was collected by an open-ended questionnaire. Descriptive analysis was used to analyze the data. 24 students studying in the fourth grade of primary school teaching department in 2013-2014 academic year participated in the research. In the study it is concluded that participants were generally satisfied with the implementation of extended micro teaching method. At the end of the research, it is proposed that extended micro teaching should be more common in primary school teaching department and teachers should be informed about it.

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STRUCTURED ABSTRACT

Introduction

Various methods are used in teacher training. One of these methods is micro-teaching (Butler, 2001). Presentation of the teacher candidate is monitored by his/her friends and the advisor in micro teaching. Then criticism is made about this presentation.

Wallace (2001) called micro-teaching as a supervised professional action. This method is preferable because it combines theory and practice, enables teachers and prospective teachers to see their own teaching styles and create an opportunity to correct their missing aspects-if there are any (Skuja, 1990; Subramaniam, 2006). Micro-teaching, in terms of teacher candidates, is used in order to gain adequate experience before they practice their profession (Demirel, 2008; Küçükahmet, 2008).

Purpose of the Research

This study aimed to evaluate the use of micro teaching method in primary school teacher training in accordance with the opinions of the teacher candidates. The answer to the question developed in line with this objective was sought: "What are the opinions of the primary school teachers on the extended micro teaching method?".

Method

This research was planned as a descriptive and qualitative one because it is aimed to reveal in-depth how an existing situation is. In addition, it was designed in the form of action research because the practitioner and the researcher is the same person.

Participants

The study was conducted at a state university in Turkey. 24 teacher candidates studying in the 4th grade of primary school teaching department in spring semester in 2013-2014 academic year participated in the research. Participants were determined with purposeful sampling method and by considering maximum diversity.

Data Collection Tools

The data for this study were obtained through open-ended questions in survey method. In the light of the literature review and preliminary interviews made for this purpose, an open ended question form has been prepared by the researcher. Questions were conducted as a preliminary application to 10 students studying at the last class of primary school teaching department in 2012-2013 academic year.

Procedures

As part of the research, course presentations of the primary school teaching students in a public school in spring semester of 2013-2014 academic year within the scope of their training practices were recorded. This video recordings were then monitored by two micro-teaching group of 24 people in the education faculty. Evaluation in micro-teaching was made with self-assessment, peer assessment and the instructor evaluations. The participants were asked to make presentations taking

into account the items in this rubric. In this study, teacher candidates were given the open-ended questionnaire and they were asked to fill out this form.

Data Analysis

The data obtained from the questionnaire were analyzed by descriptive analysis method. Because, according to Yıldırım and Şimşek (2005), the data in the descriptive analysis are summarized and interpreted together under predetermined topics. Responses of the participants in this study, has been brought together by sub-problems, too. The opinions of the participants were directly quoted to provide a more clear understanding of the data.

Findings

Views on The Implementation of The Extended Micro Teaching

As can be seen from these quotations, participants generally expressed positive views on the implementation of the extended micro teaching method. Especially in terms of seeing the situation they will face when they become teachers more clearly, it is seen that they find this method important. In addition, it is understood that many participants adopt the extended micro-teaching method rather than micro-teaching method.

Views on The Difference between The Extended Micro-Teaching and Micro Teaching

Many participants agreed on extended micro-teaching practice is easier than micro teaching. In general, it is observed that participants define micro teaching more artificial because they make it with their classmates. However, some participants described extended micro-teaching as more difficult.

Wievs on The Positive Sides of Extended Micro Teaching

When the opinions expressed are studied, it is seen that the importance of the natural environment created by teaching in the real classroom is generally emphasized as the useful aspects of extended micro teaching. Also, it is understood that this method is seen as an important guide in realizing the shortcomings in course presentations by teacher candidates.

Views on The Negative Sides of The Extended Micro Teaching

Technical problems encountered in recording the presentation with a video camera and watching this with the aid of computer and projection equipment, is seen as one of the negative aspects of the extended micro-teaching by some participants. Many participants expressed that extended micro teaching has no disadvantages.

Conclusion, Discussion and Suggestions

It is concluded that the vast majority of primary school teacher candidates participating in the research adopt extended micro-teaching more than micro-teaching. Görgen (2003), stated that it is more useful for teacher candidates to make a presentation to teacher candidates from lower class or real students instead of making the presentations in their own classes. Teacher candidates participating in the research expressed

that they liked the implementation of the extended micro teaching method in general, because they already had the opportunity to experience the conditions they would encounter when they became teachers.

Extended micro teaching method, has been found easier than micro-teaching by the majority of participants. In the research made with teacher candidates, it has been concluded that making presentations in a real classroom environment is more advantageous than making it in an artificial classroom environment. Some participants found the extended micro teaching more difficult than micro teaching because the classroom management is more difficult.

Many participants stated that this method has no disadvantages. However, disruption of the presentation by the technical failures occurred during the practice, the fact that giving a specific time for the presentation gives trouble to the teacher candidate, and video shootings prevent students' displaying natural behaviors are seen the negative in the implementation of this method. This study also concluded that the use of micro-teaching method raise concerns in some people. When research data are evaluated generally, the extended micro-teaching method is considered to be a suitable method to train teachers by primary school teacher candidates participating in the survey, except some minor flaws this method does not have many disadvantages and is found important in terms of seeing the situation teacher candidates will face in the future.

Based on the research results, theese suggestions are made: Primary school teacher candidates should be encouraged to make extended micro teaching to evaluate the presentations they will make during their internship, Micro-teaching should be used more effectively in primary school teacher training. Faculties should offer opportunities to teacher candidates for technical problems that may arise during the camera shot, Teacher candidates should be informed about the importance of taking the camera recording during the presentations.

Keywords: Extended micro teaching, Pre-service teacher training, Internships, Primary school teacher candidate

SINIF ÖĞRETMENİ ADAYLARININ GENİŞLETİLMİŞ MİKRO ÖĞRETİM YÖNTEMİNİN KULLANIMINA İLİŞKİN GÖRÜŞLERİ

ÖZET

Öğretmen yetiştirmede çeşitli yöntemler kullanılmaktadır. Bu yöntemlerden biri de mikro öğretimdir. Öğretmen adayının sunumu, arkadaşları ve danışmanı tarafından mikro öğretim yöntemi sırasında izlenir. Daha sonra bu sunumla ilgili eleştiri yapılır. Mikro öğretim denetimli profesyonel eylemdir. Bu yöntem, teori ve pratiği birleştirdiği, öğretmenlerin ve öğretmen adaylarının kendi öğretim stillerini görmelerini ve eksik yönlerini düzeltmek için bir fırsat yarama ortamı sağladığı için tercih edilir. Mikro öğretimin kullanımında çeşitli uygulama yolları vardır. Bazen ilk uygulamadan hemen sonra yeniden eğitim

aşaması yapılır ben de bir gün veya bir hafta sonra gerçekleştirilir gerçekleşir. Bazı uygulamalarda, zaman veya teknik arıza nedeniyle, yeniden öğretme ve video çekimi yapılamaz. Yapılan literatür taramasında Türkiye'de mikro öğretim ile ilgili çok sayıda araştırmanın olduğunu görülmektedir. Ancak genişletilmiş mikro öğretim uygulaması ile ilgili olarak az sayıda çalışmaya rastlanmıştır. Bu çalışmada genişletilmiş mikro öğretim yönteminin, sınıf öğretmeni adaylarının görüşleri doğrultusunda değerlendirilmesi amaçlanmıştır. Tarama türünde bir eylem araştırması olarak düzenlenen bu araştırmada veriler, açık uçlu soru formu ile toplanmıştır. Verilerin analizinde betimsel analiz kullanılmıştır. Araştırmaya bir devlet üniversitesinde yer alan sınıf öğretmenliği bölümünde 2013-2014 akademik yılında 4. sınıfta öğrenim görmekte olan 24 öğrenci katılmıştır. Araştırmada, katılımcıların genel olarak genişletilmiş mikro öğretim yönteminin uygulanmasından memnun oldukları sonuçlarına ulaşılmıştır. Araştırma sonunda, genişletilmiş mikro öğretimin sınıf öğretmenliği bölümünde yaygınlaştırılması ve öğretim elemanı, öğretmen adayları ve öğretmenlerin bu konuda bilgilendirilmesi önerilmiştir.

Anahtar Kelimler: Genişletilmiş mikro öğretim, hizmet öncesi öğretmen eğitimi, staj, sınıf öğretmeni adayı

1. Introduction

Teachers always emerge as the most important factor in ensuring the quality of teaching. Because education is directly affected by the quality of the teachers in the system. Teachers are responsible for carrying out the training activities, bringing other educational elements together as planned and in accordance with the purposes. In short, teachers are the practitioners of education in schools.

In order to improve teacher qualifications, pre-service education should come first. Teacher candidates' teaching styles and teaching skills must be established with a solid foundation in this period. In this respect, the quality of teacher training programs are expected to be at the desired level.

Courses and content used in pre-service teacher education are determined by Turkey Higher Education Council (YÖK) in Turkey. In the teacher training programs prepared by YÖK (2007), courses are grouped as general education courses (20%), field knowledge and skills (50%) and the teaching profession courses (30%). However, the issue of how to teach the courses seems to have been left more to the academic staff.

Various methods are used in teacher training. One of these methods is micro-teaching (Butler, 2001). Presentation of the teacher candidate is monitored by his/her friends and the advisor in micro teaching. Then criticism is made about this presentation.

Wallace (2001) called micro-teaching as a supervised professional action. This method is preferable because it combines theory and practice, enables teachers and prospective teachers to see their own teaching styles and create an opportunity to correct their missing aspects-if there are any (Skuja, 1990; Subramaniam, 2006). Micro-teaching, in terms of teacher candidates, is used in order to gain adequate experience before they practice their profession (Demirel, 2008; Küçükahmet, 2008).

Studies show that this method has benefits in many ways for the acquisition of teaching skills of the teacher candidates (Tocho, 1992; Benton-Kupper, 2001; Wallence, 2001; Klinzing, 2002; Amobi, 2005; Bell, 2007). In this regard, also in several studies made in Turkey, it is concluded that

micro-teaching has positive effects for the teacher candidates in many ways (Kazu, 1996; Görgen, 2003; Gürses, Bayrak, Yalçın, Açıkyıldız & Doğar, 2005; Güney & Semerci, 2009; Peker, 2009; Erdem, Erdoğan, Özyalçın Oskay & Yılmaz, 2012; Küçükoğlu, Köse, Taşgın, Yılmaz & Karademir, 2012; Sevim, 2013; Uzun, Keleş & Sağlam, 2013).

There are various ways of application in the use of micro-teaching. Sometimes re-education phase is carried out immediately after the first application, and sometimes a day or a week later. In some applications, because of the time or technical failure, re-teaching and video shooting cannot be done (Çakır & Aksan, 1992; Meral, Zereyak, Baba & Baba, 1998). Generally, implementation of micro-teaching is seen to be conducted in the following ways:

1. In the faculty, in the classroom where there are friends of the teacher candidate
2. In the faculty, in a classroom where there are lower grade students
3. In the school, in a real class, with real students

Peker (2009) stated that, the observers of the presentation in micro teaching can be real students or equivalent to real ones in the class, but mostly there are only teacher candidates in the classroom environment.

The type of micro teaching in schools made with real students is called the extended micro teaching (Yoğurtçu, 2009; Hacısalihoğlu Karadeniz, 2014). Extended micro teaching is the next stage of the micro teaching (Wallance, 2001). Therefore it is more convenient to be made after the micro teaching in faculties. Because the teacher candidate who knows how to do micro teaching will be more successful in the implementation of the extended micro teaching.

Extended micro teaching method is different in terms of some applications from micro-teaching. Because the place where presentations are made is a real class, students watching the presentations are real students in extended micro teaching. In addition, the number of students in the class during the presentation and the presentation duration varies according to the micro-teaching (Peker, 2009).

Book and articles show that in Turkey, there is a large number of research related to micro teaching. However, few studies regarding the extended micro teaching practice can be found. (Gürses et al., 2005; Peker, 2009; Küçükoğlu et al., 2012; Saban & Çoklar, 2013; Sevim, 2013; Hacısalihoğlu Karadeniz, 2014). In these studies, comments and suggestions of the teacher candidates about the extended micro teaching were tried to be put forward. Such studies are both useful in the context of reflective learning and teaching in teacher training and important in revealing the shortcomings of this method if there are any.

2. Purpose of The Research

This study aimed to evaluate the use of micro teaching method in primary school teacher training in accordance with the opinions of the teacher candidates. The answer to the question developed in line with this objective was sought: "What are the opinions of the primary school teachers on the extended micro teaching method?". The sub-problems created for this purpose are as follows:

1. What are the opinions of the primary school teacher candidates about the extended micro teaching?
2. What are the opinions of the primary school teacher candidates about the differences between micro teaching and extended micro teaching?
3. What are the opinions of the primary school teacher candidates about the positive sides of extended micro teaching?

4. What are the opinions of the primary school teacher candidates about the negative sides of extended micro teaching?

3. Method

This research was planned as a descriptive and qualitative one because it is aimed to reveal in-depth how an existing situation is. In addition, it was designed in the form of action research because the practitioner and the researcher is the same person. According to Kuş (2003: 125), there is not a concern about studying with a large number of samples because results are not intended to be generalized in qualitative research. In this type of research, it is intended more to reveal how self-interpretation of the semantic world of the participants is.

3.1. Participants

The study was conducted at a state university in Turkey. 24 teacher candidates studying in the 4th grade of primary school teaching department in spring semester in 2013-2014 academic year participated in the research. Participants were determined with purposeful sampling method and by considering maximum diversity. 12 of the participants were in daytime education, 12 were in evening education, 15 of them were women and 9 were men.

3.2. Data Collection Tool

The data for this study were obtained through open-ended questions in survey method. In the light of the literature review and preliminary interviews made for this purpose, an open ended question form has been prepared by the researcher. Questions were conducted as a preliminary application to 10 students studying at the last class of primary school teaching department in 2012-2013 academic year. The questionnaire is divided in two parts. The first part offers some personal characteristics of the participants of the study. The date of filling the form and the interviewee's class, teaching method, and gender are in this part. In the second part are the research questions.

3.3. Procedures

As part of the research, course presentations of the primary school teaching students in a public school in spring semester of 2013-2014 academic year within the scope of their training practices were recorded. This video recordings were then monitored by two micro-teaching group of 24 people in the education faculty. Evaluation in micro-teaching was made with self-assessment, peer assessment and the instructor evaluations. A rubric in which there were 10 skills and which was developed by the researcher was used in the assessment. The participants were asked to make presentations taking into account the items in this rubric. They were allowed to make a presentation on a course they want. In a class where there were participants a year ago, in a course conducted by the researcher, micro teaching method was used. In this study, teacher candidates were given the open-ended questionnaire and they were asked to fill out this form.

3.4. Data Analysis

The data obtained from the questionnaire were analyzed by descriptive analysis method. Because, according to Yıldırım and Şimşek (2005), the data in the descriptive analysis are summarized and interpreted together under predetermined topics. Responses of the participants in this study, has been brought together by sub-problems, too.

The opinions of the participants were directly quoted to provide a more clear understanding of the data. In order for the participants not to be recognized, their names aren't given, instead; codes of letters and numbers are given. Letter "W" is set for woman participants and "M" for male participants in the coding. In the coding near the letter, the numbers are used to indicate what number the participants are.

4. Findings

4.1. Views on The Implementation of The Extended Micro Teaching

It is observed that the participants expressed that they were satisfied with the implementation of the extended micro-teaching method. Some examples of the opinions of the participants are as follows:

W10: "Video shooting by making lesson in a real classroom and watching this shot later has been a good experience in terms of realizing the mistakes during the lesson and seeing how students listened to the lesson... In short, it allowed me to evaluate myself and see my weaknesses."

W8: "Making micro teaching in the real classroom environment was very good. Thus, when we become teachers we will be able to make more realistic decisions about what we should pay attention to. "

W5: "It's a little hard to teach the lesson in a real classroom environment. However, we recognized what our job was and understood the easiness and difficulties of this job more concretely because there were real primary school students in front of us".

W12: "We had many courses at the university for 4 years and made several presentations. But there was not a real classroom environment in these lectures... It was therefore more useful to make micro-teaching by making the lesson in a real classroom. In addition, it was a more realistic lecture because of giving the opportunity to observe the students truly and measure their responses."

W15: "At the end of the course we watched the shooting with the class. We could make an immediate assessment with children. I saw my own situation better."

W5: "In the actual classroom environment, while teaching the lesson, we have actual students in front of us, so we are down to their level by explaining two or three times if necessary. We are trying to learn the full meaning of the profession through this method."

As can be seen from these quotations, participants generally expressed positive views on the implementation of the extended micro teaching method. Especially in terms of seeing the situation they will face when they become teachers more clearly, it is seen that they find this method important. In addition, it is understood that many participants adopt the extended micro-teaching method rather than micro-teaching method. Lectures done in front of real students in this method were found to be more helpful than lectures done in front of their friends in the faculty.

4.2. Views on The Difference between The Extended Micro-Teaching and Micro Teaching

Participants generally expressed the opinion that there are significant differences between the extended micro-teaching and micro-teaching. Examples of statements of the participants stating opinions in this way are as follows:

M1: "I think that there is a big difference between the two methods. For example; we don't come across with discipline problems while giving presentations in faculties."

M7: "What we are going to do and what is going to happen in the presentations of micro-teaching method in the faculty is known in advance. In the presentation made in the real classroom we can't predict what students will do. This situation leads us to be more careful and controlled."

W4: "There are many differences between the two. At least your friends understand you in the micro-teaching and they can help you during the presentation. Or you have the opportunity to warn your friends before class. But in a real classroom setting there is absolutely no such an environment."

It is observed that this method is found easier and more useful than the micro teaching applied in the faculty during the lessons according to the participants' opinions. Examples for the opinions in this aspect are as follows:

M7: "In spite of the fact that camera shots cause a little excitement, the warmth of the classroom has been more effective on me than micro-teaching in faculty."

W12: "To enable our friends' participation in the lesson and attract their attention was being a bit difficult because of their age. In real classroom environment students are more active, curious and willing because of their age. It was therefore more motivating for me to make micro teaching practice in a real classroom."

W8: "I do not feel comfortable in my course presentation in the faculty in the camera shots among my friends. My friends' not being children and not behaving as a child didn't already make the environment realistic."

W3: "The real environment is the kitchen of our work and I think every cook wants a real kitchen. Therefore the place to make micro-teaching is the class in which there are real students."

Some participants also expressed the view that micro teaching is easier than the extended micro-teaching:

W4: "I had few difficulties teaching in front of my friends. But I had a lot of difficulties in the real class."

W1: "We can encounter something unusual evolving in the classroom and that we don't take into account. However, this is not the case in the faculty."

W7: "It is easier to do micro-teaching in faculty. Deficiencies in the actual classroom environment can be more. But I think it is better for the experience."

W12: "Everything develops more naturally in the real class while teaching the course. For example, in our course presentations in faculty, before the presentation, some of our friends give us information. I have even witnessed them making requests and warnings like: 'give the wrong answer to the question', 'do not make any noise', 'Listen to the lesson'. This prevented the process to progress in its natural flow. This hindered to see what can be done in an unprepared situation."

W13: "In faculty, micro teaching practice we did last year was limited to 10 minutes. A lesson is given for presentation in a real classroom. It isn't even sometimes enough for us."

W1: "Recording my course presentation with a camera in a real class environment was more stressful than making the presentation in front of my friends and video shooting it. However it was a more realistic application."

It has been also expressed that in extended micro teaching the control is completely at the teacher candidate. However, it has been stated that discipline problems are observed much more in real classroom settings.

W1: "You realize that your control mechanisms and interventions need to be quick."

W2: "The real classroom environment is more difficult to maintain discipline."

Some of the participants stated that they are familiar to this method due to the application of micro-teaching in a lesson in faculty and they weren't too much effected.

W1: "It was a normal and usual lecture because I had already done courses and video shooting before."

Many participants agreed on extended micro-teaching practice is easier than micro teaching. In general, it is observed that participants define micro teaching more artificial because they make it with their classmates. However, some participants described extended micro-teaching as more difficult. As a reason, they said that a class consisting of real students is more difficult to control. Some teacher candidates expressed that having made micro teaching in faculty before made their jobs a little easier.

4.3. Wievs on The Positive Sides of Extended Micro Teaching

Examples for the opinions of the participants stating that they found making presentations with extended micro teaching method positive are given below:

M7: "It is an effective method to apply micro teaching in the class in terms of naturalness."

W2: "It creates the chance to see our deficiencies, helps to see mistakes again and again and pay attention to them."

E6: "Teachers' noticing that they are being monitored will allow them to see their mistakes in terms of the strategy they apply and their professional competence and correct them."

W8: "I realized I forgot even the presence of cameras in a real classroom after entering the class. The best part of the shoot in the actual class was to see where and how I made mistakes when I came home and watched it. It was really good for me to see how I used the area and what I said while addressing the students."

When the opinions expressed are studied, it is seen that the importance of the natural environment created by teaching in the real classroom is generally emphasized as the useful aspects of extended micro teaching. Also, it is understood that this method is seen as an important guide in realizing the shortcomings in course presentations by teacher candidates.

4.4. Views on The Negative Sides of The Extended Micro Teaching

Some of the participants' opinions listed as examples of the negative aspects of the extended micro-teaching method are as follows:

W2: "The disadvantage of this method is that technological disruptions occur. a very small disruption adversely affects micro teaching. Also, it interrupts the effective use of time and implementation of the plan. Disruptions create stress and tension in teacher candidates. Therefore, the presentation does not reach the goal."

W13: "The natural classroom environment does not occur at the beginning of the course because f the video shooting."

W14: "The tension I felt during the shooting affected the nature of the process. The concern of grading and criticism also caused inability to show my video shooting performance sufficiently."

W7: "Video shooting can cause much excitement."

M6: "This method can cause negative consequences to be seen in teacher candidates. For example, teacher candidates may find themselves inadequate and incomplete."

W3: "The only disadvantage of micro teaching, was the obligation of making the presentation at a certain given time. Because this prevented socializing with the students. For example, I had to finish the drama exercise in a short time."

Some participants stated that there isn't a negative side of the extended micro-teaching method.

M7: "I think there isn't a negative aspect of the extended micro-teaching."

W8: "It doesn't have many negative sides."

Technical problems encountered in recording the presentation with a video camera and watching this with the aid of computer and projection equipment, is seen as one of the negative aspects of the extended micro-teaching by some participants. It is observed that some participants state that recording the presentation during the lesson prevents students in the class behave naturally. The fact that there is a time limitation in course presentations is understood to be a problem by the participants. Many participants expressed that extended micro teaching has no disadvantages.

5. Conclusion, Discussion and Suggestions

Micro-teaching, in general, is applied as the video recording of a teacher candidate's course presentation and the evaluation of this recording by the class by watching this recording later. Extended micro-teaching, which is the research topic, is based on teacher candidates' teaching real students in real classroom environment and the recording of this lesson with the video, watching and evaluating it later in the education faculty in their own classrooms. In this research the extended micro teaching has been tried to be evaluated in accordance with the primary school teacher candidates' opinions.

It is concluded that the vast majority of primary school teacher candidates participating in the research adopt extended micro-teaching more than micro-teaching. Görgen (2003), stated that it is more useful for teacher candidates to make a presentation to teacher candidates from lower class or real students instead of making the presentations in their own classes.

Teacher candidates participating in the research expressed that they liked the implementation of the extended micro teaching method in general, because they already had the opportunity to experience the conditions they would encounter when they became teachers. The results of the research conducted by Skuja (1990), He and Yan (2011), Küçükoğlu, Köse, Taşgın, Yılmaz and Karademir (2012), Sevim (2013) and Hacısalihoğlu Karadeniz (2014) seem to support this finding. In extended micro teaching applied in this research, teacher candidates' presentations' being made in actual classroom environment both improved the participants' teaching skills and helped them to develop positive attitudes towards teaching.

Extended micro teaching method, has been found easier than micro-teaching by the majority of participants. Participants define the environment of micro teaching in faculty as artificial because there are classmates rather than students, however they define extended micro-teaching as realistic. In the research made with teacher candidates, it has been concluded that making presentations in a real classroom environment is more advantageous than making it in an artificial classroom environment (Akalın, 2005; Yoğurtçu, 2009; Sevim, 2013) and making the practices in artificial classroom environment makes a disadvantage (Kazu, 1999; Sarı, Sakal and Deniz, 2005; Taşkaya, 2014). Gürses et al. (2005) have suggested the use of micro-teaching in school experience and teaching practice.

Some participants found the extended micro teaching more difficult than micro teaching because the classroom management is more difficult. However, teaching in the real classroom in extended micro teaching, doing it in a natural environment has been expressed as a prominent feature of this method by the majority of the participants Skuja (1990), Çakır (2000), Görgen (2003), Erdem et al. (2012) and Gürbüz, Erdem & Gülburnu (2013) stated that it would be more useful to do micro teaching practices in real classrooms in the schools.

This method has been found useful in terms of teacher candidates' seeing their mistakes in presentations. In the research made by Butler (2001), Amabi (2005) and Ismail (2011), they concluded that the person who applied micro teaching has the opportunity to think of his own way

of teaching. Allen (1979), emphasized that recording the lesson made by the teacher candidate with a camera would give him the chance to evaluate his own presentation and thus enable him to see his weak and strong sides.

Many participants stated that this method has no disadvantages. However, disruption of the presentation by the technical failures occurred during the practice, the fact that giving a specific time for the presentation gives trouble to the teacher candidate, and video shootings prevent students' displaying natural behaviors are seen the negative in the implementation of this method. The problem about time in extended micro teaching was seen in the research carried out by Gurses et al. (2005). Similar results are seen in the micro teaching implemented in faculties (Kuran, 2009; Peker, 2009; Taşkaya, 2014).

This study also concluded that the use of micro-teaching method raise concerns in some people. Benton-Kupper (2001), stated that the micro teaching is an important method for the removal of excitement and concerns of teacher candidates. It was expressed by the primary school teacher candidates participating in the research that this concern was due to the video recording of their presentation with a video camera. Findings that some teacher candidates have excitement in micro teaching have been reached in research both in Turkey and abroad (Higgins and Nicholl, 2003; Kartal, Öztürk & Ekici, 2012; Bilen, 2014). There is research which concludes the fact that this situation may arise from not doing the micro-teaching completely in faculties of education for some reason, especially without video recording (Çakır, 2000; Taşkaya, 2014). In the research made by Gürses et al. (2005) and Bilen (2014), it was determined that the teacher candidates' being recorded with a video camera caused them excitement and stress but after beginning the lesson this negative effect was reduced. However, in the research carried out by Şen (2009) and Deniz (2010), in contrast to these results, it was concluded that micro-teaching reduced the concerns of the teachers. In the light of these results, it can be said that teacher candidates' excitement and concern level can be reduced when they get used to the video recording. In the light of these results, it can be said that teacher candidates' excitement and concern level can be reduced when they get used to the video recording.

When research data are evaluated generally, the extended micro-teaching method is considered to be a suitable method to train teachers by primary school teacher candidates participating in the survey, except some minor flaws this method does not have many disadvantages and is found important in terms of seeing the situation teacher candidates will face in the future.

Based on the research results, the following suggestions are made:

• Primary school teacher candidates should be encouraged to make extended micro teaching to evaluate the presentations they will make during their internship.

• Micro-teaching should be used more effectively in primary school teacher training.

• Faculties should offer opportunities to teacher candidates for technical problems that may arise during the camera shot.

• Teacher candidates should be informed about the importance of taking the camera recording during the presentations.

• Teachers and students who are studying and working at the schools where extended micro-teaching will be made should be informed about micro teaching.

• Research should be done to demonstrate the views of primary school teachers' opinions on the micro-teaching.

• Instructors and teacher candidates in education faculties should be informed about extended micro teaching.

• Teachers working in internship schools should be informed about the extended micro-teaching.

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