



**EVOLVING LESSON PLANNING SKILLS: A STUDY OF EFL STUDENTS
IN A MICROTEACHING COURSE OF ENGLISH EDUCATION PROGRAM
AT UNIVERSITAS CENDERAWASIH**

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Abstract: This study investigates the development of EFL students' lesson planning skills over the course of a Microteaching class. By analyzing three lesson plans created by 20 participants at different stages of the course, the research reveals significant improvements in key instructional areas, including learning objectives, lesson structure, instructional strategies, engagement, digital tool integration, and assessment methods. Moreover, participants improved lesson planning and objective alignment, though initial lesson coherence and appropriate digital tool selection posed challenges. While engagement strategies advanced, early lessons relied heavily on teacher-led instruction, limiting student interaction. The findings provide insights into how Microteaching facilitates pedagogical skill development and offer recommendations for improving teacher education programs.

Key words: Microteaching, EFL Teacher Education, Lesson Planning, Pedagogical Development

Abstrak: Penelitian ini menyelidiki pengembangan keterampilan perencanaan pembelajaran yang dibuat oleh mahasiswa EFL selama kelas Microteaching. Dengan menganalisis tiga rencana pembelajaran yang dibuat oleh 20 peserta pada berbagai tahapan, penelitian ini mengungkapkan peningkatan yang signifikan dalam bidang instruksional utama, termasuk tujuan pembelajaran, struktur pelajaran, strategi instruksional, keterlibatan, integrasi alat digital, dan metode penilaian. Selain itu, para peserta meningkatkan perencanaan pembelajaran dan penyelarasan tujuan, meskipun koherensi pembelajaran awal dan pemilihan alat bantu digital yang tepat menjadi tantangan tersendiri. Sementara strategi keterlibatan meningkat, pelajaran awal sangat bergantung pada instruksi yang berpusat pada guru, sehingga membatasi interaksi siswa. Temuan ini memberikan wawasan tentang bagaimana Microteaching memfasilitasi pengembangan keterampilan pedagogis dan menawarkan rekomendasi untuk meningkatkan program pendidikan guru.

Kata kunci: Microteaching, Pendidikan Guru Bahasa Inggris, Perencanaan Pembelajaran, Pengembangan Pedagogis

1. Introduction

Lesson planning is a fundamental skill for pre-service EFL teachers, influencing classroom effectiveness and student engagement. It serves as a blueprint that guides instructional decisions, ensuring that lessons are well-structured and aligned with learning objectives. Effective lesson planning enables teachers to manage classroom time efficiently and adapt to students' needs, fostering a more engaging learning environment. Its absence hinders pre-service teachers' ability to deliver coherent instruction. According to Richards and Farrell (2012), well-structured lesson planning fosters teacher confidence and instructional clarity, enabling educators to address diverse student needs effectively.

Additionally, Nation and Macalister (2010) emphasize that lesson planning plays a crucial role in balancing language skills development, ensuring that learners receive comprehensive exposure to listening, speaking, reading, and writing activities.

However, many students entering Microteaching courses have little to no experience in creating structured lesson plans. This lack of prior experience often results in initial difficulties in setting clear objectives, selecting appropriate instructional strategies, and aligning assessments with learning outcomes. Recent research by Ferrer (2021) highlights that novice teachers frequently struggle with lesson coherence due to inadequate training in instructional planning.

Given these challenges, it is imperative to examine how pre-service teachers develop lesson planning skills throughout their Microteaching experience. Furthermore, understanding these developmental patterns can inform teacher education programs and ensure instructional training aligns with the needs of future educators. Consequently, this study seeks to contribute to this understanding by analyzing how EFL students' lesson planning skills evolve and identifying common strengths and weaknesses at different stages of the Microteaching course.

1.1. Problem Statement

Despite the importance of lesson planning in effective teaching, pre-service EFL teachers, the students who enrol the Microteaching course, often struggle with designing well-structured and pedagogically sound lesson plans. Their lack of experience leads to challenges in formulating clear learning objectives, choosing appropriate teaching methods, and incorporating assessment techniques. Without sufficient guidance and practice, these difficulties may persist and affect their teaching readiness.

1.2. Research Questions

To address these challenges, this study investigates the following questions:

1. How does microteaching influence the development of EFL pre-service students' lesson planning skills?
2. What common strengths and weaknesses are observed in students' lesson plans at different stages?

1.3. Objectives of the Study

This research aims to:

1. analyze the progression of EFL pre-service students' lesson planning skills throughout a microteaching course.
2. identify common strengths and weaknesses in lesson plans created at different stages.
3. provide recommendations for improving lesson planning instruction in teacher education programs.

1.4. Significance of the Study

This study bridges the theory-practice gap in teacher training by evaluating Microteaching's effectiveness in developing lesson planning skills. Identifying strengths and weaknesses will refine curricula and instructional approaches, ultimately improving language instruction quality.

2. Literature Review

Piaget (1970) and Vygotsky (1978) proposed Constructivist Learning Theory that emphasizes the importance of active learning and the social construction of knowledge. In the context of Microteaching, this theory suggests that pre-service teachers develop lesson planning skills through experiential learning, self-reflection, and peer feedback. By designing and revising lesson plans based on classroom simulations and feedback, students construct their understanding of effective teaching practices, aligning with the principles of constructivism.

In addition, Schön's (1983) Reflective Practice Theory highlights the role of reflection in professional development. According to this theory, effective teachers continuously reflect on their experiences, analyze their teaching strategies, and make necessary adjustments. In a Microteaching setting, pre-service teachers engage in reflective practice by evaluating their lesson plans, receiving feedback, and refining their instructional techniques. This iterative process enhances their ability to make informed pedagogical decisions and improves their overall lesson planning skills.

2.2. Empirical Studies on Lesson Planning in Microteaching

Research on lesson planning in Microteaching settings highlights its impact on pedagogical skill development. Several recent studies have investigated how lesson planning competencies evolve over time and how Microteaching facilitates this process.

Recent studies highlight the efficacy of Microteaching in developing pre-service teacher lesson planning skills. Johnson and Lee (2021) found that repeated practice significantly improves objective-assessment alignment, emphasizing the value of iterative work. Martínez et al. (2022) demonstrated that constructive peer feedback enhances lesson structure and classroom management, underscoring collaborative learning's importance. Finally, Chen and Roberts (2023) revealed that integrating digital tools fosters creativity and content organization, highlighting technology's growing role in modern teacher training.

By synthesizing theoretical frameworks and empirical findings, this literature review establishes a foundation for understanding how lesson planning skills evolve in Microteaching courses. These insights inform the methodological approach of this study and provide a basis for analyzing pre-service teachers' lesson planning development over time.

3. Methodology

This study adopts a qualitative content analysis approach to examine the development of lesson planning skills among students of the English Education Program enrolled in a Microteaching course. Specifically, the study involved 20 EFL pre-service students enrolled in a Microteaching course. Qualitative content analysis, as a rigorous methodology, is a systematic method used to interpret and categorize qualitative data by identifying patterns and trends within textual content. In this particular instance, lesson plans are analyzed to track the progression of students' lesson-planning skills over time.

Data collection involves the submission of three lesson plans by each participant at different stages of the course, thereby facilitating a longitudinal analysis of their progress. These lesson plans are assessed using a comprehensive rubric with a scale ranging from 1

(poor) to 4 (excellent) that evaluates key components, including learning objectives, lesson structure and flow, instructional strategies, student engagement techniques, assessment methods, and clarity of language. Furthermore, the integration of digital tools within the lesson plans is analysed to explore how technology enhances instructional design. This research was conducted in three distinct stages, each designed to progressively refine the participants' lesson planning and instructional delivery skills. Initially, in Stage 1, participants developed an initial lesson plan, serving as a baseline for the subsequent developmental process. Following this, in Stage 2, participants engaged in targeted training, which empowered them to refine their lesson plans and enhance their instructional techniques, thus demonstrating a clear advancement in pedagogical understanding. Ultimately, in Stage 3, after further practice and constructive feedback, each participant independently created and delivered a final lesson plan within a simulated Microteaching classroom environment, culminating in a demonstration of their acquired expertise.

4. Findings and Discussion

The findings, as presented in the subsequent table, clearly illustrate a progressive development in participants' lesson planning and instructional proficiencies across the three phases of microteaching. Initially, during Stage 1, a significant proportion of participants encountered difficulties in formulating precise and quantifiable learning objectives, resulting in predominantly “Needs Improvement” or “Poor” ratings. However, following targeted training and constructive feedback, a substantial enhancement was evident in Stage 2, with the majority of participants attaining a “Good” level of performance. Ultimately, by the concluding stage, a remarkable transformation occurred, with 16 out of 20 participants achieving an “Excellent” rating, demonstrating their capacity to design well-structured, curriculum-aligned objectives. This consistent pattern of improvement underscores the pivotal role of structured guidance and iterative practice in cultivating robust lesson planning skills.

Similarly, the domains of lesson structure, instructional strategies, and engagement techniques exhibited considerable advancement throughout the microteaching process. At first, participants struggled with the implementation of logical sequencing, seamless transitions, and efficacious teaching strategies, leading to disorganized lessons characterized by a paucity of student interaction. Subsequently, in Stage 2, a notable improvement in lesson sequencing was observed, coupled with the incorporation of a wider array of instructional strategies, resulting in 15 participants being rated as “Good” in lesson structure and 12 in instructional strategies. Most significantly, the final stage witnessed the most dramatic progression, with 17 participants achieving an “Excellent” rating in lesson structure and 14 in instructional strategies. These results emphatically demonstrate the efficacy of scaffolded learning and reflective teaching, as participants gradually transitioned toward greater autonomy and proficiency in constructing engaging and effective lessons.

Furthermore, the integration of digital tools and assessment methods followed a parallel trajectory of enhancement. In the initial phase, Stage 1, the utilization of digital tools was minimal, with most participants struggling to effectively integrate technology into their lesson plans. Moving forward, during Stage 2, moderate improvements were noted, as participants began to explore digital storytelling and interactive tools. By the final stage, a significant majority, 18 participants, were rated as “Excellent” in digital tool integration, signifying their ability to seamlessly embed technology into instruction. Likewise, assessment methods evolved from weak alignment to strong coherence with learning objectives, with 12 participants achieving an “Excellent” rating by the final stage. These findings emphasize the critical importance of robust technology training and assessment

literacy within teacher education programs, thereby ensuring that pre-service students are adequately equipped with the requisite skills for contemporary, student-centered instruction.

Table a. Stage 1 of Lesson Planning

Criteria	Criteria	SCALE			
		1	2	3	4
Learning Objectives	Clear, measurable, aligned with the curriculum	5	12	3	0
Lesson Structure & Flow	Logical sequencing, smooth transitions	3	10	12	0
Instructional Strategies	Effective teaching methods suited for objectives	3	12	5	0
Engagement & Interaction	Student-centered activities, interactive methods	12	8	0	0
Use of Digital Tools	Effective integration of digital tools	8	12	0	0
Assessment Methods	Alignment with objectives, formative/summative assessment	3	15	2	0

Table b. Stage 2 of Lesson Planning

Criteria	Criteria	SCALE			
		1	2	3	4
Learning Objectives	Clear, measurable, aligned with the curriculum	0	3	13	4
Lesson Structure & Flow	Logical sequencing, smooth transitions	0	1	15	4
Instructional Strategies	Effective teaching methods suited for objectives	0	1	12	7
Engagement & Interaction	Student-centered activities, interactive methods	0	10	9	1
Use of Digital Tools	Effective integration of digital tools	0	2	12	6
Assessment Methods	Alignment with objectives, formative/summative assessment	0	5	10	5

Table c. Stage 3 of Lesson Planning

Criteria	Criteria	SCALE			
		1	2	3	4
Learning Objectives	Clear, measurable, aligned with the curriculum	0	1	3	16
Lesson Structure & Flow	Logical sequencing, smooth transitions	0	1	2	17
Instructional Strategies	Effective teaching methods suited for objectives	0	1	5	14
Engagement & Interaction	Student-centered activities, interactive methods	0	2	8	10
Use of Digital Tools	Effective integration of digital tools	0	0	2	18
Assessment Methods	Alignment with objectives, formative/summative assessment	0	1	7	12

Scale: 1 = Poor; 2 = Need Improvement; 3 = Good; 4 = Excellent

5. Conclusion

In conclusion, this study delivers substantial empirical evidence affirming the efficacy of microteaching in bolstering lesson planning, instructional strategies, and digital literacy among EFL pre-service teachers. Specifically, the findings underscore the necessity of integrating structured reflection cycles, comprehensive technology training, and task-based learning principles into teacher training programs. Notably, participants exhibited marked advancements in structuring lesson plans and aligning objectives with activities.

However, initial lesson coherence presented a considerable challenge. Furthermore, the integration of digital tools progressed significantly, albeit some participants initially struggled to select technology that appropriately served their instructional goals. Finally, while engagement strategies underwent substantial refinement, some initial lesson plans relied excessively on teacher-led instruction, thereby constraining student interaction and autonomy.

Consequently, the study yields several critical pedagogical implications. Firstly, teacher education programs should implement structured reflection cycles to cultivate and enhance lesson planning skills. Secondly, training in technology integration should be seamlessly embedded within lesson design to foster robust digital competence. Thirdly, task-based learning principles should be emphasized to promote student-centered teaching methodologies. These recommendations, when implemented, will serve to equip pre-service teachers with the essential tools and strategies necessary for effective and engaging instruction.

Moving forward, future research should explore several avenues to further solidify and expand upon these findings. To begin with, longitudinal studies are imperative to track the sustained impact of microteaching on pre-service teachers' skills over an extended period. Moreover, comparative research could offer valuable insights by examining the distinctions

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