

MICROTEACHING--“AN EFFICIENT TECHNIQUE FOR LEARNING EFFECTIVE TEACHING”

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Abstract

Teaching is the art of facilitating learning. One can become an effective teacher by learning different techniques of teaching. Micro-teaching is one such teacher training technique which helps the teacher trainee to master the teaching skills. It is about how the teacher trainee can teach a concept in the most efficient manner, in a way that the students understand and completely perceive what is being taught, within a given period of time. This helps the teacher to come up with different ways in which new protocols of efficient teaching can be done. In this way the teacher can learn different skills of teaching, helping them gain confidence. There are different phases of micro teaching in which different skills can be practiced at different levels. All the competencies can be overcome, modifications to existing teaching behavior can bring about a great difference in the teaching of a teacher. After all, establishing a harmonious relationship between teacher, student and subject is more important. Teaching is a many sided activity which includes a host of activities like questioning, giving information, listening etc.,

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INTRODUCTION

The intention behind such activities is to bring about learning. Thus teaching constitutes a number of verbal and nonverbal teaching acts like questioning, accepting pupil responses, rewarding, smiling, nodding to pupil response, movements, gestures etc., Micro teaching approach is a teacher training technique, which is useful for the following reasons :

- A student teacher can more easily incorporate a behaviourally defined teaching skill into his teaching than the vague non-behavioural statements like draw the pupils' attention, develop rapport with pupils etc.,
- Objectives can be defined more easily and more reliable measures of changes in teacher behaviour can be thought of using behaviourally defined skills
- Using such skills researchers can conduct more meaningful studies, which involve determination of relationship between teacher performance and pupil outcomes
- Developing the teaching skills among trainees gives teacher educators a sense of satisfaction that they have been able to give evidence for the intended change in the trainees.

ORIGIN AND DEVELOPMENT

A.W.Dwight Allen of the Stanford University first introduced the term micro-teaching in 1963. A number of experiments have been conducted in many institutes in U.S.A, U.K and Holland. But in India an attempt was made to spread micro-teaching in the year 1974. Experts were assigned for the development of testing and evaluation tools to measure the attainment of teaching skills. At this juncture Keith Acheson, a research worker was investigating the utility of video tape recorder in the development of technical teaching skills. This instrument could be used for recording the class interaction and the behaviours of the trainee vividly and accurately. This led to the development of a systematic and accurate method of giving feedback to the teacher trainee.

The steps of micro-teaching technique:

Teach → Feedback → Re plan → Re teach → Re feedback were formulated.

Thus the name of micro-teaching was coined for this method of developing teaching skills in 1963. In India, it is being used with great emphasis in all the teacher training programmes of developing teaching skills and competencies among teacher trainees. Micro-teaching is considered as a mechanism of feedback device for the modification of teacher trainers.

Definition:

Various research workers and writers have defined micro teaching in a number of ways.

ACCORDING TO D.WALLAN(1966)

“Micro Teaching is a scaled down teaching encounter in class, size and time”

“Micro Teaching is a teacher training programme which reduces the teaching situations to a simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing time and class size”.

ACCORDING TO B.K.PASSI AND M.S.LALITA(1976)

“Micro Teaching is a training technique which requires student teachers to teach a single concept using specified teaching skills to a small number of pupils in a short duration of time”.

CONCEPT:

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee to teach a single concept of content using a specified teaching skill for a short time to a very small member of pupils. In this way the

teacher trainee practises the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill.

PROCEDURE: N.K. Jangira and Ajith Singh presented the three phases as follows:

- 1) Knowledge Acquisition Phase
- 2) Skill Acquisition Phase
- 3) Transfer Phase

KNOWLEDGE ACQUISITION PHASE (PRE-ACTIVE PHASE)

It consists of two major activities

- Observing demonstration skill
- Analyzing and discussing demonstration

In this phase, the student teacher attempts to acquire knowledge about the skill, its role in classroom and its component behaviour. The student teacher observes the demonstration lesson and the mode of presentation of the skill.

SKILL ACQUISITION PHASE (INTERACTIVE PHASE)

In this phase the student teacher

- 1) prepares a micro-lesson
- 2) practices the skill and
- 3) Carries out the micro teaching cycle i.e. evaluating the performance.

COMPONENTS:

1. FEEDBACK

Activities: Teaching, re-teaching

2. MICRO TEACHING SETTING

Activities: It includes size and duration of the micro class, supervisor, types of students etc., in teaching, re-teaching.

TRANSFER PHASE (POST-ACTIVE PHASE)

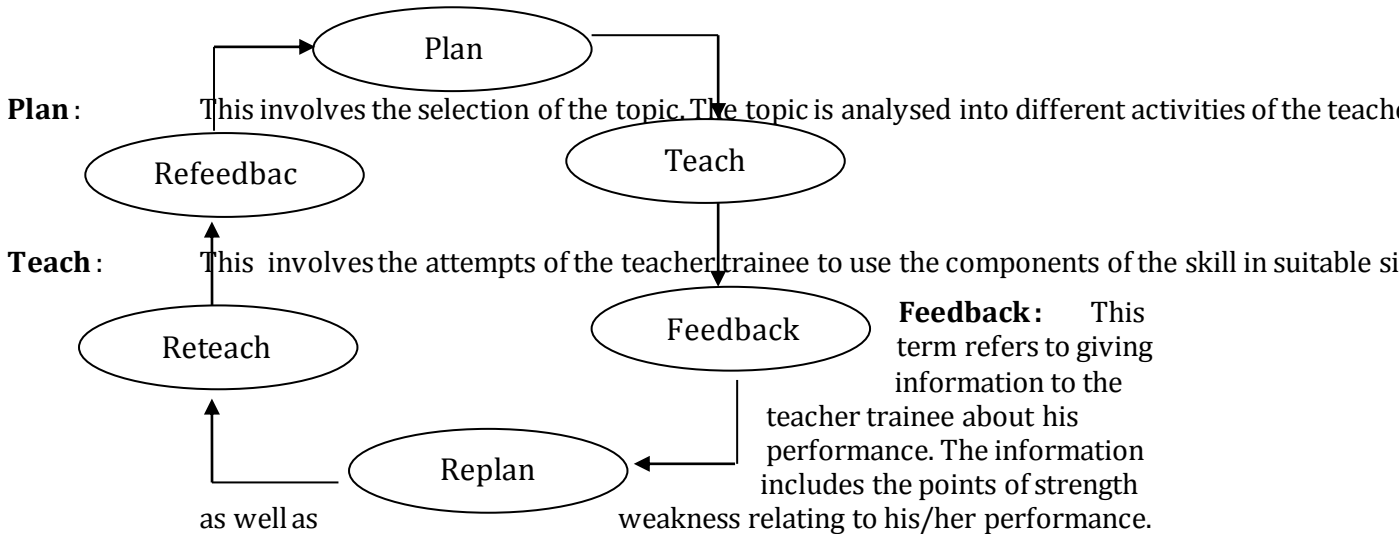
In this phase the student teacher integrates the different skills. The student teachers are provided an opportunity to use the skill in normal classroom teaching.

CHARACTERISTICS

- Micro Teaching is an analytical approach to training
- Micro Teaching provides adequate feedback
- It is relatively a new innovation in the field of teacher education
- It is a training device to prepare effective teachers
- Micro Teaching is a highly individualized training technique
- Micro Teaching is a scaled down teaching
- It reduces the class size upto 5 to 10 pupils
- It reduces the duration of period 5 to 10 minutes
- It reduces the size of the topic
- It reduces the teaching skills
- Use of video tape and closed circuit television make observation very objective

MICROTEACHING CYCLE

The exact teach – reteach cycle of microteaching can be diagrammatically represented as:



Re-plan: The teacher trainee re plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

Re-teach: This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

Re-feedback: This is the most important component of Micro-teaching for behavior modification of teacher trainee in the desired direction in each and every skill practice.

PRINCIPLES OF MICRO-TEACHING:

- Teaching skills can be practiced, controlled and evaluated.
- It is based on Skinnerian operant conditioning that means responses occur is followed by reinforcement.
- Skinnerian theory of shaping is done in micro teaching.

STEPS:

The Micro-teaching programme involves the following steps :

Step I Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.

- Step II** The teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees.
- Step III** The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.
- Step IV** The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.
- Step V** On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.
- Step VI** In the light of the feed-back given by the supervisor, the teacher trainee re plans the lesson plan in order to use the skill in more effective manner in the second trial.
- Step VII** The revised lesson is taught to another comparable group of pupils.
- Step VIII** The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.
- Step IX** The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

Teaching Skills and their Specifications

S.No.	Skill	Components
1.	Probing Questions	Prompting, seeking further information, redirection, focusing, increasing critical awareness.
2.	Explaining	Clarity, continuity, relevance to content using beginning and concluding statements, covering essential points.
3.	Illustrating with examples	Simple, relevant and interesting examples appropriate media, use of inducts, deductive approach.
4.	Stimulus variation	Body movements, gestures, change in speech pattern, change in interaction style, pausing, focusing, oral-visual switching.
5.	Reinforcement	Use of praise words and statements, accepting and using pupils' idea, repeating and rephrasing, extra vertical cues, use of pleasant and approving gestures and expressions, writing pupils' answer on the black board.
6.	Classroom Management	Call pupils bynames, Make norms of classroom behaviour, attending behaviour reinforced, clarity of direction, check non-attending behaviour, keep pupils in Eye Span, check inappropriate behaviour immediately.
7.	Use of blackboard	Legible, neat and adequate with reference to content covered.

Micro teaching is one of the most important developments in the field of teaching practice. It is originated in Stanford University in 1963.

It is also defined as “a teacher education technique which allows teachers to apply well defined teaching skills to a carefully prepared lesson in a planned series of five to ten minutes encounters with a small group of real classroom students often with an opportunity to observe the performance on videotape” (Bush 1968). The above definitions indicate the following features of microteaching.

1. It is a real teaching but focuses on developing one particular teaching skills
2. It is a scaled down teaching.
 - a. To reduce the class size (5 to 10)
 - b. To reduce the duration of the period (5 to 10 minutes)
 - c. To reduce the size of the topic.
 - d. To reduce the teaching skill.
3. It is a highly individualized training device.
4. It provides feed back for the trainees performance.
5. It is a training device to prepare effective teachers.

ASSUMPTIONS

Teaching is a complex skill, which can be analyzed into simple skill.

1. Component teaching skills can be practiced for mastery under simplified teaching situation.
2. Training with systematic feedback is helpful in skill mastery.
3. Once component-teaching skills are mastered one by one they can be integrated in original teaching.
4. Training can be transferred to actual teaching.

NEED

1. It reduces the fear and tension to face children in a large class.
2. It provides effective feedback for the modification of teacher behaviour.
3. It gives knowledge and practice of teaching skills.
4. It develops teaching efficiency in pre-service and in service teacher education programmes.
5. It is a training device for improving teaching practice and prepares effective teachers.
6. It provides continuous reinforcement to the trainee performances.
7. It provides highly individualized training to student trainees. Each trainee is able to develop teaching skills at his own state depending on his ability.
8. It gives training in simulated classroom condition.
9. It controls and regulates teaching practice.
10. It is an economical device and use of videotape enables the trainee to analyse the teaching programme.
11. It lessens the complexities of the normal classroom teaching by scaled down technique.
12. It helps to modify and improve teaching behaviour in the desired direction.

TEACHING SKILLS

A teaching skill is defined as the set of teachers' behaviours, which are effective in bringing about desired changes in pupil. Allen and Ryan (1969) suggested that following skills are representatives for teaching different subjects.

1. Stimulation Variation

2. Set induction
3. Closure
4. Silence and non-verbal cues
5. Reinforcement of student participation
6. Fluency in asking questions
7. Probing questions
8. Higher order questions
9. Divergent questions
10. Recognising attending behaviours
11. Illustrating and use of examples
12. Lecturing
13. Planned repetition
14. Completeness of communications

ATTITUDE TOWARDS MICRO-TEACHING

Students' reaction to micro teaching is favourable. Passi (1977) found micro teaching helpful in changing the attitude of student teachers towards teaching. Trainees indicated sustained interest throughout the programme and found the one skill at a time approach helpful.

SIMULATION IN MICRO TEACHING

Simulated technique of teacher training is effective. Simulation is the controlled representation of reality. Simulation has the potential for immediate feedback. In order to apply micro teaching technique the following essential steps are followed.

DEFINING SPECIFIC SKILL

The first step of micro teaching is defining the specific skills. Some specific skill is defined in the form of teaching behaviour and the knowledge of this defined skill is provided to the pupil teachers.

DEMONSTRATION OF THE SKILL

The skills are demonstrated through the micro teaching lessons. This demonstration is either done by the teacher or video-film of that skill is screened.

MICROLESSON PLANS

In this step the pupil teacher prepares micro lesson plans concerning some specific skills training or by using that skills.

TEACHING A SMALL GROUP

Here the pupil teacher teaches small group of students. This group consists of 5 – 10 pupils. The teaching task of the pupil teacher can be video taped. If there is no provision of video any teacher can supervise the teaching task of the pupil teacher. When teaching is completed, lesson is criticized by the supervisor and peers.

FEEDBACK

The information and suggestions provided to the pupil teachers are known as feedback. In the absence of feedback, evaluation of micro teaching has no meaning.

RE PLANNING, RE TEACHING AND RE EVALUATION

On the basis of feedback given, the pupil teacher replans the lesson, then they re-teaches the re planned lesson.

PLAN FOR ACTION

M.T – Teacher in Micro Teaching Class

P - Peer's acting as students

P.S – Peer Supervisor

T.K – Time Keeper

C.S – College Lecturers acting as supervisors.

DURATION OF THE MICRO TEACHING CYCLE

Teach - 5 minutes

Feedback - 6 minutes

Re plan- 12 minutes

Reteach - 6 minutes

Re feedback - 6 minutes

Total -35minute

SKILL OF STIMULUS VARIATION

It is necessary for the teacher to explain, ask questions, give examples, provide encouraging remarks to draw and sustain the attention of the pupils. For this purpose the teacher uses hand gestures, head and body movements, makes certain verbal statements like 'look carefully', 'watch what I do', ' watch carefully what is happening', 'listen carefully' etc., many a times the teacher supplements verbal statements with gesture and body movements in order to make it more effective. All these behaviours are related to the skill of stimulus variation.

The Skill of Stimulus Variation includes the behaviours namely

- 1.Movements
2. Gestures
- 3.Change in Speech Pattern
4. Focusing
5. Change in Interaction Styles
6. Pausing
7. Oral-Visual Switching

1. MOVEMENTS

In order to secure and sustain attention in pupils the teacher has to move about the class. This movement should be within the limits so that pupils' attention level is maintained high. The teacher should avoid aimless and habitual wandering in the class.

2. GESTURES

Gestures are movements of the parts of the body to direct attention, to express emotion, to emphasise importance of to indicate shape, sizes and movements etc., Proper gestures reinforce the verbal exposition and also catch the attention of the pupils. The oral message is to be combined with gesture. The various gestures that can be used in the class are had, hand and body movements. Using such gestures we will be more expressive and dynamic in our presentation in the class. Gestures can be made by body movements of the parts of the body to direct attention, to emphasise importance, to explain emotions, or to indicate shapes, size, movements etc.,

3. CHANGE IN SPEECH PATTERN

Whenever we want to express emotions or feelings we can modulate our voice. This sudden variation in this stimulus will attract attention of the pupils. This sudden variation in this stimulus will attract attention of the pupils. Sudden changes in the pitch of the voice will make pupils understand the idea being told to them.

4. FOCUSING

Teachers use such behaviours that direct or focus pupils' attention to a particular point, which the pupils have to notice or observe. Such behaviours can include certain verbal statements (verbal focusing) or gestures or movements (gestural focusing) and both verbal statements and gestures (verbal and gestural focusing).

Verbal focusing: When the teacher says "Look at this diagram" "Listen Carefully to this".

Gestural Focusing: This involves focusing or directing pupils' attention to particular points in the lesson by using only gestures – head, hand and body movements. The teacher can point with her finger to the boundaries of a country on a map or important words on the blackboard.

Verbal and Gestural Focusing: This involves both verbal and gestural focusing. The teacher can focus pupils attention both by pointing to a figure and saying verbally 'Look at this figure'.

5. CHANGE IN INTERACTION STYLE

In a classroom there can be three styles of interaction among pupils and teacher –

- i) Teacher – group interaction
- ii) Teacher – pupil interaction
- iii) Pupil-pupil interaction

6. PAUSING

Pausing means introducing silence during talk. In order to sustain pupils' attention in the classroom, introduce certain pauses during the teaching and before and after asking a question. Silence is sometimes used to secure pupils' attention. If the teacher becomes silent during teaching it immediately draws pupils' attention towards the teacher and hence towards the lesson.

7. Oral-Visual Switching

A teacher will be either telling something to the pupils through oral medium or showing something to them through visual medium. Sometimes we will be doing both simultaneously through both oral and visual media. Frequent changes help the teacher to sustain pupils' attention to what they want to convey.

Oral → Visual

Oral → Oral - Visual

Visual → Oral - Visual

SKILL OF STIMULUS VARIATION CODING SHEET

Variation	1	2	3	4	5	6	7	8	9	10	Total
Teacher Movement	2		2		2	2		2	2	2	7
Pupil Movement		2		2			2		2	2	5
Teacher Gesture			2	2	2			2		2	5
Change in Speech Pattern	2	2		2		2	2	2		2	7
Change in Sensory Focus		2		2		2	2			2	5
Pupil Talk	2					2		2	2	2	5
Pausing				2						2	2
Change in interaction style		2			2				2		3

ADVANTAGES

- Micro Teaching is training for real teaching
- It paves way for macro lesson
- It is an increased control of practices
- Feedback is immediately given
- Specific skills can be developed by Micro Teaching
- Teaching under simulation condition is also possible
- This technique is more useful for the training of one or more skills
- It simplifies the study of interaction between the teacher and the pupils
- It develops integration of theory and practice
- It helps in the research work related to classroom teaching
- It provides self-evaluation through the tape recorder and videotape.

CONCLUSION

Micro teaching is a method that provides the opportunity to impart knowledge, thoughts, ideas and experiences with the fellow teachers. It is a valuable technique because teaching a bunch of students is different than teaching and learning with peer teachers. It is a way in which they can learn and practice different ways and skills to teach efficiently. There are many and different benefits from taking this course. It contributes to improve self-confidence, to implement new techniques, to practice the teaching process.

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