

MICRO TEACHING: A WAY TO BUILD UP TEACHING SKILLS

Mr. Bhadab Hembram

Lecturer, Anchalika Panchayat College, Sujanpur, Dist-Jajpur, Odisha

bhadab1988@gmail.com

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Abstract

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent. The impact of this technique has been widely seen in various forms of education such as health sciences, engineering sciences, and other areas. With the emerging changes in the education sector and the academic ills in the country, the role of teachers envisages the need for this special training of teachers and monitoring of their skills for their continued efficient performance at any stage. This article aims to emphasize the need for using microteaching techniques more frequently and efficiently with maximum available facilities and the impact of microteaching on teachers' education. A systematic literature search of research articles and reviews was undertaken from various educational databases

Keywords: *Microteaching, Core competencies, teaching skill, teaching Model*



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INTRODUCTION

The art of teaching does not merely involve a simple transfer of knowledge from one to another. Instead, it is a complex process that facilitates and influences the process of learning (Savas, 2012). The quality of a teacher is estimated on how much the students understand from his/her teaching. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Microteaching is a laboratory technique of teacher training in which the complexities of normal classroom teaching are simplified. It is described as a 'Scaled-down teaching encounter in class size and class time (Allen & Eve, 1968). This training

technique provides teachers an excellent opportunity to improve their teaching skills and follows the Skinners' Theory of Operant Conditioning and it also has a scientific basis (Passi, 1976). Knowledge acquisition, skill acquisition, and transfer are the three different phases of microteaching (Passi, 1976). The knowledge acquisition phase is the preparatory, pre-active phase, in which the teacher gets trained on the skills and components of teaching through lectures, discussion, illustration, and demonstration of the skill by the experts. In the interactive, skill acquisition phase, the teacher plans a micro-lesson for practicing the demonstrated skills. Ultimately, they can integrate and transfer these learned skills from simulated teaching situations to real classroom teaching (Merdekawati,2018). Adequate and appropriate constructive feedback for each skill can encourage re-teaching and re-implementing of the skill. The entire faculty plays the dual role of a trainee and constructive evaluator (Reddy,2019).

DEFINITION

Microteaching is a teacher training technique for learning, teaching skills. It employs real teaching situations for developing skills and helps to get deeper knowledge regarding the art of teaching (Mahmud & Rawshon,2013). Microteaching is a laboratory technique of teacher training in which the complexities of normal classroom teaching are simplified. Micro-teaching has been defined differently by different educationists(Kumar,2016). Some of its definitions are a follows.

Allen (1968) defined micro-teaching as "Scaled-down teaching encounter in class size and class time."

Bush (1966) defined it as "A teacher-education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes encounters with a small group of real students, often with an opportunity to observe the results on video-tape".

Allen and Eve (1968) defined microteaching as "A system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions"

CONCEPT OF MICRO-TEACHING

Teaching is a unique and complex activity. It is mysterious in its success and failures. A peep into research on teachers and teaching effectiveness conducted during the current century reveals that the majority of the studies in this area were directed towards finding out

characteristics of good and bad teachers (Koross, 2016). The dominant theme of these studies had been the search for good teachers, but the yield has not been high. In the program of teacher training, 'Student Teaching' occupies a pivotal place. Unless the teacher can be effective in the classroom, the knowledge of theory and other things is of no use (Bakır, 2014). Unfortunately, this important aspect of the teacher-training program is not given due attention in most colleges of education. Unless the teacher can teach effectively in the classroom, his training cannot be complete. There is a need to pay more attention to this aspect of teacher training (Kilic,2010). The term micro-teaching was first coined in 1963, but the concept has never been a static one. It continued to grow and change and developed both in focus and format of normal classroom teaching are simplified. It is described as a 'Scaled-down teaching encounter in class size and class time' (Allen & Eve, 1968).

According to (Allen, Cooper, & Poliakoff, 1972), the scaling down has been done in three directions

- *The duration of a microteaching session is only from five to fifteen minutes.*
- *The size of the class ranges from four to ten students.*
- *The whole process of 'Student Teaching' is broken up into several skills, and training in the skills of teaching is provided separately in micro- lesson sessions.*

CHARACTERISTICS OF MICRO-TEACHING

According to (Darmayenti, Besral, & Kustati, 2019), characteristics of micro-teaching are described below

- *Micro Teaching is an analytical approach to training*
- *Micro Teaching provides adequate feedback*
- *It is relatively an 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 up to 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*
- *The use of videotape and closed-circuit television makes observation very objective.*

ASSUMPTIONS OF MICRO-TEACHING

According to (Mahmud, & Rawshon, 2013), assumption of micro-teaching is described below

- Teaching is a complex skill, which can be analyzed into simple skills.
- *Component teaching skills can be practiced for mastery under a simplified teaching situation. Training with systematic feedback is helpful in skill mastery.*
- *Once component-teaching skills are mastered one by one they can be integrated with original teaching.*
- *Training can be transferred to actual teaching.*

NEED OF MICRO-TEACHING

- According to (Cooper, & Allen, 1970), needs of micro-teaching is described below
- *It reduces the fear and tension to face children in a large class.*
- *It provides effective feedback for the modification of teacher behaviour.*
- *It gives knowledge and practice of teaching skills.*
- *It develops teaching efficiency in pre-service and in-service teacher education programs. It is a training device for improving teaching practice and prepares effective teachers.*
- *It provides continuous reinforcement to the trainee performances.*
- *It provides highly individualized training to student trainees. Each trainee can develop teaching skills at his state depending on his ability.*
- *It gives training in simulated classroom conditions.*
- *It controls and regulates teaching practice.*
- *It is an economical device and the use of videotape enables the trainee to analyze the teaching program.*
- *It lessens the complexities of normal classroom teaching by scaled-down technique.*
- *It helps to modify and improve teaching behaviour in the desired direction.*

STEPS /CYCLE OF MICROTEACHING

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

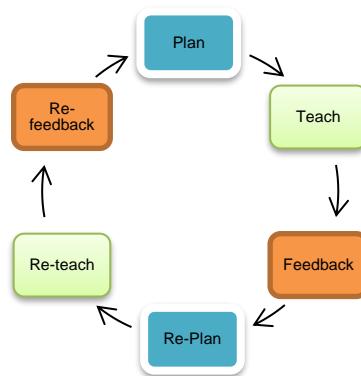


Figure-1

Micro-Teaching Cycle (Source: Kulaks, & Pala, 2018).

According to (Saban, & Çoklar, 2013), steps of microteaching cycle are described below

Plan • It involves the selection of the topic and related content • The activities are planned in a logical sequence • Preparation of the micro lesson plan

Teach • It involves the attempts of the teacher trainee to use the components of the skill in suitable situations • The teacher should have courage and confidence to handle the situations that arise in the class effectively • Timing should be 5 minutes. • Can be recorded in a tape recorder or on a videotape

Feedback • It refers to giving information to the teacher trainee about his performance • This information includes the points of strengths as well as weaknesses relating to his or her performance • It helps teacher trainees to improve his or her performance in the desired direction. • Feedback can be provided by audiotape or videotape recorder

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

Re-teach • This involves teaching the same group of students if the topic is changed or a different group of students if the topic is the same • The teacher trainee, teaches the class with renewed courage and confidence to perform better than the previous attempt

Re-feedback • It is the most important component of micro-teaching for behaviour modification of the teacher trainee in the desired direction in each skill practice. • It is again provided on the re-taught lesson.

TEACHING SKILLS

Teaching skill is defined as a set of teacher behaviours that are especially effective in bringing about desired changes in pupils. Various skills can be usefully developed among student teachers. **Passi (1976)** in his book '*Becoming Better Teacher- Microteaching Approach*' has discussed the following general teaching skills.

Table 1 Teaching Skills and their Specifications

Sl. No.	Skill	Components
1	Lesson Planning	<i>Content to be delivered, Learning Outcome, Sequencing of the topics, Relevance, Time frame</i>
2	Probing Questions	<i>Prompting, seeking further information, redirection, focusing, increasing critical awareness</i>
3	Explaining	<i>Clarity, continuity, relevance to content using beginning and concluding statements, covering essential points</i>
4	Illustrating with examples	<i>Simple, relevant and interesting examples appropriate media, use of inducts, deductive approach</i>
5	Stimulus variation	<i>Body movements, gestures, change in speech pattern, change in interaction style, pausing, focusing, oral-visual switching.</i>
6	Reinforcement	<i>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.</i>
7	Classroom Management	<i>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</i>
8	Use of blackboard	<i>Legible, neat and adequate with reference to content covered</i>
9	Presentation and Explanation	<i>Fluency, Understanding, Clarity, Confidence Energy Level</i>
10	Audio Visual Aids	<i>Readability, Appropriateness, Adequate, Clarity</i>

(Source: Jamal, & Sandhya, 2016).

Model of Microteaching

1. McAleese and Unwin Model of Microteaching

This is the modified version of the Microteaching Cycle which consists of teach-critique-re plan-re Teach and re-critiques sessions and developed linear and branching programs in microteaching.

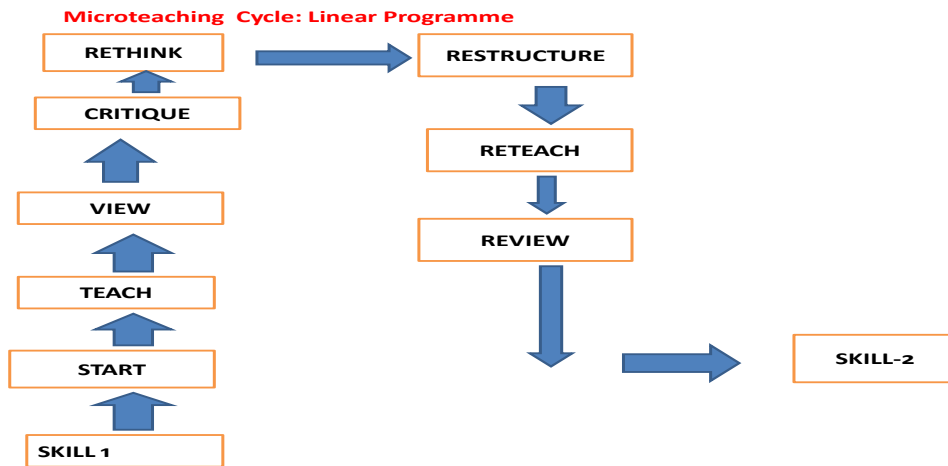


Figure 2 Microteaching Cycle: Linear Programme (Source: Mahmud, & Rawshon, 2013).

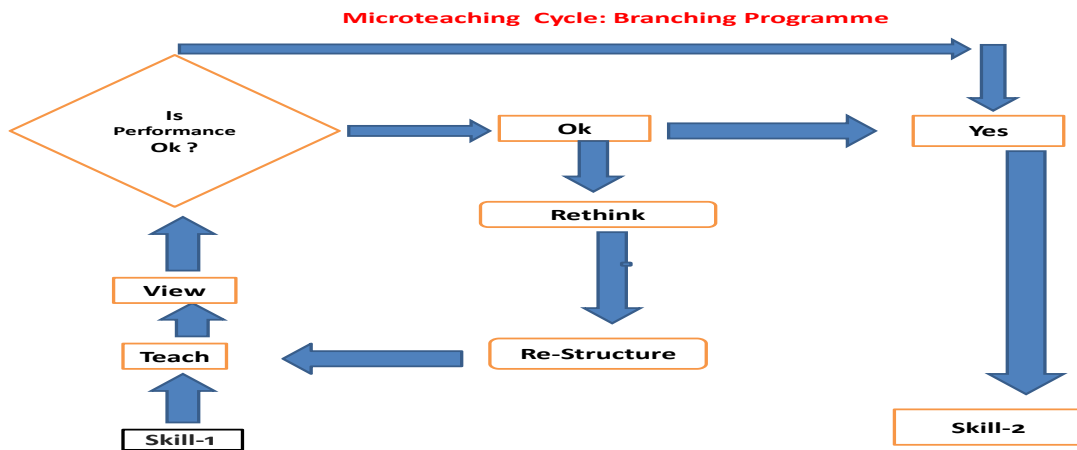


Figure 3 Microteaching Cycle: Branching Programme (Source: Kulaks, & Pala, 2018).

2. The University of Lancaster Model of Microteaching

The Model has 5 steps which are represented through a diagram as follows.

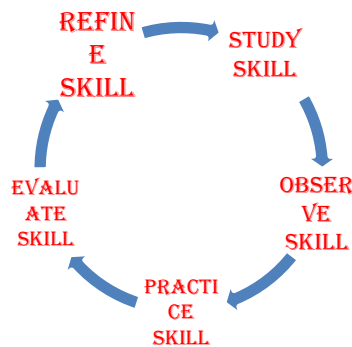


Figure 2. 5 Steps of MT Course (Source: Mahmud, & Rawshon, 2013)

3. Stanford Model of Microteaching cycle

According to (Allen& Eve, 1968), the steps of this model are given as follows

- Focus on discrete teaching skills
- Modeling of the skills
- Short teach lesson plan with the real condition
- Feedback with the help of a video recorder
- Re-teach session with different students

Table 2 Stanford Model of Microteaching cycle

P	T	C	RP	RT	RC
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Note-Where, P-Planning- Teach, C-Critique, RP-Re-Plan, RT-Re-Teach, RC-Re-Critique

(Source: *Bilen, 2015*).

PHASES OF MICROTEACHING

The microteaching procedure has various phases of acquiring skills .According to (Allen, 1980), the phase of microteaching is given below.

1. **Knowledge acquisition phase (Pre-active phase):** It is the preparatory pre-active phase in which the teacher gets trained on the skills and components of teaching through lectures, discussion illustration, and demonstration of skills by experts. The trainee teacher gets theoretical as well as practical knowledge of the skill.
2. **Skill acquisition phase (Inter-action phase):** In this inter-active skill acquisition phase the trainee teacher plans a micro-lesson for practicing the demonstrated skills and carries out the microteaching cycle and evaluation of the practiced skill (Feedback), then re-plan, re-teach, and re-feedback till the desired level of skill achieved.
4. **Transfer phase (Post-active phase):** Here, the trainee teacher uses the mastered skill in real classroom teaching and tries to integrate all the different skills.

Table 3 Phases of Microteaching

Knowledge Acquisition Phase		Skill Acquisition Phase		Transfer Phase	
Observe	Analyze	Prepare	Practice Skill	Evaluation	Transfer of Skills to actual Teaching situation
Demonstration of Skills	Discussion of Demonstration	Micro-lesson		Performance	

(Source: *Kilic, 2010*).



Figure 2 Phases of Microteaching (Source: Author)

MICROTEACHING Vs TRADITIONAL TEACHING

Table 4 Comparison between microteaching and traditional teaching

SL. NO	Microteaching	Traditional teaching
1	Objectives are specified in behavioural terms	Objectives are general and not specified in behavioural terms
2	Class consists of small group of 5 – 10 students	Class consists 40 – 60 students
3	The teacher takes up one skill at a time	The teacher practices several skills at a time
4	Duration time for teaching is 5 – 10 minutes	Duration time for teaching is 40 – 50 minutes
5	There is immediate feedback	Immediate feedback is not available
6	Teaching is carried on under controlled situation	There is no control over situation
7	Teaching is relatively simple	Teaching become complex
8	The role of supervisor is specific and well defined to improve teaching	The role of the supervisor is vague
9	Patterns of class room interaction can be studied objectively	Patterns of class room interactions cannot be studied objectively
10	Provision for re-teaching	No
11	Trainee teachers gain confidence in teaching	Tense and scared

(Source: Kulaks & Pala, 2018).

Paradigm shifting of the Role of Teachers and Students through Microteaching

Table 5 *Changes in teacher role*

A shift from	A shift to
1 Knowledge transmitter, primary source of information, content expert, and source of all answers	Learning facilitator, Collaborator, Coach, Mentor, Knowledge navigator, and co-learner
2 Teacher controls and directs all aspects of learning	Teacher gives students more options and responsibilities for their own learning

(Source: Jamal, & Sandhya, 2016).

Relevance of Microteaching to Teachers

According to (Allen, Cooper, & Poliakoff, 1972), relevance of microteaching to teachers is given below

- The rationale for microteaching as a teacher-training technique has been set forth by several authors:
- Microteaching reduces the complexities of normal classroom teaching, thus allowing the teacher to concentrate on the acquisition of teaching skills.
- Knowledge and information about performance aid the learner (in this case the teacher) in his acquisition of teaching skills. The immediate feedback from videotape recorders, supervisors, students, and colleagues provides a critique of the lesson which will help the teacher constructively modify his behaviour .
- Microteaching provides a setting in which the trainee can teach students of varying backgrounds, intellectual abilities, and age groups before facing a class during his student or intern teaching.
- Microteaching allows for the repetitive practice necessary to over learn skills that will be used during regular teaching.
- It makes teachers more aware of their teaching styles and helps them understand how to improve them. "Relevance of Micro Teaching"

Relevance of Microteaching to Students

According to (Deshpande & Shastri, 2020). relevance of microteaching to students is given below

- Microteaching provides a low threat situation in which to practice teaching skills, a situation which should be more conducive to learning than the high anxiety level exhibited by many beginning teachers when practicing in actual class-rooms
- Since active participation by the trainee is preferred, and meaningful materials and tasks are desirable for optimal learning to occur, the microteaching setting allows the student to perfect certain skills that he will subsequently be expected to perform in the regular classroom

ADVANTAGES OF MICROTEACHING

According to (Kulaks & Pala, 2018), advantages of microteaching are described below

- *It helps to develop, sharpen and master specific teaching skills*
- *It employs real teaching situations for developing teaching skills*
- *It helps to accomplish specific teaching competencies*
- *It is more effective in understanding and modifying teacher behaviours important in the classroom teaching*
- *It increases the confidence of trainee teacher*
- *It is a vehicle of continuous training applicable at all stages not only to teachers at the beginning of their career but also to more senior teachers.*
- *It enables the projection of model instructional skills.*
- *It provides expert supervision and constructive feedback.*
- *It provides for repeated practice without adverse consequences to the trainee teacher or his/her students.*
- *It reduces the complexity of the teaching process as it is scaled-down teaching.*
- *It helps to get deeper knowledge regarding the art of teaching.*
- *It caters to individual differences of prospective teachers in their training.*
- *Duration of teaching, as well as the number of students, is less.*
- *Content is divided into smaller units.*
- *There is the facility of re-planning, re-teaching, and re-evaluation.*
- *It puts the teacher under the microscope, and all the faults of the teacher are observed.*
- *The problem of discipline can also be controlled*

LIMITATIONS OF MICROTEACHING

According to (Bilen, 2015), limitations of microteaching are described below

- *It is skill-oriented; content not emphasized*
- *A large number of trainee teachers cannot be given the opportunity for re-teaching and re-planning*
- *It is a very time-consuming technique*
- *It requires a special classroom setting*
- *It covers only a few specific skills*
- *It deviates from normal classroom teaching*
- *It may raise administrative problems while arranging micro-lessons*

CONCLUSION

Microteaching is a method that provides the opportunity to impart knowledge, thoughts, ideas, and experiences to 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, implementing new techniques, to practice the teaching process.

Recommendations

The Department of Teacher Education should organize more microteaching sessions because microteaching experiences have a positive impact on teaching Competencies.

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