

SELECTED MICRO – TEACHING SKILLS

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2.1 INTRODUCTION

You have studied in Unit I the concept of micro-teaching and are aware of the significance of micro-teaching in teacher training programmes. It is essential to practise the teaching skills in order to become better teachers.

A teaching skill is a set of teaching behaviours of the teacher which is especially effective in bringing about desired changes in pupils' behaviour. Allen and Ryan in 1966 identified 20 teaching skills at Stanford University. This list has now increased to 37 teaching skills. These skills can be assessed by means of an observation scales.

It is not possible to train all the pupil teachers in all these skills in any training programme because of the constraints of time and funds. Therefore a set of teaching skills which cuts across the subject areas has been identified. They have been found very useful for every teacher. The set of these skills are :

1. Skill of Probing Questions,
2. Skill of Explaining,
3. Skill of Illustrating with Examples,
4. Skill of Reinforcement,
5. Skill of Stimulus Variation,
6. Skill of Classroom Management and
7. Skill of using Blackboard.

Each of the skill has been discussed in terms of concept, components, micro-lesson plan, evaluation and schedule. Study them carefully and then practise till you achieve the mastery level.

2.2 OBJECTIVES

After going through this Unit you will be able to :

- understand the concept of each core teaching skill.
- understand the components of each core teaching skill.
- prepare micro-lesson plan for each core teaching skill.
- observe the micro-lesson of each core teaching skill.
- give feedback for each core teaching skill.
- integrate all core teaching skills in a macro-lesson to make it effective.
- become better teachers.

In the following sections each of the core skill has been discussed in terms of concept, purpose, components, lesson plan and observation schedule. Study them carefully and become better teacher.

2.3 SKILL OF PROBING QUESTIONS

2.3.1 Introduction

When the teacher asks questions from the pupils in his class different situations arise. They are :

1. The pupil may give no response,
2. The pupil may give incorrect,
3. The pupil may give partially correct response and
4. The pupil may give correct response.

How to deal with all these situations effectively is the main theme of this skill. In case of no response or incorrect response the teacher goes deep into pupil's responses by asking many questions about what

he already knows and to lead him to the correct response. When the response is correct the teacher may help the pupil to go deep into the content by asking questions of how, why and sometimes of what types also. The skill involves a series of questions to go deep into pupil's responses.

What are the qualities of a good question. Write down your points in the space provided :

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You are correct if you say that the question should be well structured. This means the question should be simple, concise, and grammatically correct. It should be addressed to the whole class instead of one pupil only. This is because the purpose of the question is to make the whole class think on the point under discussion. The pupils should be given some time to think and then the teacher should point towards one pupil to respond.

How to deal out with different situations pointed out in the beginning ?

Let us discuss different techniques for different situations

2.3.2 Components of Skill

1. Prompting technique.
2. Seeking further information technique.
3. Redirection technique.
4. Refocusing technique.
5. Increasing critical awareness technique.

Can you explain the meanings of these terms in the context of the skill ? Write your answer in the space provided :

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You are right if your views coincide with that given below.

Prompting technique : This technique means to go deep into the pupil's response when it is incorrect or no response. Then a series of hints or prompts are given to pupil through step by step questioning in order to lead the pupil to the desired correct response. Let us take the following example :

Example :

T : What are the functions of Municipality ?

P : No response.

T : Who supplies water to the city ?

P : Municipality.

Seeking Further Information : This technique is used when the response of pupil is incomplete or partially correct. The teacher helps the pupil to clarify or elaborate or explain his initial response by asking more small questions or creating situation in which the pupil is made to think and respond.

Example :

T : What are the functions of Municipality ?

P : To supply water to the whole city.

T : What are the other functions ?

Redirection : This technique involves asking the same question from another pupil. The main purpose of this technique is to increase more and more pupil participation. When the situation is of no response or incorrect response prompting should be preferred to redirection.

Example :

T : What are the characteristic of oxygen ?

Ram : No response

Sohan : It helps burning (Redirection)

Refocusing : It is used when the pupil's response is correct. This involves comparing the phenomena in his response with other phenomena either for similarity/difference or relationship between the two situations. How one thing in point is different from the other thing ? How one response of the pupil is related to any other point ? How one thing is similar to another thing ? Such type of questions are put to the pupil.

Increasing Critical Awareness : This technique is used when the pupil's response is correct. The teacher puts higher order questions to stimulate the pupil to think beyond what the pupil knows. This involves the 'how' and 'why' and sometimes 'what' type of questions on the point under discussion.

Example :

1. Why oxygen is necessary for living beings ?
2. How oxygen helps in burning ? etc.

Now you have understood the skill and its components. How to practise these components has been illustrated by the following micro-lesson plan.

2.3.3 Micro-Lesson Plan

Subject : Science

Date :

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Topic : Sources of Water

Class : VIII

Sl. No.	Teacher's Activity	Pupils' Activity	Components of Skill
1	What are the sources of water ?	Well and rivers, Sea.	
2	Name some other sources	Rain and melting of snow	Seeking further information
3	How do we get rain ?	No response	Increasing critical awareness
4	Where from do you get rain ?	From clouds	Prompting
5	How the clouds are formed ?	No response	Increasing critical awareness
6	When you put the wet clothes to dry, What happens to water ?	It evaporates	Prompting
7	Can you give more examples of water evaporation ?	Evaporation takes place on the rivers and the sea.	Refocusing
8	Where does the water go after evaporation ?	The water goes up in the sky in the forms of vapours	
9	Why do the water vapours go up in the sky ?	Because they light.	Increasing critical awareness
10	When we go high up on the mountain, What do we feel ?	We feel cool and cool	
11	How the clouds are formed ?	The clouds are formed by the water vapours	Increasing critical awareness
12	What happens to water vapours when they are cooled high up in sky	The vapours turn into water and fall to earth in the form of rain	Increasing critical awareness
13	Where does the water go after the rainfall ?	It goes into rivers and finally into the sea.	
14	Can you compare the process of rain to some instance of your daily life ?	When we heat water in the pot, it turns into vapours. If we put a lid on the pot and stop heating, after sometimes the drops of water would appear on the inside of the lid and fall back into the pot.	Refocusing
15	So what are the sources of water ?	Well, river, sea and rain and melting of snow.	

2.3.4 Observation Schedule**Name of pupil teacher :****Date :****Name of supervisor :****Class :****Subject :****Time :****Topic :****Teach/Reteach :**

Instructions : Grade the performance and indicate it by encircling the letter.

Legend :

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component.

S.No.	Components	Grading	Remarks
1	Prompting	A,B,C,D,F	
2	Seeking further information	A,B,C,D,F	
3	Refocusing	A,B,C,D,F	
4	Redirection	A,B,C,D,F	
5	Increasing critical awareness	A,B,C,D,F	

2.3.5 Activity

Select a topic from your teaching subject. Plan a micro-lesson on the topic using the components of the skill in appropriate situations.

2.4 SKILL OF EXPLAINING**2.4.1 Introduction**

You must have experienced that during the teaching-learning process of some concepts, principles and phenomena, mere description of theme does not make them understandable to the pupils. The teacher

has to give proper explanation and reasons to bring clarity and proper understanding of what is being taught.

How to give proper and effective explanation ? Give your comments in the space provided :

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Let us discuss the components of the skill.

2.4.2 Components of the Skill

1. Beginning statement;
2. Explaining links;
3. Concluding statement;
4. Questions to test pupils' understanding;

Don'ts

5. Irrelevant statement,
6. Lacking in continuity,
7. Vague words and phrases.

Do you know the meanings of these technical terms ?

Let us discuss them one by one.

Beginning Statement : The purpose of this statement is to create readiness among the pupils to pay attention to the point being explained. It is the introductory statement to begin explanation.

Explaining Links : These are words and phrases which are mostly conjunctions and prepositions and are generally used by the teachers to make his explanation effective. These are :

the result of	the cause of	such that
the consequence of	the function of	hereafter
due to	so that	as a result of
this is how	therefore	before
in order to	hence	after

since

but

thus

because

the purpose of

next

Example : The cause of bodies falling towards earth is the gravitational force.

Concluding Statement : This is the statement made at the end of the explanation. It includes the summary of all the main results of the explanation.

Questions to Test Pupils' Understanding : These are short questions put to the pupils to test their understanding of the concept after the explanation. The main purpose is simply to judge whether the pupils have understood or not.

Irrelevant Statements : These are statements sometimes made by the teacher during explanation which have nothing to do with the present concept. These statements do not contribute to understanding rather create confusion in the minds of the students.

Lacking in Continuity : It happens when the sentences remain incomplete or are reformulated in the middle of the statement and there are other causes also like :

- a statement is not logically related to the previous statement.
- when a topic of previously taught content is referred without showing the relationship to what is being explained.
- when there is no sequence of space or place.
- use of inappropriate vocabulary of technical terms which are quite unknown to pupils.
- use of vague words and phrases.

Some of these words and phrases are :

some

much

seems

many

something

somewhat

things

probably

the rest

a little

perhaps

almost

might

may

types of

few

in fact

actually

In addition to these words there are words and phrases like “you see”, “Okey”, “correct” etc. which are parts of teachers' mannerism.

Now you have understood this skill and its components very clearly. Let us demonstrate them with the following micro-lesson plan.

2.4.3 Micro-Lesson Plan

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Subject : Geography

Date :

Topic : Earth quake

Class VIII :

Sl. No.	Teacher's Activity	Pupils' Activity	Components of skills
	You know about the devastation caused by earth quake in Gujarat this year. Thousands of people died and lacs became homeless.	Listen attentively	
1	What is an earth quake ? An earth quake is the sudden and violent shaking of earth's surface.	No response Listen attentively	Beginning statement

2	<p>What are the causes of earth quake ?</p> <p>There are many causes of earth quake. Let us discuss some of them.</p>	No response	Beginning statement
3	<p>You know rain water goes into the interior of the earth through some cracks and crevices. As there is extreme heat in the interior of the earth it turns into water vapours. These vapours shoot out violently, as a result the earth's surface shakes. Thus, we have earth quake.</p>	Listen attentively	Explaining links Explaining links
4	<p>What is another cause of Earth quake ?</p> <p>As you go deep and deep into the surface of earth you feel more and more hot.</p> <p>Because of this heat the pressure also goes on increasing proportionately. Because of the heat and high pressure there is movement inside the earth. This movement makes the earth's surface shake violently. This causes earth quake.</p> <p>There are two causes of earth quake. They are :</p> <p>(i) greater heat and pressure inside the earth</p> <p>(ii) movement of water vapours due to high temperature and pressure.</p>	No response Listen attentively	Explaining links Concluding statement
5	<p>What is an earth quake ?</p>	Sudden and violent shaking of earth	Testing understanding of concept.
6	<p>Name the causes of earth quake.</p>	<p>The two causes of earth quake are</p> <p>(i) water vapours' movement</p> <p>(ii) shaking due to high heat and pressure.</p>	Testing understanding

2.4.4 Observation Schedule**Name of pupil teacher :****Date :****Name of supervisor :****Class :****Subject :****Time :****Topic :****Teach/Reteach**

Instructions : Grade the performance and indicate it by encircling the letter.

Legend :

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component.

S.No.	Components	Grading	Remarks
1	Beginning statement	A,B,C,D,F	
2	Explaining links	A,B,C,D,F	
3	Concluding statement	A,B,C,D,F	
4	Questions to test pupils' understanding	A,B,C,D,F	
5	Questions followed by correct responses	A,B,C,D,F	
6	No irrelevant statement	A,B,C,D,F	
7	No lacking in continuity	A,B,C,D,F	
8	No inappropriate vocabulary	A,B,C,D,F	
9	No lacking in fluency	A,B,C,D,F	
10	No vague words and phrases	A,B,C,D,F	

2.4.5 Activity

Prepare a micro-lesson plan on the skill of explaining on any topic of your teaching subject. Practise the skill in Micro-teaching cycle.

2.5 SKILL OF ILLUSTRATING WITH EXAMPLES

2.5.1 Introduction

You must have observed that some abstract ideas or concepts are very difficult to teach. In spite of their best efforts of explaining the concepts, the teachers are unable to convey the true sense and meaning of the concepts. This difficulty of the teacher can be solved easily if they are able to master the skill of illustrating with examples.

What are components of the skill of illustrating with examples ? Let us think on them.

2.5.2 Components of Skill

- (1) Formulating Simple Example.
- (2) Formulating Relevant Example.
- (3) Formulating Interesting Example.
- (4) Using Appropriate Media for Example.
- (5) Using Examples by Inducto-Deductive Approach.

Do you know what are meanings of these components ? Please explain them in the space provided.

1.
2.
3.
4.
5.

Let us compare your views with the following :

Formulating Simple Example : A simple example is one which is related to the previous knowledge of pupils. It should be according to the age level, grade level and the background of pupils.

Formulating Relevant Example : An example is relevant to the concept, when the concept or the rule can be applied to it. This means to say that the rule is explained by the example.

Formulating Interesting Example : An example is interesting if it can arouse curiosity and interest of pupils. This can be judged by the attending behaviour of students. If the pupils keenly attend to the example, it is really interesting.

Using Appropriate Media for Examples : Appropriateness of media refers to its suitability to age level, grade level, maturity and to the unit taught. The decision about the nature of media, whether verbal or non verbal depends on the nature of concept.

Using Examples by Inducto-Deductive Approach : This involves the teacher giving examples relating to the concept or rule to clarify it. The pupils on the basis of the examples given, formulate the rule. After this the teacher asks the pupils to give examples to test whether the pupils have rightly understood the concept or not.

Have you understood the skill of illustrating with examples ?

Let us discuss these components by actually using them in a micro-lesson.

2.5.3 Micro-Lesson Plan

Subject : Physics

Date :

Topic : Vibrating bodies produce sound

Class : IX

S. No.	Teacher's Activity	Pupils' Activity	Components of Skill
1	How do you know that the school has begun when you are late and on the way to school ?	The ringing of the school bell indicates the beginning of the school with its sound	Simple example.
2	Have you ever touched the school bell when it was being rung ? What did you feel, when you touched the bell ?	Yes. Felt vibrations.	Relevant example.
3	If you strike the steel glass with spoon and touch it with your hand, what do you feel	I feel vibrations.	Interesting example.
4	If you touch Harmonium when it is being played ? What do you feel ?	I feel vibrations.	Inductive approach.
	What do you conclude from these examples ?	All vibrating bodies produce sound	
	Can you give another example to show that vibrating bodies produce sound ?	In drum beating the leather vibrates.	Deductive approach.
	Give one more example of vibrating body, producing sound	If the wires of Tambura are plucked it produces sound	
	Give one more example of vibrating body producing sound	When we pluck the wires of Sitar it produces vibration	
	Give one more example of vibrating body	When we touch	

	producing sound	loudspeaker vibrations	we feel	
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2.5.4 Observation Schedule**Name of pupil teacher :****Date :****Name of supervisor :****Class :****Subject :****Time :****Topic :****Teach/Reteach**

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“F” means below 65 per cent correct use of component.

S.No.	Components	Grading	Remarks
1	Simple examples	A,B,C,D,F	
2	Relevant examples	A,B,C,D,F	
3	Interesting examples	A,B,C,D,F	
4	Media for example appropriate	A,B,C,D,F	
5	Pupils' example to show understanding	A,B,C,D,F	
6	Inducto-deductive approach	A,B,C,D,F	
7	No.of examples before formulation rule was adequate	A,B,C,D,F	
8	Example to test pupils' understanding were adequate	A,B,C,D,F	
9	Pupils have clearly understood the concept	A,B,C,D,F	

2.5.5 Activity

Prepare a micro-lesson plan on any topic of your teaching subject and practise the skill.

2.6 SKILL OF REINFORCEMENT

2.6.1 Introduction

Every responding pupil of the class needs social approval of his behaviour. To satisfy his this need, he is always eager to answer each question known to him. If the teacher is encouraging the pupils by statements like, “good”; that is very good and certain non-verbal expressions, as smiling, nodding the head; and paying attention to the responding pupil, the pupil participation in the class is maximised. The main theme of the skill is that encouraging remarks of the teacher increases and discouraging remarks decreases the pupil-participation in the development of the learning process.

If you have understood the spirit of the skill of reinforcement, suggest your own ways of increasing pupil-participation :

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You are right if your ways are in accordance with the following components of the skill.

2.6.2 Components of Skill

1. Positive Verbal Reinforcement.
2. Positive Non-Verbal Reinforcement.
3. Negative Verbal Reinforcement.
4. Negative Non-Verbal Reinforcement.
5. Wrong use of Reinforcement.
6. Inappropriate use of Reinforcement.

Can you explain the meanings of these expressions in your own words ? If so, write down.

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Let us discuss these expressions.

Positive -Verbal Reinforcement : These are the positive comments given by the teacher on the correct response of the pupil. They are :

- (i) Using words and phrases like, “good”, “very good” and excellent.
- (ii) Repeating and rephrasing pupil’s response.
- (iii) Using pupils idea in the development of the lesson.
- (iv) Using extra-verbal cues, like “um”, “um”, “aha” to encourage pupils.
- (v) Using prompts like carry on, think again etc. to help the pupil give correct response.

Positive Non -Verbal Reinforcement : The teacher gives comments to pupils on their correct response without using words : This he does by : nodding the head, smiling, patting, looking attentively at the responding pupil, writing pupil’s answer on the black boards. The teacher encourages the pupils to participate maximally in the development of the lesson.

Negative Verbal Reinforcement : The teacher gives comments on the incorrect or partially incorrect response by telling that the pupil’s response is incorrect or making sarcastic remarks like “idiots”, “stupid” etc. Such behaviour of the teacher discourages pupil-participation and should not be used.

Negative Non -Verbal Reinforcement : The teacher shows his disapproval without using words. This involves, frowning, staring, looking angrily at the responding pupil, when he gives wrong response. This type of behaviour of the teacher creates fear in the minds of the pupil and decreases pupil-participation.

Wrong use of Reinforcement : This is the situation, where the teacher does not give reinforcement when the situation is demanding encouragement.

Inappropriate use of Reinforcement : This is the situation when the teacher does not encourage the pupil with respect to quality of his response. He uses same type of comment for every response.

After going through above components and the skill, you have understood it well. Let us use them in the following Micro-lesson plan.

2.6.3 Micro-Lesson Plan

Subject : Physics

Date :

Topic : Transmission of Heat

Class : VIII

Skill of Reinforcement.

S. No.	Teacher’s Activity	Pupils’ Activity	Components of Skill
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1	How does the heat flow in solids ?	It flows by conduction	
2	Good. Can you define Conduction ?	When heat flows from one particle to another in solid it is called Conduction	Positive Verbal Reinforcement
3	Smiles. Is there any other method of heat transmission ?	No response	Positive Non-verbal
4	Think again.	Thinking . There is one method in which particles move to take heat.	
5	Nods the head. Can you name this method ?	Its name is convection.	Positive Non-verbal Reinforcement
6	In which state of matter the transmission of heat takes place by convection	In the liquid state of matter	
7	Patting. Is there any other method of heat transmission ?	Yes sir, it is radiation.	Positive Non-verbal reinforcement.
8	Can you define radiation ?	The flow of heat takes place in any medium by radiation.	
9	Correct. Is there any other method of heat transmission ?	There is no any other method.	Positive verbal reinforcement
10	Well, then in how many ways heat can transfer from one place	There are three ways of heat transmission from one place to another.	Positive verbal reinforcement
11	There are three ways of transmission of heat. Can you name them ?	They are conduction, convection and radiation.	Repeating and rephrasing

2.6.4 Observation Schedule

Name of pupil teacher :

Date :

Name of supervisor :

Class :

Subject :

Time :

Topic :

Teach/Reteach

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Instructions : Grade the performance and indicate it by encircling the letter.

Legend :

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

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“F” means below 65 per cent correct use of component.

S.No.	Components	Grading	Remarks
1	Positive Verbal reinforces	A,B,C,D,F	
2	Repeating and Rephrasing	A,B,C,D,F	
3	Extra Verbal Cues	A,B,C,D,F	
4	Positive Non-verbal Cues	A,B,C,D,F	
5	Writing pupils' answer on Black Board	A,B,C,D,F	
6	Negative verbal Reinforcement	A,B,C,D,F	
7	Negative Non-verbal Reinforcement	A,B,C,D,F	
8	Wrong use of Reinforcement	A,B,C,D,F	
9	Inappropriate use of Reinforcement	A,B,C,D,F	

2.6.5 Activity

Prepare a micro-lesson of this skill on any topic of your teaching subject. Practice the skill.

2.7 SKILL OF STIMULUS VARIATION

2.7.1 Introduction

For the success of any lesson it is essential to secure and sustain the attention of the pupils-learning is optimum when the pupils are fully attentive to the teaching-learning process. How to secure and sustain the attention is main theme of this skill. It is known on the basis of psychological experiments that attention of the individual tends to shift from one stimulus to other very quickly. It is very difficult for an individual to attend to the same stimulus for more than a few seconds. Therefore, for securing and sustaining the attention of the pupils to the lesson it is imperative to make variations in the stimulus. This is because attention is the necessary pre-requisite for learning.

How can you secure and sustain attention of pupils ? Please give your comments.

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Let us compare your comments with the components of the skill.

2.7.2 Components of Skill

1. Movements.
2. Gestures.
3. Change in Speech Pattern.
4. Change in Interactions Style.
5. Focusing.
6. Pausing.
7. Oral-visual Switching.

Do you know the meaning and purpose of these components in the context of the skill of stimulus variation ?

Let us discuss.

Movements : Making movements from one place to another with some purpose. (For writing on the black board; to conduct experiment; to explain the chart or model; to pay attention to the pupil who is responding to some question etc.)

Gestures : These include movements of head, hand and body parts to arrest attention, to express emotions or to indicate shapes, sizes and movements. All these acts are performed to become more expressive.

Change in Speech Pattern : When the teacher wants show emotions or to put emphasis on a particular point, sudden or radical changes in tone, volume or speed of the verbal presentation are brought out. The change in the speech pattern makes the pupils attentive and creates interest in the lesson.

Change in Interaction Style : When two or more persons communicate their views with each other, they are said to be interacting.

In the classroom the following three styles of interaction are possible :

1. Teacher ↔ class (Teacher talks to class and vice versa)
2. Teacher ↔ Pupil (Teacher talks to pupil and vice versa)

3. Pupil ↔ pupil (Pupil talks to pupil)

All types of interaction should go side by side to secure and sustain pupils' attention.

Focusing : The teacher draws the attention of the pupils to the particular point in the lesson either by using verbal or gestural focusing. In **verbal focusing** the teacher makes statements like, “look here” “listen to me” “note it carefully”. In **gestural focusing** pointing towards some object with fingers or underlining the important words on the black board.

Pausing : This means “stop talking” by the teacher for a moment. When the teacher becomes silent during teaching, it at once draws the attention of the pupils with curiosity towards the teacher. The message given at this point is easily received by the pupils.

Oral-Visual Switching : The teacher gives information to the class verbally about something. This is called oral medium. When the teacher is showing maps, charts and object without saying something. This is called visual medium. If the teacher is giving information to the pupils through any one medium (oral, visual, oral visual) for a long time., it is possible that the students may lose attention to what the teacher is conveying to them. Therefore it is essential for the teacher to change medium rapidly in order to secure and sustain pupils' attention to what he says. There are three types media :

- 1) Oral ⇌ oral –visual :– when the teacher while speaking shows objects, charts and models and explains their various parts. It is switching from oral to oral-visual.
- 2) Oral ⇌ visual :– when the teacher while speaking, shows objects, maps, charts, globe etc. It is switching form oral to visual.
- 3) Visual ⇌ oral – visual when the teacher demonstrates the experiment silently and then explains the phenomenon with the help of charts, maps, diagram etc. It is visual-oral switching.

These devices are used interchangeably to secure and sustain pupils' attention to the lesson.

Let us use these components of the skill of stimulus variation in the following micro-lesson to attract and focus pupils attention.

2.7.3 Micro-lesson plan

Subject : History

Date :

Topic : Rani Laxmi Bai

Class : IX

S. No.	Teacher's Activity	Pupils' Activity	Components of the Skill
1	I shall tell you a story. Try to be attentive	What is the story ?	Verbal Focussing

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2	For what Jhansi is famous for ?	For Rani Laxmi Bai	
3	Yes, I shall tell you the story of Rani of Jhansi. It is very interesting. Listen carefully.	They become very curious to know.	Verbal Focussing
4	She was born in Kashi on June, 16, 1835.	Listening carefully	Pausing
5	Do you know ? She was married to Shri Gangadhar Rao, a ruler of Jhansi in 1842.	Listening attentively	Non-verbal cues to show size of child, Pausing.
6	Shri Gangadhar Rao died in 1853 and she became the queen of Jhansi at the small age of 18 years.	Listening attentively.	Change in speech Pattern, Pausing
7	Though the span of her reign was very short but she proved herself very efficient and just ruler and great administrator (shows the portrait)	Attending with amazement	Change speech pattern Oral-visual switching pausing
8	She fought against the Britishers for the independence of the country in 1858 Showing her Portrait and changing the tone of speech.	Enthusiastically attentive.	Oral-visual switching Change of speech pattern
9	(The teacher writes bravest on Black Board) She was accepted as the bravest soldier of the battle field by the English Generals	Listening with full attention and interest	Pausing
10	Listen to me Do you know what was her age at that time ? She was simply 22 years.	Feeling amazed.	Pausing Verbal focusing
11	She fought the last battle in Gwalior on June, 17, 1858. She had to cut through the enemy ranks but was overtaken by stream where she died fighting. (The changes his speech pattern facial expression with the moving hands)	Felt sorrowful and sad.	Change in speech pattern gestures.

2.7.4 Observation Schedule

Name of pupil teacher :

Date :

Name of supervisor :

Class :

Subject :

Time :

Topic :

Teach/Reteach

Instructions : Grade the performance and indicate it by encircling the letter.

Legend :

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component.

S.No.	Components	Grading	Remarks
1	Movements	A,B,C,D,F	
2	Gestures	A,B,C,D,F	
3	Change in speech Pattern	A,B,C,D,F	
4	Change in interaction Style	A,B,C,D,F	
5	Pausing	A,B,C,D,F	
6	Focusing	A,B,C,D,F	
7	Oral-visual switching	A,B,C,D,F	

2.7.5 Activity

Prepare a micro-lesson of this skill on any topic of your teaching subject. Practise the skill.

2.8 SKILL OF CLASS ROOM MANAGEMENT

2.8.1 Introduction

You must be aware that learning is effective if the children actively participate in the learning activities of the class. The main purpose of the skill is to achieve the maximum participation of pupils in the development of the lesson.

How to achieve pupils' participation in the learning activities of the class, list your suggestions.

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You are right, if your suggestion coincides with the following :

2.8.2 Components of Skill

- (1) Calling pupils by their names.
- (2) Making Norms of classroom behaviours.
- (3) Giving clear Directions.
- (4) Ensuring sufficient work for each child.
- (5) Keeping pupils in Eye Span.
- (6) Shifting from one Activity to another Activity smoothly.
- (7) Recognizing and Reinforcing Attending Behaviour of Pupils.
- (8) Checking Inappropriate Behaviour of Pupils.

Calling by Pupils by Their Names : Pupils are attentive when they are called by their names by the teacher. Though this seems to be simple but has great significance in obtaining pupil participation. Good pupil participation controls the learning activities.

Making Norms of Class Room Behaviour : This include the pinpointed instruction of the teacher to the pupils :

- (i) Stand up and answer when you are asked question.
- (ii) Raise hands if you know answer to the question.
- (iii) Never give group response.
- (iv) Listen to the teacher attentively when the teacher is teaching.

Giving Clear Directions : Here the teacher gives clear directions to the pupils to follow the norms of the class room behaviour. They should not be engaged in any other activity when the teacher is teaching. The directions provide good classroom management.

Ensuring Sufficient work for each Child : The teacher should allot work to each child keeping in view the individual differences. This act of the teacher will prepare each child for active pupil-participation.

Keeping Pupils in Eye Span : After teaching the concept the teacher should check the effects of his teaching. We may assign some activity like drawing the diagram and leveling its parts. The teacher should go to each pupil to check his work. If needed he should give instruction for further improvement.

Shifting from one Teaching Activity to the other Smoothly : When teaching some concept in the class the teacher is engaged in many academic activities such as explaining, illustrating, questioning, he should smoothly change from one activity to another, when teaching to draw the circle, he should ask his pupils to draw circle in their note books. This change in the teacher's behaviour is the shift one activity to other. Before shifting activity the teacher must ensure him self that the concept under study has been followed by the pupils.

Recognizing and Reinforcing Attending Behaviour : In order to ensure attending behaviour of pupils. The teacher should use verbal and non-verbal smiling nodding head for the correct response of the pupil. This type of the behaviour of the teacher is very effective to stimulate classroom learning environment .

Checking Inappropriate Behaviour Immediately : This involves that if the pupil is not behaving properly in the learning situation or may not be attentive mentally , He should be immediately checked . He should be directed to behave properly to the needs of situation . This will increase the attending behaviour of the pupil leading him to better management of class.

The practice of this skill does not need any sort of lesson planning .it may be practiced simply by keeping the above components in view. The following proforma should be used to assess the performance in the skill.

2.8.3 Observation Schedule

Name of pupil teacher :	Date :
Name of supervisor :	Class :
Subject :	Time :
Topic :	Teach/Re-teach

Instructions : Grade the performance and indicate it by encircling the letter.

Legend :

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component.

S.No.	Components	Grading	Remarks
1	Calling pupils by names	A,B,C,D,F	
2	Makes norm of classroom behaviour	A,B,C,D,F	
3	Gives clear directions	A,B,C,D,F	
4	Ensure sufficient work for each child	A,B,C,D,F	
5	Keeping pupils in Eye Span	A,B,C,D,F	
6	Recognizes and Reinforces	A,B,C,D,F	
7	Checks inappropriate behaviour immediately	A,B,C,D,F	

2.8.4 Activity

Practise this skill daily when teaching your class.

2.9 SKILL OF USING BLACK BOARD

2.9.1 Introduction

You are aware of the black board as a visual teaching aid and its significance in the teaching-learning process.

Can you suggest the ways to make the black board work attractive, instructive and effective ? Please give suggestions in the space provided :

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Compare your suggestions with the following components of the skill.

2.9.2 Components of Skill

- (1) Legibility of Handwriting
- (2) Neatness of Black Board Work
- (3) Appropriateness of Black Board Work

Legibility of Handwriting : How will you increase the legibility of your handwriting on the black board ?

You are right if you suggest the following points :

- (1) **Each letter should be distinct** : There should be no confusion in the shape of the letters such as
c, e, l, t.
- (2) Adequate spacing between two letters and two words.
- (3) The slantness of each letter should be nearly vertical.
- (4) Size of the letters should be such that they are legible from the end of the class.
- (5) The size of small letters should be same and size of the capital letters should also be same.
- (6) The size of the capital letters should be slightly greater than that of the small letters.
- (7) Thickness of the lines should be of same width.

Neatness in Black Board Works : You can make your Black Board neat and clean if you follow the following points :

- (1) **Straightness of lines** : The neatness of the black board increases if you write in straight lines parallel to the base of the black board.
- (2) **Adequate Spacing between the Lines** :
 - (i) The words/sentences should be written in straight lines parallel to the base of the black board.
 - (ii) There should be adequate spacing between the lines.
- (3) **Avoidance of Overwriting** : In order to keep the black board work neat and clean there should be no over writing.
- (4) **Focusing the Relevant Matter** : In order to keep the black board neat and clean :
 - (i) Erase the unrelated and irrelevant work and work not required.
 - (ii) Retain the relevant matter.
- (5) **Appropriateness of Black Board Work** : The appropriateness of black board work includes the following points :
 - (i) **Continuity in points** : The points of the lesson should be logically arranged one after the other in a sequence.
 - (ii) **Brevity and simplicity** : Write only the salient points in a simple and clear language.
 - (iii) **Drawing attention and Focusing** : Underline the important points or use coloured chalk for drawing the pupils' attention.
 - (iv) **Illustrations and Diagrams** : Illustrations and diagrams should be simple, large and clear to convey the idea easily and conveniently. As this skill needs long practice to achieve the goal and so no micro-lesson plan is given.

2.9.3 Observation Schedule**Name of pupil teacher :****Date :****Name of supervisor :****Class :****Subject :****Time :****Topic :****Teach/Re-teach**

Instructions : Grade the performance and indicate it by encircling the letter.

Legend :

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component.

S.No .	Components	Grading	Remarks
1	Letters distinct	A,B,C,D,F	
2	Adequate spacing between two lines	A,B,C,D,F	
3	Adequate spacing between two words	A,B,C,D,F	
4	Adequate size of letters	A,B,C,D,F	
5	Adequate size of small and capital letter	A,B,C,D,F	
6	Adequate thickness of lines	A,B,C,D,F	
7	Adequate spacing between lines	A,B,C,D,F	
8	Words/sentences in straight lines	A,B,C,D,F	
9	No overwriting on black board	A,B,C,D,F	
10	No irrelevant words on Black Board	A,B,C,D,F	
11	No vague words/phrases	A,B,C,D,F	
12	Continuity in points	A,B,C,D,F	
13	Coloured chalks used for focusing	A,B,C,D,F	
14	Black board work simple	A,B,C,D,F	
15	Black board work brief	A,B,C,D,F	

16	Black board work systematic	A,B,C,D,F	
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2.9.4 Activity

Practise this skill daily when teaching your class.

2.10 INTEGRATION OF TEACHING SKILLS**2.10.1 Introduction**

In the foregoing sections of this Unit you have learnt the use of teaching skills and their components individually taken one by one in the simulated, simplified and controlled situation. This must have significantly contributed to the qualitative improvement in your teaching. You are now in a position to integrate all these skills and use them properly to make your teaching effective and interesting in the natural setting.

Some experts advice that integration of the teaching skills if done through some trials under supervision of experienced supervisors it will be better in smoothing the transition from laboratory training situation to actual teaching situation.

Can you define the integration process of teaching skills in your own words ? Please write here.

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You are right if you define it as a process which involves the following steps :

- 1 Perceive and analyse the teaching situation.
- 2 Select and organise appropriate skills in effective sequence to produce best results.

A lesson plan on integration of teaching skills is given in the following pages for your guidance. Study it carefully and plan your own for the practice of the integration of teaching skills.

2.10.2 Skills to be Integrated

In order to practise the integration, the following skills are chosen for the lesson plan :

1. Skill of Probing Questions.
2. Skill of Reinforcement.
3. Skill of Explaining.
4. Skill of Illustrating with Examples.
5. Skill of Stimulus Variation

A combined lesson plan is prepared for practice, using appropriate skills in different situations of classroom teaching.

2.10.3 Lesson Plan**Sub :Geography****Date :****Topic : Sources of water****Class :****Integration of the Skills**

Probing Questions + Reinforcement + Explaining + Illustrate with examples + Stimulus Variation :

SN.	Teacher's Activity	Pupils' Activity	Skill
1	What are the sources of water ?	Well, river and sea	Probing questions
2	Good; Name the other source of water.	No response	Reinforcement + Probing questions
3	How do the river and sea get water ?	Melting of snow and rain	
4	Very good. How do we get rain ?	No response	Reinforcement + Probing questions

5	The water of pond, river and sea changes into water vapours due to the heat of the Sun. Because the water vapours are light, therefore they go high up in the sky. We know that as we go up higher and higher we feel cooler and cooler due to low temperature. Therefore, when the water vapours go high up in the sky they get condensed and form cloud. On further cooling down of water vapours, they come down in the form of rain. (Makes movements of hands)	No response	Skill of Explaining + Stimulus Variation
6	What is evaporation ?	Due to heat the water from river sea and ponds changes into water vapours. This is called evaporation.	Probing question.
7	Smiles, and says correct. Can you give an example from your daily life which is similar to the process of rain ?	Feel happy. When we prepare tea in a teapot the water changes into water vapours. If we put the lid on the teapot and allow it to cool, we see the drops of water on the inside of the lid which fall into the pot. It is similar to rain process.	Reinforcement + Probing questions
8	Excellent. What happens to water which goes into the inside of earth through cracks and crevices ? When you cook pulse in the pressure cooker you see the water vapours coming out with force with a big noise. Similarly, the water which goes into inside of earth crust changes into vapours because of heat and pressure inside the earth. The vapours come out with such a strong force that earth-crust begins to shake.	No response	Reinforcement with Illustrating examples.

2.10.4 Observation Schedule**Name of pupil teacher :****Date :****Name of supervisor :****Class :****Subject :****Time :****Topic :****Teach/Re-teach**

Skills : Probing Questions, Reinforcement, Stimulus Variation, Explaining, Illustrating with Examples.

Legend :

“A” means 95 to 100 per cent correct use of component.

“B” means 85 to 94 per cent correct use of component.

“C” means 75 to 84 per cent correct use of component.

“D” means 65 to 74 per cent correct use of component.

“F” means below 65 per cent correct use of component.

S.No.	Components	Grading	Remarks
1	Prompting question.	A,B,C,D,F	
2	Seeking further information.	A,B,C,D,F	
3	Thought provoking questions.	A,B,C,D,F	
4	Positive verbal Reinforcement.	A,B,C,D,F	
5	Positive non-verbal Reinforcement.	A,B,C,D,F	
6	Extra-verbal cues.	A,B,C,D,F	
7	Correct answer written on black board.	A,B,C,D,F	
8	Repeating Rephrasing.	A,B,C,D,F	
9	Explaining links.	A,B,C,D,F	
10	Examples, simple, relevant, interesting.	A,B,C,D,F	
11	Inducto-deductive approach.	A,B,C,D,F	
12	Body movements.	A,B,C,D,F	
13	Gestures.	A,B,C,D,F	
14	Speech pattern.	A,B,C,D,F	
15	Oral visual switching.	A,B,C,D,F	

2.10.5 Activity

Prepare a lesson in which all the core skills are integrated. Practise integration with this.

2.11 UNIT SUMMARY : THINGS TO REMEMBER

- Core skills are those teaching skill which cut across the subject areas. These are useful for every teacher teaching any subject.
- Teaching skill is a set of teaching behaviours of the teacher which facilitates learning of pupils.
- Probing question skill involves going deep into pupils' responses. Its components are : Prompting seeking further information, redirection, refocusing and increasing critical awareness.
- Skill of explaining is used to bring clarity and proper understanding of concepts, principles and phenomena. Its components are : Beginning statement, explaining links, concluding statement.
- Skill of illustrating with examples is used to bring clarity and understanding of abstract ideas or concepts. Its components are : simple, relevant, and interesting examples, appropriateness medium, inducto-deductive approach to give examples.
- Skill of reinforcement is used to increase pupil-participation. Its components are : Positive verbal reinforcement, positive non-verbal reinforcement, repeating and rephrasing extra-verbal cues, negative verbal reinforcement, negative non-verbal reinforcement, wrong use of reinforcement, inappropriate use of reinforcement.
- Skill of stimulus variation is used to secure and sustain pupils' attention. Its components are : movements, gestures, change in speech pattern, change in interaction style, focusing, pausing, oral-visual switching.
- Skill of classroom management is used to achievement maximum pupil-participation. Its components are : calling pupils by their names, making norms of class behaviour, giving clear directions, ensuring sufficient work for each child, keep the pupils in Eye-span, shifting from one activity to another activity smoothly, recognize and reinforce attending behaviour of pupils, and check inappropriate behaviour immediately.
- Skill of using black board is a very significant teaching aid. Its components are : Legibility of handwriting, neatness of black board work, and appropriateness of black board work.
- All these teaching skills can be integrated to make teaching very effective and interesting.

2.12 CHECK YOUR PROGRESS

1. Match the following techniques and statements :

Column I	Column II
1. Techniques	Statements
(i) Prompting	(i) ask related questions
(ii) Seeking further information	(ii) direction questions to many pupils
(iii) Redirection	(iii) get more information
(iv) Refocusing	(iv) give reasons for the response

- ## 2.13 ASSIGNMENT/ACTIVITY

- ## 2.15 REFERENCES/FURTHER READING

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