

MICRO TEACHING

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INTRODUCTION

- Micro teaching
- ❖ A method of teacher training/ teaching technique.
- ❖ Simplifies the complex teaching process so that the student-teacher can cope with it.
- ❖ Scaled Down Teaching Encounter
- ❖ Teaching reduced in Class size, Concept, time and number of pupils.



GENERAL TEACHING SKILLS – ALLEN & RYAN

- | | |
|--|-------------------------------------|
| 1 Stimulus Variation | 8 Higher order questions |
| 2 Set induction | 9 Divergent questions |
| 3 Closure | 10 Recognizing attending behavior |
| 4 Silence and non-verbal cues | 11 Illustrating and use of examples |
| 5 Reinforcement of student participation | 12 Lecturing |
| 6 Fluency in asking questions | 13 Planned repetition |
| 7 Probing questions | 14 Completeness of Communication |



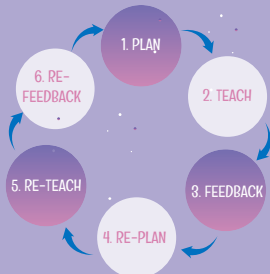
MICRO –TEACHING PROCESS

- Class size → reduced to about 5-10 pupils.
- Length of the lesson → reduced to about 5-10 minutes.
- Focus → one teaching skill at a time; and not on the content of the lesson.

COMPONENTS OF MICRO TEACHING

- The teacher trainee
- Students [5-10]
- Observers [2]
- Supervisor [Teacher Educator - 1]

MICRO TEACHING CYCLE



I. PLANNING

- Selection of a particular skill
- Presentation of a model demonstration lesson- a particular skill
- Observation of the model lesson
- Criticism of the model lesson
- Preparation of the micro lesson plan

II. TEACHING

OBSERVATION OF TEACHING SKILL

- Peer/college Supervisors
- Ratings based on frequencies
- Can be recorded in a tape recorder or on a videotape

CODING PROFORMA- SKILL OF STIMULUS VARIATION

Components	1 st minute		2 nd minute		3 rd minute		4 th minute		5 th minute		6 th minute	
	30 sec	30 sec	30 sec	30 sec	30 sec	30 sec	30 sec	30 sec	30 sec	30 sec	30 sec	30 sec
Teacher Movement												
Teacher Gestures												
Change in Speech Patterns												
Shifting Sensory Focus												
Pause												
Others (Specify)												

III. FEEDBACK

- Individual feedback to student teachers.
- Include the tallies and ratings on observation schedule
- Interpretation about the performance.

MICROTEACHING SETTING

1. Time	
a. Teach	6 Minutes
b. Feedback	6 Minutes
c. Re-Plan	12 Minutes
d. Re-Teach	6 Minutes
e. Re-Feedback	6 Minutes
	36 Minutes
2. No. of student teachers in a group	10
3. Supervisor(s)	1 or 2
4. Feedback by the peer supervisor(s)	

TEACHING SKILLS

- | | |
|------------------------------------|------------------------------------|
| 1 Writing instructional objectives | 8 Silence and non-verbal cues |
| 2 Introducing a lesson | 9 Reinforcement |
| 3 Fluency in questioning | 10 Increasing pupil participation |
| 4 Probing questions | 11 Using black-board |
| 5 Explaining | 12 Achieving closure |
| 6 Illustrating with examples | 13 Recognising attending behaviour |
| 7 Stimulus Variation | |



TEACHING SKILLS

- **PLANNING STAGE**
 - Writing instructional objectives
 - Organizing the content
- **INTRODUCTORY STAGE**
 - Introducing the lesson
- **PRESENTATION STAGE**
 - Presentation skills
 - Questioning skills
 - Aid using skills
 - Management skills
- **CLOSING STAGE**
 - Achieving closure
 - Giving assignments
 - Evaluating the pupil's progress
 - Diagnosing pupil learning difficulties and taking remedial measures

Major Skills of Microteaching practiced i

- ❑ Skill of Introducing a Lesson
- ❑ Skill of Explaining
- ❑ Skill of Stimulus Variation
- ❑ Skill of Questioning
- ❑ Skill of Reinforcement
- ❑ Skill of Illustration
- ❑ Skill of Black Board Writing
- ❑ Skill of achieving closure

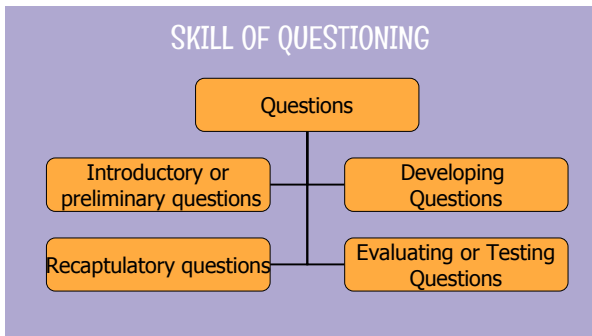


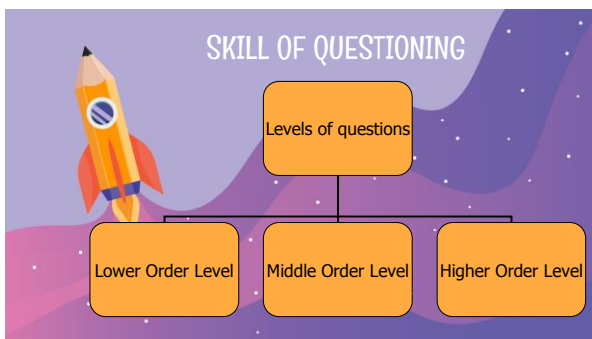
SKILL OF INTRODUCING A LESSON

- Linking with past experiences
- link between introduction and main parts
- Use of appropriate devices/ techniques like questioning, examples, etc.









SKILL OF REINFORCEMENT

- Positive Verbal Reinforcement
 - 'Good', 'Fair', 'Excellent'
- Positive Non-verbal reinforcement
 - Smiling, nodding the head, clapping, asking the students to clap.
- Negative Verbal
 - 'No', 'Wrong', 'stop it'
- Negative Non-verbal
 - Beating, raising the eyebrows

SKILL OF STIMULUS VARIATION

- ☐ Teacher movement
- ☐ Teacher gestures
- ☐ Change in voice
- ☐ Focusing
- ☐ Change in the interaction pattern
- ☐ Pausing
- ☐ Student's physical participation
- ☐ Aural visual switching



SKILL OF ILLUSTRATION

- Formulating simple examples
- Formulating interesting examples
- Formulating relevant examples
- Linking examples with day-to-day life



SKILL OF BLACK BOARD WRITING

I. Legibility of Handwriting

- Adequate spacing between two letters
- Adequate spacing between two words
- The size of the letter is large enough to be read from the far end of the room
- The Size of the capital letter is just bigger than the small letter
- All the capital letters are same size
- All the small letters are of the same size

II. Neatness in blackboard writing

- The words and sentences written are parallel to the base of the blackboard
- Adequate spacing between the lines
- Retention of relevant matter on the blackboard

III. Appropriateness of Written work on the Blackboard

- Continuity in the points
- Brief and simple points
- Underlining the important points
- Use of color chalk pieces
- Diagrams drawn
- Simple, large, clear and proportionate size diagrams

SKILL OF ACHIEVING CLOSURE

- Questions and statements by the teacher related to the consolidation of the major points covered during the lesson
- Opportunities provided by the teacher to the pupils for linking the present knowledge with the past knowledge.
- Opportunities provided by the teacher to the pupils for applying the knowledge gained during the lesson to the new situations.
- Opportunities provided by the teacher to the pupils for linking the present knowledge with the pupils' future learning

INTEGRATION OF SKILLS

- Bridge the gap between micro teaching and macro teaching



THANK YOU 😊