

## **UNIT ONE: CONCEPT, PROCESS AND PRACTICE OF MICRO-TEACHING**

### **INTRODUCTION:**

Teaching as a profession has a range of skills that must be imparted to the teacher trainers before they can become competent teachers. One of the methods for doing this is micro-teaching which you have been introduced to in PDE 103 – General Methods in Education.

In this Module, a brief revision shall be made but the focus of the module is on practising this method to develop the necessary skills and competencies expected of you as a trained teacher.

### **OBJECTIVES:**

At the end of this unit, you should be able to:

1. explain the term “micro-teaching”;
2. discuss the processes of microteaching; and
3. explain the relevance of micro teaching to teacher education.

### **HOW TO STUDY THIS UNIT**

1. This unit is organised in steps so study it in that order.
2. Take note of the important concepts as used.
3. Follow the instructions given and ensure you attempt all the activities and assignments.

### **THE CONCEPT OF MICRO TEACHING**

The Teaching Task consists of so many discrete skills that must be brought into play before teaching can be successful. A competent teacher needs to master the use of these skills as well as the content. This makes teaching complete and the training of teachers in pedagogy an arduous task. In order to give the teacher trainee the necessary grounding in the art of teaching, micro teaching technique was introduced.

The technique, which is one of the most effective innovative pedagogical strategies designed to maximize efficiency and effectiveness in the process of guiding student teachers to develop teaching skills and competences, was introduced at Stanford University, U.S.A in 1963 by Doughty Allen etc.

Micro teaching is defined as a scaled down sample of actual teaching which generally lasts ten to thirty minutes and involves five to ten students (Olivere, 1970).

Microteaching is both a group and individualized teaching/learning competency-based instructional strategy. It is a controlled laboratory simulation of regular classroom

instructions designed to break down the complete teaching task into its simple component elements or skills.

Allen and Ryan (1969) opined that micro teaching is real teaching that lessens the complexities of normal classroom teaching by focusing on training you to accomplish specific tasks, thus allowing for increased control of your practice, which in turn gives a focus to your feedback that allows it to be greatly expanded beyond the usual knowledge of results dimension you would normally experience on teaching.

Micro-teaching is no way a substitute for real teaching or supervised practical teaching though it has all the ingredients of the normal classroom teaching but scaled down. It can be used in various situations to simulate teaching in a laboratory type of setting. This is why micro teaching is viewed by Gregory, (1972) as real teaching. He argued that the amount realised in micro teaching varies from situation to situation hence it is a simulation of real teaching. He explained that micro teaching is designed to give intense teaching experience in a highly structured laboratory setting where the range of feature is low and opportunity for retaining teaching skills are high for each student. The scaled down teaching encounter is short, about 10 to 30 minutes, the number of students is small, five to ten and the instructional task for a lesson is well defined.

To Izuwahand Oluche (1985) :Micro-teaching is a scaled down teaching encounter. It is scaled down in terms of time, number of students, concepts taught and the teaching skills used. It may also be viewed as an attempt to use simulation techniques to break down the teaching process into smaller and more easily understood and manageable units for practice.

Thuby pointed out further that micro-teaching provides an on-campus laboratory teaching experience in which student teachers practice in a non-threatening environment and that it has a built-in opportunity to help commit mistakes through its system of teach critique re-teach cycles.

Micro-teaching is quite different from the traditional method of introducing student teachers to teaching. In the traditional method, student-teachers are attached to a school and they attempt to implement the recommended theories and practices. Often, many student-teachers panic in the presence of numerous pupils they have to face. The students also have to cope with the presence of the supervisor who is often seen as a critic. The assessment of students is often norm-reference based.

Micro-teaching is a competency-based teacher education technique with in-built opportunities for inquiry and creativity in teaching. It tends to encourage innovation and cultural dynamism in teaching. Teachers are trained to adapt to changing situations. Brown and Armstrong (1975), noted that “microteaching is designed to develop new teaching skills and refine old ones”

The use of micro-teaching no doubt exposes teacher-trainees to important teaching/learning behaviours which are relevant to the development of the necessary teaching skills required for effectiveness and efficiency in the classroom.

## **MICRO-TEACHING PROCESSES**

Micro-teaching involves a set of activities which teacher-trainees undergo to acquire teaching skills. These are referred to as the micro-teaching processes. Allen and Ryan (1968), developed the original micro-teaching process called “Teach-critique-Re-teach cycle.” Sequences of steps are adapted from the original processes:

1. Modelling
2. Planning teaching
3. Teach – Re-card stage
4. Play back critique stage (feedback)
5. Re-planning to re-teach
6. Re-teach
7. Re-observation of teaching.

### **1. Modelling**

There is the need for a model to be evaluated by playing back a recorded video taped or compact Disc demonstrating clearly the particular skill or a set of skills by an expert. The expert must demonstrate a clear understanding of the particular skills or skills involved. The teacher trainees must be able to learn from this demonstration. However, this demonstration could also be done by:

- (1) Oral explanations and instructions alone or to complement the video tape.
- (2) Written expositions and directions only or to complement video tape and/or oral explanations.
- (3) Video recording of the master teacher or expert demonstrating the expected special teaching behaviour(s) or skill(s)

Whichever method or methods adopted, the teacher trainee should know what is expected of them and why.

### **II. Planning Teaching**

You should start your Micro-teaching session with planning. Your plan should start with identifying the teaching skills to practice. Identify the teaching that illustrates well your chosen teaching skill and how the teaching skill is applied in a teaching situation. Taking note of the dos and don'ts prescribed for the practice of each teaching skill, identify the cues your colleagues will look for in their observation of your teaching and the control conditions. Finally, plan your Micro-lesson by providing answers to the following questions.

- who are my learners?
- What do I want them to learn?

- What is the most appropriate sequences of the learning topic and tasks?
- What are the behavioural objectives, what methods and materials will lead to achieving the objectives?
- How will the teaching and learning be evaluated against the set objectives?

You should summarise the answers to these key questions as your Micro lesson note.

### **III. Teaching**

You should have the teaching skills explained and demonstrated for you before you teach to practice the teaching skills in a Micro teaching setting. You must imitate the models. When you want to teach, face your class of five to ten students with your prepared Micro lesson note. You should present the lesson in an acceptable English language; and present an acceptable appearance too. Apply the particular teaching skill as you present your lesson. You should complete your presentation within the five to ten minutes prescribed time limit.

### **IV. Observation of Teaching**

Immediately after your teaching, your colleagues who observed you teach will critique your performance in the light of your set objectives and examples of the model. You will receive a feedback or knowledge of result of how you performed and how you can improve your performance under the guidance of a supervisor. Self analysis which involves asking you what good qualities and weaknesses you observed can as well will be used. Certain aspects of your teaching may be pin—pointed by the supervisor for general discussion by you and your colleagues. The recording must be good. If your video tape is available, the supervisor can use the video tape playback to show you how you performed and how you can improve. Your colleagues may evaluate you on a point scale. If you receive a low score, you are expected to re-plan, re-teach your lesson and you should be re-observed by your colleagues until you improve your performance.

### **V. Re-planning Teaching**

This involves re-examining your planned Micro-lesson to correct its defects. You may wish to plan a new micro-lesson on a different micro-lesson topic, but applying the skill under practice.

### **VI. Re-teaching/Re-recording**

You re-teach the micro lesson in the light of suggestions made by your supervisor and colleagues. You should be encouraged to re-teach your micro lesson by the fact that practice makes perfect.

### **VII. Re-observation of Teaching/Re-Critiquing**

Your colleagues will re-observe your teaching performance and give you an immediate feedback or knowledge of result on how well or how bad you taught your

lesson applying the teaching skill. If you earn a high score, it shows you have improved your performance. It is also an indication that you have acquired the teaching skill practiced on. You can now move on to other skills.

**ACTIVITY 1**

1. What do you understand by the term Micro-teaching?
2. How is Micro-teaching different from the usual classroom teaching?

**ACTIVITY 2**

1. Define the term Micro-teaching process
2. Identify all the processes involved in Micro-teaching
3. Discuss any one of the following as a process of Micro-teaching
  - a. modeling
  - b. planning
  - c. teaching
  - d. observation

**ROLE OF THE TEACHER IN MICRO-TEACHING**

The teacher/supervisor serves as the director of activities and the expert in the micro-teaching process. The other roles are:

1. He decides on and introduces the skills
2. He observes the students practice
3. He advises and commends the students during the critique session.
4. He helps in planning the reteach.
5. He may serve as the model.
6. He is an assessor who rates the students attempt.
6. He serves as a Resource Person to the Student Teacher.

**ACTIVITY 3**

1. What makes some students panic when using the conventional methods in teaching practice?
2. Define and describe Micro-teaching
3. Mention and explain the three ways the Play back Critique. (Feedback) can be approached.
4. What are the roles of the teacher in Micro-Teaching:

**SUMMARY**

- Teaching consists of a number of skills. Trainee teacher practice and acquire these skills through the method of Micro-teaching. Micro-teaching was described as a simplified training system designed to enable trainee teachers practice and acquire teaching skills under a supervisor, in a short lesson period of five to ten minutes, with a small group of three to ten students, employing colleagues or video tape for a feedback, focusing attention on only one teaching skill at a time.
- The processes involved in Micro-teaching include:
  1. Modelling
  2. Planning teaching
  3. Teaching, and
  4. Observation of teaching;
  5. Replanning teaching
  6. Reteaching;
  7. Re-observation of teaching.
- The Teacher/Supervisor serves as the model and the resource person in the micro-teaching process.

**ASSIGNMENT**

1. Planning is a vital element in Micro-teaching. What key questions will you ask yourself while planning your Micro-teaching lesson?
2.
  - a. Identify the most important element in a planned Micro-lesson note.
  - b. What are the features of this element?
3. What are the distinguishing attributes of the concept of Micro-teaching?
4.
  - (a) Identify the six processes involved in Micro-teaching
  - (b) Why is re-observation important in Micro-teaching?

**REFERENCES**

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- Farrant J. S. (1975); **Principles and practice of Education**, London, Longman.

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## **UNIT TWO: RELEVANCE OF MICRO-TEACHING TO TEACHER EDUCATION**

### **INTRODUCTION**

We have discussed what Micro teaching means and the procedure for implementing it in the last unit. From the definitions, you can easily deduce its importance to the training of teachers. In this unit, we shall discuss its relevance to teacher education and bring out its uniqueness when compared to the traditional approach.

### **OBJECTIVES**

At the end of this unit, you should be able to:

1. discuss clearly the relevance of micro teaching to teacher education;
2. give three advantages of micro teaching;
3. give three disadvantages of microteaching;
4. distinguish clearly between micro teaching and teaching practice; and
5. discuss the micro teaching laboratory.

### **HOW TO STUDY THIS UNIT**

1. This unit is organised in steps so study it in that order.
2. Take note of the important concepts as used.
3. Follow the instructions given and ensure you attempt all the activities and assignments.

### **RELEVANCE OF MICRO-TEACHING TO TEACHER EDUCATION**

Teaching had been rightly described as a complex task. It consists of a number of skills that must be learnt by would-be practitioners before they can develop the right competencies that will qualify them to be admitted into the profession.

It is not enough for a student teacher to pass a set of written examinations and be observed in the so called supervised practical teaching twice or thrice only to be admitted into the teaching profession. The trainee ought to attain certain competency level and be able to demonstrate certain pedagogical skills outside the acquired necessary contents.

The best approach to teacher training that imparts practical skills and demonstrates competency based on teacher education is micro teaching. The relevance of microteaching to teacher education can thus be summarised as follows:

1. Micro-teaching helps teacher education to achieve her aim of producing high quality skilled teachers. This is true because the aim of teacher education is to produce quality teachers. However, quality teachers can hardly be said to be produced without



- training them to acquire a set of teaching skills. Micro teaching helps teacher education to retrain teachers to acquire teaching skills.
2. Micro-teaching reduces the complexities of classroom teaching. Classroom teaching involves many activities that are complex. Micro-teaching simplifies the complexities of classroom teaching by scaling down the lesson content, class size, teaching time and the skill.
  3. It provides teacher education an effective method of training teachers to acquire a variety of teaching skills.
  4. It builds up teachers' confidence by providing relaxed and controlled secure environment for trainee teachers to acquire teaching skills.
  5. It provides trainee teachers opportunity for immediate feedback and repetition for improving performance. It also affords trainees the opportunity to critically assess their own performance.
  6. It enables separate teaching skills to be practiced and perfected without the distractions of classroom management.

### **THE MICRO-TEACHING LABORATORY**

In ideal situations a micro-teaching laboratory may be established. The purpose of this is to enhance the micro teaching process. It usually brings more activities, reality, specificity and more convincing feedback to the structured phases of the exercise in the teacher trainee's experiences before they are allowed to go on supervised practical teaching.

Micro-teaching laboratory is essentially a closed circuit television equipped room. Other basic classroom furnishings, faculties and equipment are usually available. The room is usually as spacious and as convenient as possible. Free movement is usually ensured.

The following are found in a typical microteaching laboratory.

- observation room
- control room
- micro-laboratory class room
- resource library
- a store.

In addition, it is assumed that there will be staff offices and maintenance workshop close by. The provision of these facilities often makes microteaching expensive. Where these are not available, video recording alone would do the job well.

However, research studies Kazimi, (1975); Madiki, (1976); had shown that the use of these hardware in microteaching often produce significant improvement in the development of the various teaching skills.

**ACTIVITY II**

Describe the micro teaching laboratory. Of what importance is it?

**ADVANTAGES AND DISADVANTAGES OF MICRO-TEACHING****ADVANTAGES**

- i. Micro-Teaching provides the required teaching attempts before the student teacher goes into the class to face many pupils. This could otherwise, be embarrassing.
- ii. It provides a low risk for the student teacher and learners. A risk is taken when a student teacher who has never taught before goes and teaches about 40 pupils.
- iii. It provides many short practices rather than the long session in the conventional method. A variety of teaching skills are thus acquired step by step.
- iv. The video recording shows the real teaching performance. This eliminates the usual student-teacher arguments in the conventional method.
- v. It gives immediate feedback and repetition for improved performance.
- vi. It gives opportunity for rectifying mistakes quickly.
- vii. The complex act of teaching is broken down into simpler manageable components.
- viii. The student-teachers are given the opportunity to see themselves on the video-tape as they teach. They could see their mistakes and correct them. This they become confident.

**DISADVANTAGES**

- i. It is expensive as it involves the use of many video and audio tapes/
- ii. The pupils taught gain little or nothing from the teaching which is for professional development of the student teacher rather than the content acquisition of the pupils.
- iii. Micro-teaching could produce homogenized teachers with same standard procedures for teaching.
- iv. Your time, money, materials and human efforts are wasted when the teaching skills are not internalized during micro-teaching.
- v. Micro-teaching can be seriously abused or misused. You are expected to micro-teach lessons and learn teaching skills in the micro-teaching process before you go on a teaching practice in any school you are posted. However, when you replace teaching practice with micro-teaching, you have abused or misused micro-teaching.

**ACTIVITY III**

1. Identify six merits of micro-teaching and discuss one fully.
2. (a) Has micro-teaching any demerit?

- (c) Discuss the demerits of micro-teaching.

### **SIMILARITIES IN TRADITIONAL TEACHING PRACTICE AND MICROTEACHING**

Teaching practice, whether traditional or micro, has same ultimate objective. That is to produce effective teachers.

Both traditional teaching practice and Micro-teaching require:

- i. Preparations before the student-teachers go to the classroom to teach. The preparation document made for each lesson is referred to as the Lesson Note or Lesson Plan.
- ii. Intensive supervision by the teacher or supervisor.

### **DIFFERENCES BETWEEN TRADITIONAL TEACHING PRACTICE AND MICRO-TEACHING**

- i. The orientations of the two approaches are different. In Micro-Teaching the objective of a lesson is geared towards the student-teacher mastering a teaching skill. In traditional teaching practice it is geared towards the student-teaching the pupils certain contents.
- ii. In traditional teaching practice, the student-teacher is expected to teach many pupils i.e. 30 or more pupils in regular classroom settings. In micro-teaching only about 5 to 10 students are taught and often in a micro-teaching laboratory.
- iii. In micro-teaching, the lesson duration is about 5 to 10 minutes. In traditional teaching practice, it is about 35 to 40 minutes.
- iv. In traditional teaching, the student-teacher is expected to teach the pupils a number of facts and also exhibit mastery of some basic teaching skills. In micro-teaching, the trainee is expected to exhibit only one teaching skill.
- v. Micro-teaching gives room for immediate feedback whereas in traditional teaching practice, the feedback is not immediate.

#### **ACTIVITY IV**

1. Name the personnel involved in a Micro-Teaching Lesson.
2. What are the required electrical machines in a Micro-Teaching Lesson?
3. Mention some similarities in both traditional-teaching practice and micro-teaching.
4. Why is traditional teaching practice regarded as complex?

#### **SUMMARY**

- The Micro-teaching laboratory is a room equipped with close circuit television and other basic classroom furnishings.

- Micro-teaching is relevant to teacher education because it has some benefits to offer to teacher education
- These benefits include the following:
  - (a) Micro-teaching provides teachers with a practice setting for skill training.
  - (b) It simplifies the complexities of classroom teaching as class size, time, scope of content are all reduced.
  - (c) It provides teacher education an effective method of training to enable teachers acquire teaching skills
  - (d) It builds up teachers' confidence by providing relaxed and controlled secure environment for trainee teachers to acquire teaching skills.
  - (e) Micro-teaching provides teachers opportunity for immediate feedback and repetition for improving performance.
- In spite of these benefits, micro-teaching may be abused. It could also be expensive to run.
- By its nature and processes, microteaching is different from the traditional teaching practice.

### **ASSIGNMENT**

1. What benefits has Micro-teaching to offer teacher education in Nigeria.
2. Why is teacher education becoming more concerned with giving practical skills to teachers in Nigeria?

### **REFERENCES**

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## **UNIT THREE: MICRO-TEACHING SKILLS**

### **INTRODUCTION**

Teaching is a complex task consisting of many basic skills that should be developed by trainee teacher. In order to maximize teacher effectiveness, there is the need for the teacher to put into practice some or all of these basic teaching skills.

This unit will introduce you into these skills and how micro-teaching can be used to impart them.

### **OBJECTIVES**

At the end of this unit, you should be able to:

1. list the basic teaching skills;
2. describe each of the basic skills;
3. explain why it is necessary to use each of them;
4. discuss how and when to use each skills; and
5. use any of the skill in the micro-teaching setting.

### **HOW TO STUDY THIS UNIT**

1. This unit is organised in steps so study it in that order.
2. Take note of the important concepts as used.
3. Follow the instructions given and ensure you attempt all the activities and assignments.

### **BASIC TEACHING SKILLS IN MICRO-TEACHING**

When the complex act of teaching is broken down into smaller, manageable components, a number of skills emanate. These simple components of the teaching task are called basic teaching skills. These skills are better imparted to the trainee teachers using the micro-teaching techniques. These are, therefore, often referred to as the micro-teaching basic teaching skills.

These are central to the competent performance of the teacher. They are:

1. Set indications
2. Stimulus variation
3. Silence and non-verbal cues on communication
4. Questioning
5. Reinforcement

6. Illustrating with examples
7. Closure
8. Planned Repetition
9. Encouraging pupils' participation
10. Explaining
11. Effectiveness of chalk-board
12. Use of instructional media.

The skills will now be briefly explained.

## I. **SET INDUCTION**

### **The Meaning of Set Induction**

#### (a) **On your marks, get set, go!**

This is a set induction in the form of instruction presented to gain the attention of athletics to run a race. In teaching, a set induction is anything you present to a learner to make him or her pay attention and learn your lesson. The think presented should be novel, and must have the power of stimulation, to gain and hold the attention of the learners. It must induce learners to withdraw from other activities and pay undivided attention to your lesson presentation

#### (b) **Why do we use set induction?**

We use set induction for the following purpose.

- To focus students' attention on what is to be learn. For example, emptying one's pockets on to the desk in front of the class is set induction for an introduction of a lesson on counting and classifying objects.
- To create a frame of reference before or during a lesson.
- To give meaning to a new concept or principle.
- To stimulate student interest and involvement or participation.

#### (c) **How do we induce a set to learn?**

We induce a set to learn in the following manner.

- **Preliminary attention gaining:** For example, you make sure your students are attending before you begin. This is best achieved by pausing, looking around the class and waiting until the class is ready. You should not shout at your students to stop the noise and pay attention. If you do you are also making noise.

- **Orientation:** For example, select an event, object, process or device which will interest your students and match your objectives in the lesson.

You should choose something that will help make the objectives of the lesson clear, such as analogies, examples and puzzling questions.

(d) **When do we induce a set?**

We induce a set as follows:

- At the beginning of a lesson
- When changing topics
- Before a question and answer session
- Before a panel discussion
- Before films, filmstrips, radio programmes.

The why, the how and the when of set induction is listed here to enable you reflect to it when planning microteaching lesson on set induction as well as to guide you when you are practicing the skill of set induction (Brown, 1975).

### **ACTIVITY 1**

1. Explain the term set induction with a concrete example.
2. If you have “the importance and dangers of fire to mankind” as your lesson topic choose a set induction for the introduction.

## **II. ILLUSTRATIONS AND EXAMPLES**

Examples and illustrations are important teaching skills you can use to bring in concreteness into abstract concepts. The effective use of examples and illustrations depends on your use of the guidelines which are these.

1. start with simple examples and work to complex ones;
2. choose examples which the students are familiar with;
3. be sure to relate the example to the idea yourself or ask the students to do it. You may be surer that the students have understood a concept when they give correct and reliable examples.

You can make use of examples and illustrations in a variety of ways. For example, you can use examples and illustrations to teach students ideas and principles. To find out whether students understand it, you ask the students to give examples which illustrate and clarify the ideas or principles. You can do this orally or with teaching and learning materials such as pictures, books and models.

You may start with examples illustrating a concept.



After presenting the examples, you allow students to generalize and make inferences. You should not tell the students what the examples illustrate, but rather help them to discover the correct generalization.

**ACTIVITY II**

1. Identify the guidelines for the use of examples and illustrations.
2. What is the main purpose of the use of examples and illustrations in the instructional process?

**PLANNED REPETITION**

Planned repetition is a teaching skill you can use to help your students remember important concepts or ideas in a lesson. Planned repetition skill is used because if students say something several times they will retain it longer.

Similarly, if a teacher repeats a point many times students will retain it longer. You can repeat key ideas or concepts in a lesson in a variety of ways as follows:

**SIMPLE REPETITION**

You are doing a simple repetition, if you make initial presentation of a statement, an idea or concept and you immediately repeat the statement, idea or concept. This implies that you laid emphasis on a main point immediately after you presented it.

**SPACED REPETITION**

In spaced repetition, you present a major point to students, at various intervals during a lesson you repeat the point to increase the chances for students to remember the key point for a longer time.

**CUMULATIVE REPETITION**

This is when you repeat all the key points to present new points in a lesson. By so doing you review one key point before you move on to the next point. You should use cumulative repetition when you are presenting to students difficult concepts.

**MASS-REPETITION**

When you repeat together all key points or ideas of your lesson, it is mass-repetition. You mass repeat your key points as you conclude your lesson. It serves as your general summary of the lesson. When you mass repeat the key points in your lesson, students are helped to remember and retain the points for a longer time.

**ACTIVITY III**

1. Explain the meaning of repetition with examples.
2. Identify a teaching situation in which you can use repetition teaching skill.

## **REINFORCEMENT**

Brown (1975) described Reinforcement as “any technique which modifies or changes behaviour”. Reinforcement may be positive, which is rewarding, or negative that is withholding rewards, corrective feedback and punishment. You should note that punishment does not produce long term changes in behaviour. Its main use is to temporarily suppress, wrong behaviour whilst the wrong behaviour is suppressed instruction on correct behaviour can be given and when the good behaviour appears it is rewarded.

An example of positive reinforcement is praise. You can use praise to help in changing your student’s behaviour, praise helps students to develop confidence and a positive self image. If you fail to praise your students it may lead to poor self-image and unwillingness to keep trying. You are to note that a student who is academically weak and unhappy needs your praise and help, particularly, during the early stages of learning a new task.

Younger children require more praise than older children do, and they are sensitive to the absence or withdrawal of praise.

Three types of immediate reinforcers are available to you. They are verbal, extra-verbal and non-verbal.

You can use reinforcement skill during discussion classes and question and answer sessions. For example, you can use praise to encourage your students to participate and to contribute to a class discussion. You can use praise to strive to achieve. The praise may be verbal such as “very good”. “That’s splendid!”. ‘Fantastic’. You use non-verbal praise like a smile or a nod of the head or a friendly eye contact. Praise may be extra-verbal like ‘mmmmm’ or Aaaah!. You can use a mixture of these three to reward your students.

You should not give verbal praise too frequently because it will lose its rewarding properties. You should not praise everything. You should use non-verbal praise as a direct way of rewarding people who may be embarrassed by public praise. Use extra-verbal praise together with verbal and non-verbal praise.

Examples of corrective feedbacks are No. Not quite, try again, or, you mean, could you give an example, look at your book again., you should use these corrective verbal feedbacks to keep class discussions going until the lesson objectives are achieved.

Extra corrective feedback consists of Mm’s and Ah’s. You can use it with non verbal cues like a puzzled frown, raising the eyebrows, frowning, scratching your head, looking at a student in a thoughtful manner or way, looking in silence, pointing at a student, etc.

You can use praise to regulate social behaviour of your students, complimenting an individual on his dress or appearance help him or her to feel good. Your using students’ names in a friendly way and showing interest in them as individuals contributes to promoting a friendly happy class who will be more willing to work hard.

You should choose the appropriate moments and setting to use positive reinforcement. For example, to tell a female student in front of the whole class that she is looking pretty would embarrass her. To praise an achievement several weeks after it has occurred, will not go through your embarrassment again.

You should note that what makes your use of reinforcement effective is your warmth, friendliness and enthusiasm.

Now that we are discussed what comprises reinforcement teaching skill and planned repetition, you are expected to train yourself in the use of these teaching skills so that they will make you become a more successful teacher.

**ACTIVITY IV**

1. Draw up a list of verbal, non-verbal and extra-verbal reinforcements that you could use in micro-teaching lesson.
2. Identify two teaching situations in which you can use positive reinforcement skills.

**V. NON-VERBAL COMMUNICATION**

Non verbal communication is the signal we make with the parts of our body to convey our feelings to others. They comprise the following eye movements, facial expressions, gestures, head and body movements.

You will now see that the way you move about in your classroom conveys meaning to your students. For example, you can use your movement to the side or in front of the class or moving closer to a student to control your class and make them pay attention to your lesson presentation.

You can use your eye movement to or eye contact to control your students. If you stare at a noise making student, he will stop the noise immediately.

You can also use your facial expression such as raising your eye brows, eye lids, smiling, laughing, frowning, to communicate with your students. For example, you can frown to indicate your disapproval or annoyance.

You can also use your silence to communicate with your students.

The example, your short pause before saying something very important is a way you can hold the attention of your students. Your pause before posing a question to students and after posing the question will prompt students to answer your question.

Your voice, tone and rate of talking, if used well will help you remain lively in your class. When you change your speed of talking, it will renew your students' attention to the lesson.

**ACTIVITY V**

1. What does the term Non-verbal Communication mean to you?

2. Identify at least three ways you communicate with your students non-verbally.

## VI. **QUESTIONING**

Questioning is any statement of interrogation which tests or creates knowledge in the learner. Questioning which tests knowledge is described as lower order cognitive questions. For example what is the capital of Nigeria? There are usually correct single answers to these type of questions.

Questions which, creates new knowledge in the learner are called higher order cognitive questions. There are usually no correct answers to these questions, although some answers are clearly better than others. It is higher order cognitive questions which stimulate man's highest levels of thinking and therefore lead man to make discoveries and inventions.

You are questioning when you are interrogating like lower order cognitive questioning and higher order cognitive questioning. You also have knowledge, comprehension, application, analysis, synthesis and evaluation questions. There are probing questions too. No mater the type of questioning we are using in teaching, we need about eight skills to possess an effective use of questioning in teaching. These skills are clarity and coherence, pausing and pacing, directing and distributing as well probing and prompting. Let us now briefly explain these skills one after the other

### **Clarity and Coherence**

Your questions should be clear. For example, Obi, which do you think is better for fishing, a rod or a harpoon gun? When a question is not clear we call it a double barreled question. You should not shoot them at your students. Clear and coherent questions need to be planned.

**Pausing and pacing** - when you ask a question, you pause and look around the class for some non-verbal cues which tell you whether someone has the answer. For example, the raising of hand is the formal signal that a student is ready to respond but before this occurs there are other signals to look for. When person is ready to answer he opens his mouth slightly, he may lean forward slightly, he may open his eyes slightly or he may raise his head. You should be on the look out for these signals when you pause after asking a question.

The length of your pause will serve students as a signal too. Your short pause before repeating the question indicates you are expecting prompt answers. A long pause for over three seconds, indicates you are expecting students to think carefully before answering the question. The way you pause and pace your question is very important in helping your teaching to achieve its objectives effectively.

**Directing and distributing Questions:** This skill demands that you direct your questions to passive students who are not attending. Use the name of the student, to direct your attention at the student. You do not say ‘Do you say Obi, do you -----’

You should not accept chorus answers to your questions. Do not also accept answers that are called out. These will introduce noise into your class. If your student does not respond to your question, redirect your question to another student after giving him an encouraging nod and remark.

Distributing your questions to those in front of the class, at the middle of the class and at the back of the class to give everybody a sense of belonging.

### **Prompting and Probing**

Prompting consists of giving hints to help the student. For example, ‘would you say that inflation in Nigeria is now greater than five years ago?’

Student: Greater

Teacher: Yes, why is that?

Student: Because goods are more costly now.

You will see that a series of prompting followed by encouragement can help students to gain confidence in giving replies to questions.

Probing questions direct the student to think more deeply about his initial answer and to express himself more clearly. In so doing, students will develop critical awareness, critical thinking and communication skills. An example is:

Teacher: Ada, you went to Abuja this week.

Ada: What do you think about it?

Mum it was nice.

Teacher: What was nice about it?

(You pause)

Ada: I like streets in Abuja, I like walking down the avenues, etc.

You can see the simple probe ‘what was nice about it’ evoked from little Ada a series of impressions which revealed her interest in sights, etc. Probing questions with older and more sophisticated children tap the highest levels of their thinking. You should acquire these skills to function effectively as a teacher.

## **VII Closure**

Closure means directing attention to the completion of specific task or learning sequence (Brown 1975). For example, the school lesson bell announcing the end of a lesson is closure. A summary of the main points you give to students at the end of a lesson is closure.

There are two type of closure namely; **cognitive closure and social closure**. Cognitive closure is consolidating what the students have learnt focusing their attention on the major points covered in the lesson. Social closure is concerned with giving a sense of achievement so that despite any difficulties the students encountered within your lesson, they are encouraged to continue striving. You should use social closure only at the end of a lesson or at the end of a particular difficult learning sequence. Social closure consists of praising and encouraging students.

The reasons why you use closure are to:

1. focus attention on what has been learnt;
2. consolidate student learning;
3. draw attention to the end of a learning sequence;
4. create a sense of achievement and mastery in the students.

When do we use cognitive closure?

1. At the end of a lesson
2. At the end of a learning sequence with a lesson.
3. Immediately after a student discussion or practice session.

When to use social closure

1. At the end of a lesson
2. At the end of a difficult lesson.

#### **ACTIVITY VI**

1. Explain the meaning of questioning.
2. Identify at least skills needed in questioning and discuss one fully.
3. Define closure as a teaching skill with two concrete examples.
4. When is social closure used in the instructional process.

#### **VIII. Instructional Media Skills**

The teacher should be proficient in the selection and handling of instructional materials for his lesson. This expertise can be developed through micro teaching. During lesson planning, the teacher trainee can develop innovative ideas about the type of instructional materials that could be used or he might decide to improvise.

It is also important to know when and how to handle such materials. Certain materials that will distract the attention of the class need not be brought at all or they should be kept away until required.

From a journal point of view, the teacher should watch out for the following qualities and conditions of the instructional materials:

- Delicacy and frigidity of the materials.
- Sensitivity to certain atmospheric conditions.
- Sensitivity of electric voltage
- Mastery of manufacturer's instructions.
- Display and replacement of instructional materials.
- Toxicity of the instructional materials.

#### **IX Effective use of Chalk Board**

The teacher should be able to use the chalk board effectively. He should mind the way he writes. Writing should be neat and eligible.

It is advisable to divide the board into sections. He moves from one section to the other as he wants. As much as practicable, always leave only the current work on the board in order not to distract the attention of your students and maintain their attention only on the current lesson.

#### **X. Encouraging Participation**

All lessons should be learner-centred. The teacher's method should be that which clients students' active participation. All methods that will encourage rote learning should not be used.

You should not dominate the class with your talk. Making your lessons practical or activity-based will be of great help in involving your students. The use of questioning technique adequately will also make students participate in your lesson.

You should also encourage students to ask questions as your lesson develop. Always ask for their views as any particular topic or subject. It is erroneous to think that your students know nothing about a given topic.

#### **XI. Stimulus Variation**

This has been established to have an effect on the teaching/learning process in the classroom. It will be wrong for the teacher to assume that the pupils do not see or think beyond what goes on in the classroom particularly when the lesson is on. In fact, there are lots of competing external stimuli that can affect negatively, pupils' learning.

The extent to which pupils are able to benefit from the classroom instruction will be determined by the degree to which the teacher is able to shift the attention of the "pupils' mind" away from the visible and many a time, invisible external stimuli. To learn is to pay attention. Therefore, failure on the part of the pupils to show appreciation in learning during and after lesson may be due to lack of attention.

**ACTIVITY V**

1. Develop a lesson of 10 minutes in which students can participate actively and you will use adequate instructional materials.

**SUMMARY**

- Micro-teaching is unique and versatile in the teaching of the basic teaching skills to the training teachers. These skills are probing questions, stimulus variation, reinforcement; non-verbal communication, illustrating with examples; encouraging participation; planning; effective use of the chalkboard; Set induction and Closure.
- Each of these skills are usually mastered one after the other in a typical micro teaching setting.

**ASSIGNMENT**

1. Describe any three of the micro teaching skills and how you will use them in a micro teaching setting.

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## **UNIT FOUR: PRACTICUM IN MICRO-TEACHING**

### **INTRODUCTION**

You have been taken through the theory and processes of micro teaching. The merits and demerits had also been discussed.

This unit introduces you to the practical aspect of micro teaching. It will enable you to practice each of the teaching skills until you master them. Your teacher will assist you in carrying out the practicum.

### **OBJECTIVES**

At the end of the practicum, the students should be able to:

1. demonstrate any of the teaching skills in a micro teaching setting;
2. observe and critique their colleagues' lessons; and
3. demonstrate the steps involved in a micro teaching lesson.

### **HOW TO STUDY THIS UNIT**

1. Read this unit thoroughly.
2. Prepare four different lessons on any topic of your choice using any four teaching skills.
3. Present this to your supervisor before the actual lesson.
4. Discuss with five of your colleagues what you have done. This may be your group in the formal tutorial class.

### **OPERATIONS IN MICRO-TEACHING**

The model teacher who may be the class-tutor or a video-taped expert teacher, the class-tutor who also is the supervisor, the practicing student teacher and his classmates are the personnel involved in a micro teaching session. Some of the classmates serve as the 'pupils' while the others watch with the class-tutor. The procedures in using micro teaching are broadly in four phases. These are:

- i. Modelling Phase.
2. Teach-Record Phase
3. Play back Critique Phase
4. Re-teach Phase.

In practice, the detailed operations which we shall study in this unit are as follow:

- i. the objectives of the skill should be made clear to the student-teacher.

- ii. the modeling or demonstration of the skill. This may be a video taped or film of an expert teacher brought for the demonstration. Equally, the class tutor may demonstrate the skill to the student teachers in the classroom. The demonstration is to be supported with verbal explanation of the aspects of the modelling which require more attention.
- iii. the student-teacher preparation stage. The trainee plans a short lesson of about 5 to 10 minutes on a topic of his choice incorporating the demonstrated skills.
- iv. the student teacher teaches the lesson to a small group of 5 pupils to his mates. His attempt is videotaped and or audio taped for play backs.
- vi. feedback or playback critique is another operation. At this stage, the class-tutor/supervisor makes reinforcing remarks on the trainees' performance. This may be in the form of asking for self analysis from the student teacher, or the supervisor. The video tape and audio tape should be played back to give the feedback. It should be noted that, both the good qualities and weaknesses in the attempt should be mentioned. This feedback is to give the student teacher an insight into how he could improve on his performance.
- vi. The replan is another operation. At this stage, the student teacher replans his lesson, incorporating both personal, peer and supervisor's observation.
- vii. The revised lesson is re-taught to another set of pupils or classmates. The reason for the change of learners is to avoid the effect of boredom on the pupils or students. The reteach is also videotaped and or audio-taped.
- viii. Another round of feedback takes place after the re-teach.

### **PRACTICAL PROCEDURE FOR MICRO-TEACHING**

The concrete steps involved in Micro-teaching as suggested by Singh (1977) are as follows:

- 1. **Orientation:** To attract the attention of student teachers and to stimulate them to use micro-teaching, there is the need to organize discussions on the theory of the technique as regards teacher education. The advantages and limitations of the technique should be known to the student-teacher.
- ii. **Discussion on Teaching Skills;** Singh suggests that the concept of teaching skill be clarified first. Each skill to be practiced should be thoroughly discussed before practice. Selected student-teachers should be trainee in observing the teaching skill.
- iii. **Presentation of Model Lesson.:** The model lessons on the skills to be practiced should be demonstrated by the model teacher preferably in all the subjects chosen by the student-teachers.
- iv. **Preparation of Micro-Lesson Plan:** The student teacher is expected to plan for a skill at a time.
- v. **Micro-teaching Setting:** The following timing and setting are suggested by Singh:
  - (a) Time                      Teach 6 minutes

Feedback 6 minutes

Re-plan 12 minutes

Re-teach 6 minutes

Re-feedback 6 minutes

Number of Students - 10

Supervisors 1 or 2.

Feedback by the Supervisor(s)

vi. **Stimulated Condition:** The student-teachers (classmates) should act as pupils. The micro-teaching is conducted in the College itself.

vii. **Practice of teaching skills**

Singh suggests that five skills may be practiced by a student-teacher, using the following processes:

1. Probing questions.
2. Stimulus Variation
3. Re-inforcement
4. Silence and non-verbal cues
5. Illustrating with examples
6. Encouraging pupils participation
7. Explaining
8. Effective use of blackboard
9. Set introduction
10. Closure
11. Planned repetition
12. Use of instructional media.

viii. **Observation of Teaching Skills**

The student teacher's attempts are to be observed by the classmates as well as the college supervisor(s)

ix. **Feedback**

Immediate feedback may be given to the student-teachers individually.

x. **Teaching Time**

The teach-feedback-replan-reteach-refeedback, a complete cycle, is expected to take about 35 minutes.

Singh's suggestions may not be the same with the timing suggested by some other researchers.

Teaching Skills are numerous. Those suggested in (vii) are only a sample. You should suggest many of such skills.

You are advised to keep practicing a skill repeatedly until you become a perfect user of the skill. Practice, they say, makes perfect. You should attempt to practice the non-verbal cues with your friend or before a mirror or in front of a video camera before using them in a lesson. This will improve your ability to use them. Some of these are:

- motioning with your hand for someone to come nearer, go away, keep quiet etc.
- shake head to indicate no
- scratch head
- hold chain in hand and look thoughtful
- tap foot
- squint eyes
- wink
- look at the ceiling
- look at the floor
- look intently as if at a student
- gesture to stand up
- gesture to sit down
- panic briefly for 2 seconds.

**ACTIVITY**

1. Describe how you would evaluate a micro teaching practicum lesson.
2. Prepare an assessment guide or a rating scale for any three of the teaching skills practicum class.

**SUMMARY**

- The following procedure had been discussed as appropriate for a microteaching practicum class:

- Step I** You choose the micro-teaching setting or space. You can call this your micro-teaching laboratory.
- Step II** You choose your micro-teaching colleagues about 3 to 10 in number who will play the role of your class as well as observe critique and provide you with a feedback.
- Step III** Time table the practical programme or activities, write your name on the time table and underline. Indicate the hours and days for each member's practice session, assign 5 minutes for teaching and skill performance. Assign time for observation or viewing and for discussion of performance.
- Step IV** You choose a supervisor and give him or her your time table of events.
- Step V** Prepare the space and provide facilities – seats, clocks, videotape if available, a bell to announce end of your teaching.
- Step VI** Prepare appraisal guide with rating scales for the supervisor and your colleagues to observe and critique your skill practice performance.
- Step VII** Choose a topic and plan a five (5) minutes lesson.
- Step VIII** Write a lesson note from the lesson planned.
- Step IX** Choose a skill or clusters of skills to perform while teaching the lesson.
- Step X** Teach the lesson and perform the skill(s). You are observed by their colleagues.
- Step XI** You receive feedback on your performance, if your score is below 50 points you try again.
- Step XII** You re-plan the lesson.
- Step XIII** Your re-teach it.
- Step XIV** You are re-observed once again.

- You were also advised to keep repeating this procedure for each of the teaching skills until you are perfect.

### **ASSIGNMENT**

1. Discuss any other situation in teacher professional development that micro-teaching can be used.

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