



## Micro Teaching : An Effective Practice For Pupil Teachers

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### ORIGINAL ARTICLE



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MICRO TEACHING: AN EFFECTIVE PRACTICE FOR PUPIL TEACHERS' Abstract The central focus of microteaching is to develop and sharp the required teaching skills and eliminating errors during practice teaching. It enables to express behavior's importance in classroom teaching. It positively increases the self confidence of the pupil teacher. It is a continuing training process applicable at all stages of teaching, not only at the beginning of career but further also.

### Abstract

*The central focus of microteaching is to develop and sharp the required teaching skills and eliminating errors during practice teaching. It enables to express behavior's importance in classroom teaching. It positively increases the self confidence of the pupil teacher. It is a continuing training process applicable at all stages of teaching, not only at the beginning of career but further also. It is able to project model of instructional skills. A constructive feedback and expert supervision is also provided during micro teaching. It is a repeated practice of pupil teachers without adverse consequences. Hence, present paper aims at specifying that micro teaching is an effective practice for pupil teachers.*

### Key Words

**Micro teaching, Effective Practice, Pupil Teacher.**

*"I cannot teach anybody anything. I can only make them to think."*

- Socrates

### Introduction

Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996). Microteaching is that innovation in teacher training programme which is preferable for professional developmental tool in pre-service or in-service teacher training programs. Regarding the art of teaching it helps to attain deeper knowledge and viewed as a teacher training technique for learning skills. It gives an opportunity to the pupil teachers to gain their confidence and improve the content, methods of teaching and develop specific skills through a "teach, critique, re-teach" model. It is also helpful

to enhance the classroom attitude status and behavior of pupil teachers.

### Origin and development of Microteaching

Micro teaching was firstly introduced by Dr. Dwight W. Allen and his colleagues at Stanford University (Teacher Education Program) in USA in 1963. First of all it was applied to teaching science, but later it was used in language teaching. The theoretical aspect for microteaching was initially related to the psychological theory of behaviorism (Bandura's social learning theory).

In India Paaasi and Shah firstly published their publication on microteaching in the year 1974 and gave scientific information about microteaching. In the year 1978 Indore University established National proposal for the Project on microteaching. This research project was completed with the collaboration of NCERT, New Delhi. Again with the collaboration of NCERT, New Delhi Kulshrestha, **Mishra and Goswami** (1979), published first Indian Monography Mini-teaching: A New Experiment in Teacher Education in Dehradun.

At present microteaching is an established teacher training education program to upgrade the level of teachers' competencies in many teacher training institutes, colleges and universities.

### Definitions of Microteaching

Microteaching is a concentrated, focused and devoted form of peer feedback and discussion that can improve teaching strategies. Microteaching is a controlled situation practice that creates focus on specific teaching behaviors and to practice under limited and controlled conditions. Competence in one of the skill that developed before proceeding to another skill. Microteaching has been defined in numerous ways:

**Allen DW** (1966), "Microteaching is a scaled-down teaching encounter in class size and time."

**Allen DW and Eve AW** (1968), "Microteaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of 5 to 10 minutes encounter with a small group of real students, often with an opportunity to observe the result on video."

**Singh LC** (1977), "Microteaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for small period of 5 to 20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones."

**Clift JC et al** (1976), "Microteaching is a teacher training program which reduces the teaching situation to a simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing time and class size."

**Encyclopedia of Education** (Ed. Deighton, LC: 1971), "Microteaching is a real, constructed, scaled down teaching encounter which is used for teacher training, curriculum development and research."

### Concept of Microteaching

Teaching is a complicated task which is broken into different components called teaching skills that can be observation, practice, evaluation and control situation. Each skill of teaching may examine by the teacher in a small group for a short duration. Hence, microteaching is used as the essential training technique which emphasis small steps and gives quick and regular reinforcement under controlled practice situation. This technique opens new directions for the training of pupil teachers, instead of giving vague and generalized global comments on teaching behavior as is done in traditional teaching practice. Microteaching gives more specifics and immediate feedback to the pupil teacher in its performance with opportunities for current practice and improvement in teaching practice and skill.

It is a highly individualized training device to prepare pupil teachers. It is the real teaching which emphasizes developing teaching skills. It also gives an opportunity to pupil teachers to clearly put themselves under the microscope of a small group, in such a way all drawbacks of teaching may be observed to get a constructive feedback and observation and comments also takes place on others performance.

Microteaching scaled down under the following teaching situation:

- i) It is diminutive in terms of class size, since the pupil teacher is teaching a group of five to ten pupil.
- ii) The lesson plan is scaled down in the span of class-time and is reduced to five to twenty minutes.
- iii) Microteaching lessens the complexities of normal class-room teaching. Class size, scope of content, and time are all reduced.
- iv) At a time only one task or teaching skill is taken up, and practiced by a scaled down encounter and then others take it in a similar way.
- v) Video recording of the teaching process provides an adequate feedback for pupil teachers' performance. The pupil teacher immediately views its lesson, evaluates it, adapts its approach, same lesson may re-teaches to another group of pupil, reviews and evaluates.

### Objectives of Microteaching

The main objectives of microteaching are as follows:

- i) It enables pupil teachers to learn and adopt different teaching skills under a controlled situation.
- ii) It is helpful for pupil teachers to master a number of teaching skills.
- iii) The pupil teachers are able to understand the concept and principle of microteaching and gains confidence in teaching.
- iv) Pupil teachers also become able to analyze the complicated process of teaching into essential microteaching skills and apprehend the procedure of microteaching for improving their teaching skills.

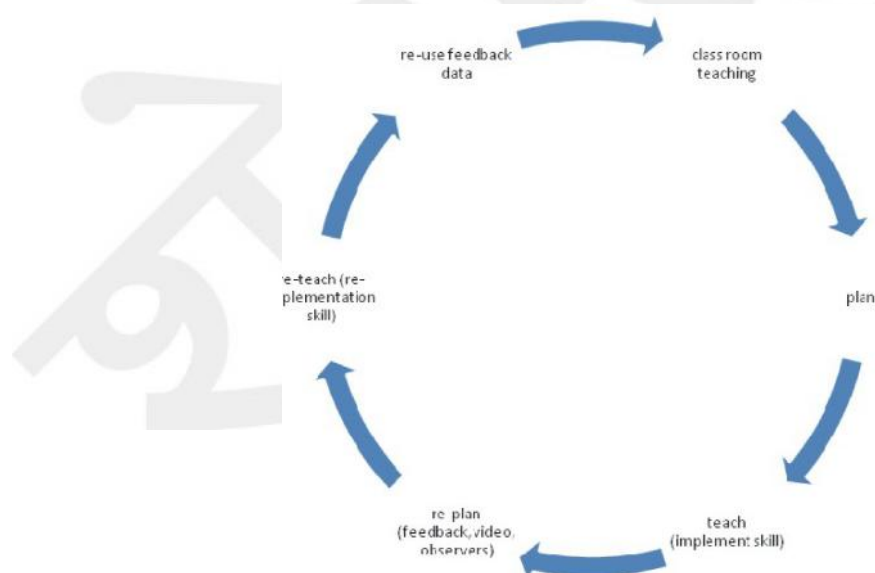
### Applicable Vital skills of Microteaching

The microteaching activity may also seen into its individual component skills:

1. **Lesson Plan** : Lesson planning with clear objectives and appropriate planned sequence content may be concise relevantly and could cover the specified duration.
2. **Introduction skill** : Introduction is that procedure of finding pupil's attention at the very beginning of the group by setting up empathy with pupil teachers, encouraging their attentions, exposing them to essential contents, and linking their previous knowledge with the topic.
3. **Presentation and explanation skills** : The pupil teacher have to increase pupil's understanding by explaining the concept with simple, relevant, and interesting examples. Teaching enthusiasm, explanation, narration, appropriate demonstration and examples, planned way repetition of the terms and motivated group discussion are necessary skills.
4. **Skill of stimulus variation** : Ensuring sustained attention of the pupil is autocratic for a good teacher. The effective components of the skill are:
  - Gestures (Hand, facial, body)
  - Change in the speech pattern
  - Voice variation and modulation (Pitch, volume, speed)
  - Changes in the interaction pattern in class room
  - Focusing

- Pausing movement
  - Emphasis on significant points
5. **Use of audio-visual aids :** The audio-visual aids is very important for this skill. The key components for this skill are use of relevant phrases or words, spacing between words and lines, distinct size, accurate spacing, read ability and neatness.
  6. **Black Board writing Skill :** The main components of black board writing skill are easy to read, size and alignment, highlighting main points, utilization of the space, summary of black board, correctness, posture of the teacher and contact with pupils.
  7. **Reinforcement :** Recognizing pupil's responses, encouraging pupil participation, listening problems and finding difficulties. The use of positive verbal and non-verbal cues be the key components for this skill.
  8. **Skill of asking questions :** Probing questions are always helpful to the pupils to deep thinking about the various aspects of the problem enabling pupils to understand the subject deeply. It is very important to allow and encourage the trainee pupil teachers to ask structured questions and clarify doubts. Another important component of this skill are redirection, refocusing and increasing critical awareness.
  9. **Silence and non-verbal cues :** It may appear through the Body language.
  10. **Classroom management :** By using proper instructions, stop inappropriate behavior, and calling the pupils by name are essentials of this skill.
  11. **Skill of achieving closure :** For concluding a teaching session it is important to bring out the relevance of what has been learnt, its connection with past learning and experience, its applications for future learning. The consolidation on questions and statements by the teacher on major points covered during the lesson and ability for applying the knowledge gained by pupils during the lesson to new situations. Closure can be done timely and pupil teacher may prepare to start and end in time.

#### Procedure of Microteaching (Microteaching Cycle)





## Phases of Microteaching

Microteaching procedure has various phases of acquiring skills :

1. **Pre-active phase or Knowledge acquisition phase :** It is the preparatory pre-active phase through which the teacher get training on the components and skills of teaching training through lectures, discussion illustration and demonstration of skills by experts. The practical knowledge of the trainee teacher gets enhanced where as theoretical knowledge also improves.
2. **Inter-action phase or Skill Acquisition Phase :** The inter-active skill acquisition phase the plans a micro-lesson for practicing the demonstrated skills and carries out the microteaching cycle for trainee teachers. It also done evaluation of the practiced skill (Feedback), after that re-plan, re-teach and re-feedback till the desired level of skill is not achieved.
3. **Post-active phase or Transfer Phase :** In this phase the trainee teacher use the teaching mastered skill in the real situation class room teaching and integrate all different teaching skills.

## Advantages of Microteaching

The microteaching class duration is much more comfortable than the actual class room situations, because it reduces pressure resulting from the duration of the lecture, the area, scope and content of the subject matter to be conveyed, and the need to face huge group of students, some of them may be inattentive or hostile. Another important advantage is having skilled supervisors who support and lead the session in an appropriate direction. Some other important advantages are:

- It develop, sharpen and master specific and different teaching skills.
- It administer real classroom situation for improving teaching skills.
- It is helpful to attain certain teaching competencies.
- Teacher's behavior may modify and understand in class room teaching.
- It brings the self confidence of trainee pupil teacher.
- It is a wheel of continuous training applicable at all stages of teaching not only at the beginning of teacher's career but also for more senior teachers.
- Instructional skilled models are projected in it.
- Expert reviews, supervision and a constructive feedback is provided.
- It provides the repeated practice without adverse consequences to the trainee teacher or students
- It reduces the difficulties of teaching process as it is a lessen teaching procedure.
- It is helpful to get deeper knowledge.
- It serve for individual differences during the training of prospective teachers.
- Time duration of class as well as number of students are less.
- Content may seen into smaller units.
- Facility of re-planning, re-teaching and re-evaluation is applicable.
- All the faults of the teacher are observed and teachers puts under the microscope.
- The class room discipline is also controlled.

## Limitaions of Microteaching

- It is not emphasized instead of that mainly skill oriented.
- A large number of trainee teachers cannot get the opportunity re -scheduling re-teaching and re-planning.

- It is based on time consumption technique.
- Special class room setting is required for it.
- Only a few specific skills is covered by the trainee teacher.
- Normal class room teaching is deviated.
- Administrative problem may arise while arranging micro-lessons and classes.

## Conclusion

Microteaching is that teacher training program which may apply on the pre-service and in-service stages of professional development of the trainee teachers and teachers. It also helps pupil teachers to gain their self-confidence and come out with new teaching skills. It is concentrated on the development and modification of discrete classroom teaching style. Microteaching is the path of continuous teacher training applicable at all stages of their career.

Microteaching is that excellent way which build up perceptual and instructional model skills and confidence, it also provide experience of a range of lecturing/tutoring styles and to learn and practice by giving constructive feedback. Microteaching enables the instrument of controlled practice and that practice makes possible focus on specific teaching behaviors. Trainee teachers also practice teaching under controlled conditions. Upgrading competence in one skill is emerged before proceeding to another skill. For raising the level of the teachers' competencies to develop teaching skills many institutions are using the microteaching model.

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