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**TO THE STUDENT**

The aim of this chapter is to orient you to microteaching. After you have studied this chapter, you should be able to do the following:

- \*briefly describe the problem surrounding teacher preparation;
- \*describe and delimit the requirements for solving this problem;
- \*indicate the connection between the problem surrounding teacher preparation and the requirements for solving it;
- \*briefly describe the origin of microteaching;
- \*define and delimit microteaching;
- \*formulate the overarching aim of microteaching;
- \*justify microteaching as a reduced situation with respect to its four components;
- \*define each separate component as a preparation and practice situation and describe the value of each;
- \*describe and schematically represent the process of preparation and practice;
- \*explain the modern practical inevitability of microteaching as a simulated situation;
- \*describe the advantages and disadvantages of microteaching as a simulated situation;
- \*name and describe the different functions of the student teacher, especially with reference to what the students must do to try to represent real pupils and the responsibility of the student as a source of feedback and as evaluator;
- \*briefly describe the functions of the teacher educator and the subject didactic instructor;
- \*briefly describe teaching skills;
- \*provide reasons for the video confrontation
- \*mention the advantages of microteaching; \*act within the framework of microteaching;
- \*when in the preparation-practice process, identify your function and position and act accordingly;
- \*accept responsibility for microteaching and carrying it out;
- \*distinguish between general and subject-typical teaching skills.

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**1. THE PROBLEM REGARDING TEACHER PREPARATION**

The question of effective teacher preparation programs has always been one of the problems regarding teacher education. This problem arises especially from the following factors:

- (a) The complexity of teaching. (Van Bergeijk, 1971: 11)

(b) The gap between theory and practice, which includes the following:

\*There is talk about desirable teaching, but practicing it to mastery is omitted.

\*Instructing student teachers in desirable teaching activities is too vague and general.

\*An effective model, example, or exemplar of the desired teaching activity is not always provided. (Borg, Kelly, Langer and Gall, 1974: 24-25).

## 2. REQUIREMENTS FOR SOLVING THE PROBLEM

Although school practice (practice teaching) is viewed internationally as an indispensable component of teacher preparation (De Jager, 1978: 11), such a reduced school practice is not as complex as the normal teaching situation. To solve the problem, there must be a search for a practice situation which bridges theory and school practice. This situation must fulfill the following requirements:

(a) The real teaching situation must be scaled down by simplifying the complex situation so the multiple aspects of the real teaching situation can enjoy undivided and separate attention as far as possible.

(b) It must ensure opportunities for students to practice teaching activities by which they meaningfully integrate theory and practice in as many aspects of the teaching situation as is feasible. This clearly must be a preparation situation within which the mastery of teaching activities is prominent. This can be done by increasing the quality of feedback and evaluation with the aim of improving each subsequent opportunity for practice.

(c) This must be a real teaching situation or a situation in which, as far as possible, aspects of this reality are present to increase the possibility of transferring the acquired teaching activities.

## 3. MICROTEACHING: ITS ORIGIN

Microteaching originated in 1961 at Stanford University (USA). Here, it emerged because of the above and other problems. The immediate predecessor of microteaching was the **demonstration lesson** used at Stanford until 1961. The demonstration lesson involves a student presenting a lesson to a small group of fellow students while the rest of the class looks on. From the beginning, the demonstration lesson had shortcomings, and it developed in such a way that eventually it resulted in **microteaching**, as it was called for the first time in 1963. (Allen and Ryan, 1969: 10-14).

## 4. WHAT IS MICROTEACHING?

Olivero (1971: 1), one of the original coworkers at Stanford, defines it as follows:

"Microteaching is a scaled-down sample of actual teaching which generally lasts ten to thirty minutes and involves four to ten students. A microteaching session simulates a regular classroom instructional period in every way except that both time and number of students are reduced".

Cooper and Allen (1970: 1) place more explicit emphasis on the simplification of the complex real teaching situation in their definition:

"Micro-teaching is a teaching situation which is scaled down in terms of time and number of students. . . . The lesson is scaled down to reduce some of the complexities of the teaching act, thus allowing the teacher to focus on selected aspects of teaching".

In Kieviet's (1972: 61) definition, more stress is placed on the preparation dimension of microteaching when he says:

"Microteaching is a method for training teachers where explicit use is made of the principle of feedback and where the teacher-learning situation remains limited with respect to:

- \*the number of students to whom the lesson is given;
- \*the duration of the lesson;
- \*the extent of the lesson in terms of contents and didactic presentation".

According to Allen and Ryan (1969: 1-3), microteaching has the following characteristics:

- (a) It is a real teaching situation.
- (b) It reduces the complexity of the real classroom teaching situation in terms of the number of students, the amount of time and the amount of learning contents.
- (c) It emphasizes preparation for mastery of teaching activities such as skills, techniques, methods, and curriculum selection.
- (d) It offers better control over practicing teaching activities because many factors easily can be manipulated to attain this greater degree of control in the preparation program.
- (e) The feedback dimension is expanded considerably because the student can receive meaningful feedback immediately after his performance, and with the help of a variety of technological teaching media as well as observation and interaction-analysis instruments can take the opportunity to improve his performance in terms of the feedback provided.

In summary, microteaching is an instrument for teacher preparation. It offers the student an opportunity to practice teaching activities under controlled and simulate circumstances such that the complexity of the real teaching situation is simplified in terms of:

- \* number of students;
- \* amount of teaching time;
- \* amount of teaching activities to which particular attention can be given.

**5. AIMS OF MICROTEACHING** Because microteaching ought to form an integral part of a teacher preparation program, there necessarily are connections among the aims of teacher education, the aims of school practice and the aims of microteaching.

Louw (1981: 5) emphasizes that teacher education involves preparation for a practice which should be planned around designing a total teaching practice. This total teaching practice requires, e.g., the mastery of some teaching skills. The ideal way to really master a teaching skill is to execute it in practice under controlled circumstances. Mere insight and knowledge of a teaching skill do not automatically guarantee its mastery. It is precisely microteaching which serves practicing and mastering teaching skills.

## **6. CLASSIFICATION OF THE PRINCIPLES OF MICROTEACHING**

### **6.1 Microteaching as a reduced situation**

#### **6.1.1 Limitation of the number of students**

The number of students in a microteaching situation or the number of persons to whom the micro lesson is presented is approximately five. The reasons are:

- (a) In sociopedagogics, five is accepted as the most appropriate number of persons for group work of any nature whatever. (Pretorius, 1982).
- (b) This makes the situation less threatening to the student.
- (c) This number of persons is easy to manage.
- (d) This keeps discipline problems to a minimum.
- (e) The student can first gain self-confidence in using the specific teaching skill before he/she is confronted with managing

many pupils (b-e: Kieviet, 1978: 28).

- (f) Certain teaching skills, e.g., individualization, can be practiced more effectively.

#### **6.1.2 Limitation of the amount of teaching time**

The teaching time in a microlesson is limited to between five and ten minutes. The reasons are:

- (a) This time appears to be sufficient for effectively practicing most teaching skills;
- (b) It holds tediousness to a minimum for both students and pupils;
- (c) It elevates the learning effect for the students because the short period of time limits the possibility of getting entangled in managing more than one teaching skill;
- (d) Evaluating lessons of longer than ten minutes provides no additional information regarding the shortcomings in the command of the teaching skill under consideration. (a-d: Kieviet, 1978: 28);
- (e) To give each student an opportunity to effectively practice

teaching skills, the normal teaching time of thirty to forty minutes must be limited.

### 6.1.3 Limitation of the number of teaching skills

The number of teaching skills practiced during a microteaching situation is limited to only one. The reasons for this are:

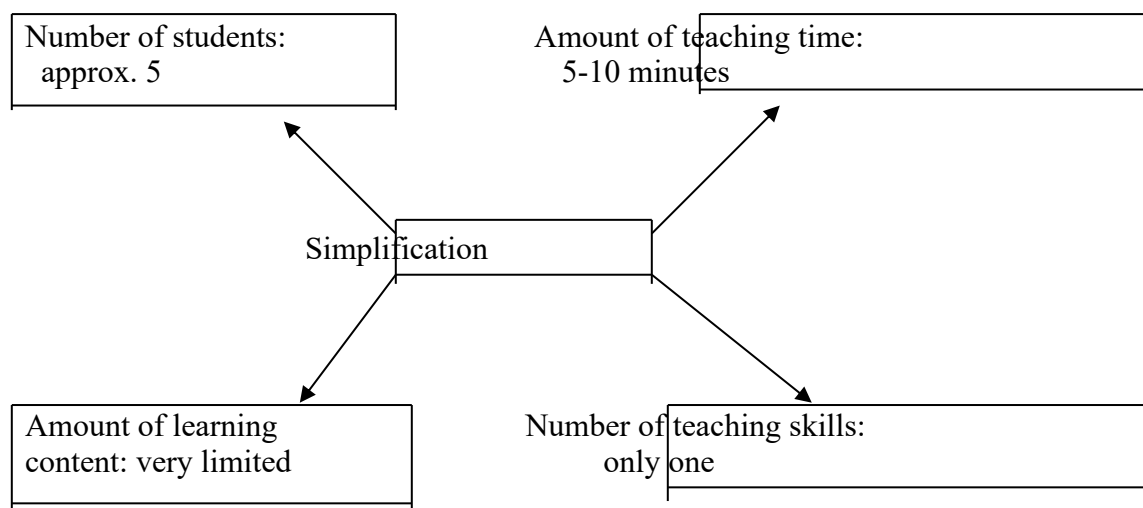
- (a) The student's attention is focused only on one teaching skill;
- (b) It is only with respect to this one teaching skill that the student designs and prepares for the microlesson;
- (c) The student is evaluated only on this skill (a-c: Kieviet, 1979: 29);
- (d) The student acquires a better insight into the functioning of the teaching skill of concern because the influence of other teaching skills is eliminated as far as possible.

### 6.1.4 Limitation of the amount of learning content

The limitation of the amount of learning content which is unlocked during the microteaching situation ultimately is a logical consequence especially of the limitation of teaching time. Still, this limitation has its advantages, and the following reasons are given for it:

- (a) The microlesson necessarily will contain limited aims regarding the contents, and, consequently, the teaching skill which must be practiced will get the attention it ought to receive;
- (b) Learning a large amount of content is avoided, and more attention can be directed to the teaching skill;
- (c) The student also is given an opportunity to more thoroughly analyze and reduce the limited learning content with the aim of effectively designing and preparing a microlesson which will benefit the teaching skill of concern.

### Microteaching as reduced situation



## 6.2 Microteaching is a preparation and practice situation

### 6.2.1 Preparation for a microlesson session

(a) **Formulating the aim.** First, the formulated aims for the microteaching session of concern are made known to the students. This allows them to know precisely what is expected of them and where they ought to be. Further, this allows them to monitor their own progress;

(b) **Didactic-pedagogical founding of the teaching skill.** The students now are introduced to the teaching skill. The didactic-pedagogical foundation of the teaching skill also is exemplified thoroughly for the students. This has the following indispensable advantages for teacher preparation:

- \*The student can better understand the value and meaning of the teaching skill;

- \*The student will be able to apply the teaching skill in rational ways;

- \*The student will be able meaningfully to place the teaching skill within the context of his preparation;

- \*This will promote the integration of theory and practice by the student.

(c) **Modeling.** Modeling in microteaching includes the use of models (examples, exemplars) to illustrate the teaching skills which are to be mastered. During modeling, the following occur:

- \*The students listen to a verbal description, study a written exposition, look at a live demonstration, a recording (sound, film, video) of the teaching skill of concern in a microteaching or real teaching situation (De Jager, 1978: 46).

- \*The students are guided thoroughly in using the observation instrument used to code the modeled skill. Each part skill of the teaching skill is given a code of some sort. When this part skill is identified in a microlesson, it is

indicated by a specific code on the coding form of the observational instrument (see below). This process is called **coding**. Students practice this by coding the model themselves.

- \*The students are guided thoroughly in applying the evaluation criteria for the teaching skill under consideration. The model then is evaluated by the students on an evaluation form using these criteria.

- \*During the observation of the teaching skill being modeled, the students' attention continually is focused on what is important.

- \*The students continually are given hints to improve the effectiveness of the teaching skill.

\*The students also are guided thoroughly in decoding and interpreting the data from the model and writing a report on the effectiveness of the performance of the teaching skill. Then, the students get the opportunity to themselves decode the data from the model, interpret and write a report on it. (Griffiths, 1976: 26 and Kieviet, 1979: 36).

(d) **Designing a microlesson.** The student now is given the opportunity to design and prepare a microlesson with the aim of practicing the teaching skill. This design and preparation can occur individually or in cooperation with fellow students and/or the teacher educator (Kieviet, 1979: 37), but always at least with the approval of the subject didactic instructor.

### 6.2.2 The microlesson session.

(a) **Presenting a microlesson.** The student now is given an opportunity to present his/her designed and prepared microlesson with the aim of practicing the teaching skill of concern. In most cases, the microlesson is presented to fellow students who act as "pupils". During the presentation it also is desirable that one or another record (sound, video, film) be made of it.

(b) **Feedback and evaluation.** The principle of feedback is of essential importance in microteaching. Feedback is the information the student receives regarding his attempts to master a particular teaching skill. The aim of feedback is to make him/her aware of his/her progress in mastering the teaching skill and thus be able to evaluate and improve him/herself. (Turney, Clift, Dunkin, and Traill, 1973: 83).

The sources of feedback in the microteaching situation are:

- \*a record of the micro-lesson (sound, video, film);
- \*a completed evaluation form;
- \*an observation instrument;
- \*the teacher educator (and any other instructor who might be involved in the preparation);
- \*the student's fellow students;
- \*the student him/herself.

Although there are diversity ways in which feedback and evaluation can occur, a few possibilities follow:

- \*After the above is completed, the entire record (or a part or parts) of the microlesson is replayed in the presence of the student, fellow students, the teacher educator and any instructor who might be involved in the preparation.
- \*Each individual present completes an evaluation form with reference to the microlesson that was replayed. (If there is sufficient time, coding also can now be done).
- \*Now feedback is provided with respect to each evaluative

criterion, first by the student, then successively by each fellow student and last by the teacher educator and any other instructor who might be involved. The feedback is the basis for awarding a score for each criterion as well as showing indications of improvement. (If there is enough time for decoding and these data can confirm the reasons for awarding the score).

individual

interpreting,

\*Consensus is reached by all present regarding the score awarded for each individual criterion.

\*Final evaluation occurs by reaching a consensus about a final score for the effectiveness of the mastery of the teaching skill in focus.

Coding the microlesson usually takes more time than is provided in the normal microteaching situation. Therefore, the students usually are given an opportunity at another time to code, decode, interpret and write a report on their lessons. The observation instrument offers further detailed feedback for the student about execution of the particular teaching skill.

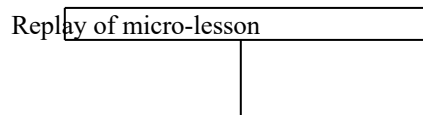
The total amount of time for a microlesson session (which only includes presenting, feedback and evaluation) is viewed more or less as follows:

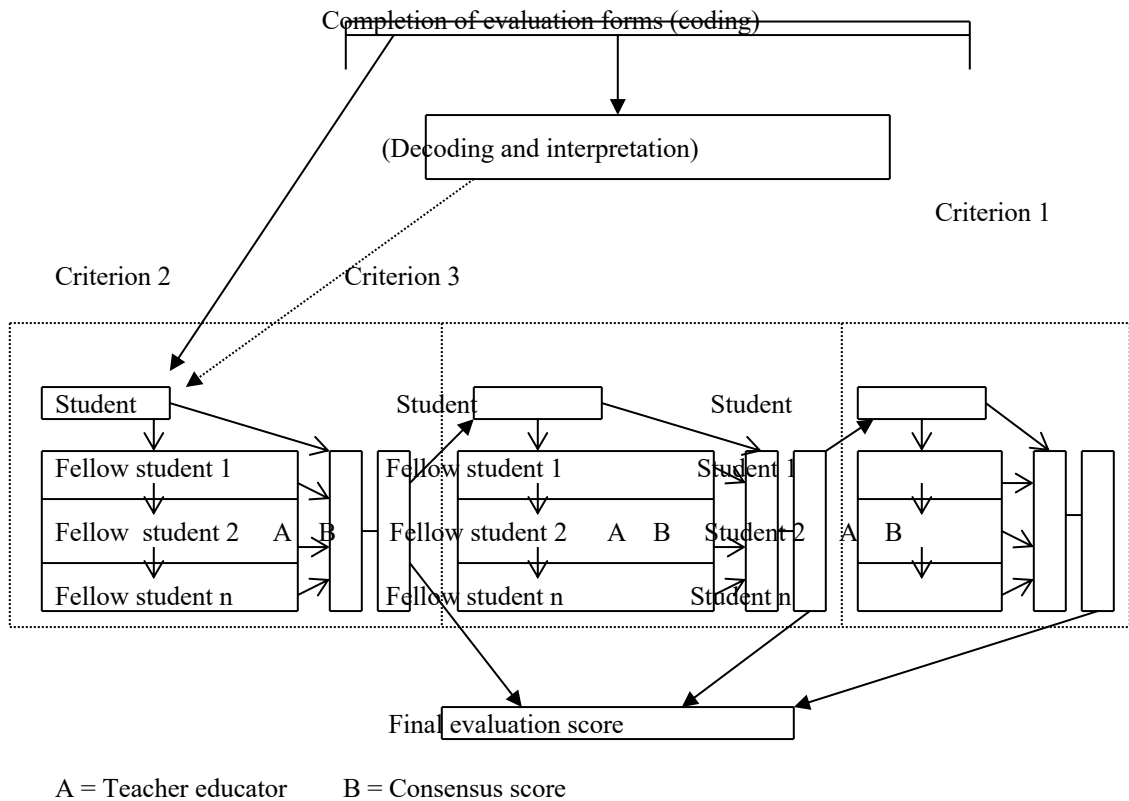
Presentation of micro-lesson:	approx. 10 minutes
Only the replay of the lesson:	approx. 10 minutes
Feedback and evaluation:	approx. 10 minutes

Total time per student:	approx. 30 minutes
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This implies that a micro-lesson in which six students are involved will last approximately three hours.

### Feedback and evaluation in the microteaching situation

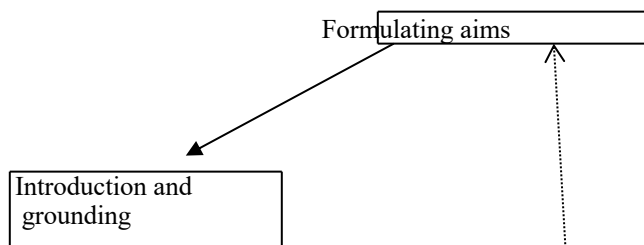


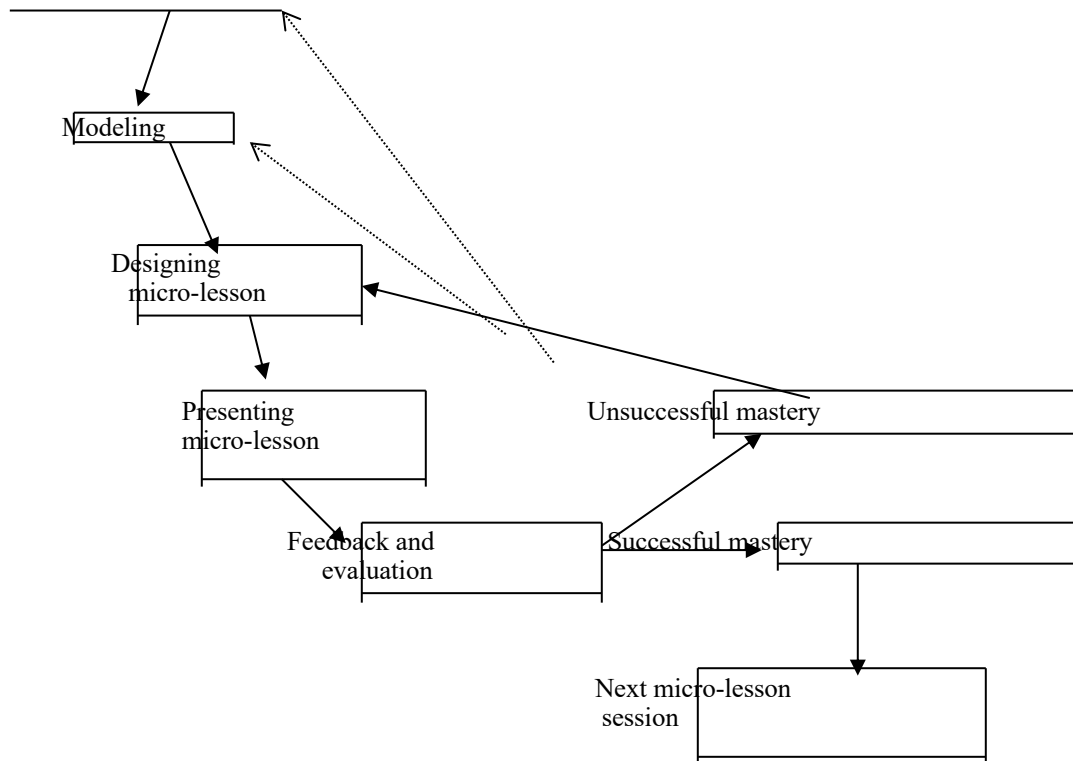


### 6.2.3 Re-planning, re-presenting and feedback

If the student's presentation of the micro-lesson does not satisfy the demands desired, normally he is given the opportunity to again plan his micro-lesson, present it again and receive feedback until the desired demands are met.

### Microteaching as preparation and practice situation





### 6.3 Microteaching as a simulated situation

Although the use of real pupils for microteaching would be the ideal situation, to be responsible to the reality of teaching in contemporary times, the use of pupils raises problems. Consequently, the only alternative is to fall back on a simulated situation in which fellow students are used as "pupils". The **disadvantages** of this strategy are striking:

- \*It is an unrealistic situation.
- \*The interaction during the microlesson in many respects is an artificial interaction.
- \*In this way, the students cannot form a very clear image of the real teaching situation.
- \*The students who act as "pupils" can easily become bored with the learning content, especially if they already know it well.
- \*Spontaneity with fellow students is not the same as what can be anticipated with pupils.
- \*Fellow students' foreknowledge of a subject area might allow the practice of a particular skill to miscarry.
- \*Certain teaching skills can only be acquired if **pupils** are taught.
- \*Students cannot reap the full advantage of developing self-confidence from the situation. (Kieviet, 1979: 39 and Turney et al, 1973: 15-16).
- \*Students may appear to be reserved and restrained because they are reluctant to critique fellow students.

\*Students might find it difficult to talk to fellow students as if they are pupils.

On the other hand, research data indicate that the use of fellow students as "pupils" also has decided advantages. Although students seem to give preference to presenting microlessons to real pupils, they are unanimous about the following matters (Kieviet, 1979: 37-40):

\*Presenting a microlesson to fellow students does not influence that student's performance.

\*Fellow students provide more answers and therefore more effective demands.

\*Participation (as "pupils") in a microlesson makes the students more sensitive to the teaching skills being practiced.

The following are additional advantages:

\*Students are more readily available than are pupils.

\*No additional arrangements for transportation, housing, supervision, etc. need be made.

\*If students are divided into subject-didactic groups, this gives them an opportunity to present his microlesson on any grade level.

\*The student acquires experience in communicating on the appropriate level of learning even though he presents his fellow students. microlesson to

\*It gives the students the opportunity, as far as possible, to put themselves in the pupil's position. This will contribute to their encountering the pupil in the normal situation **there where he/she is.** teaching

\*Having an opportunity to think about how a pupil should act and what he at a particular stage should or shouldn't know can contribute to a fruitful encounter between teacher and pupil.

\*Students who act as pupils also can provide valuable challenges to the student who presents the microlesson. For example, this can take the form of questions and patterns of behavior that are related to the teaching skill of concern. These students then can give feedback to their fellow student regarding handling of the questions or patterns of behavior.

\*Students will be prepared to be more self-confident when performed before their fellow students and, thus, they can more easily perform before pupils. they first have

As a simulated situation, microteaching enjoys wide support (Turney, et al, 1973: 14-15) because it has valuable advantages despite its disadvantages.

## **7. OTHER ASPECTS OF MICROTEACHING**

### **7.1 The function of the student teacher**

From the above it is clear that the student has a lot of responsibility in the microteaching situation and must carry out many functions.

#### **7.1.1 The student as "teacher"**

During a microteaching situation, the student acts as teacher when he designs and prepares his microlesson and when he/she presents it to fellow students while simultaneously practicing the teaching skill in focus.

#### **7.1. The student as "pupil"**

The student fulfills his/her function as pupil when fellow student presents a microlesson to him. This is a very important function because the credibility, ingenuity, and sincerity with which he/she carries out this role greatly will influence the progress and success of fellow students who acts as teachers. It is necessary that the student who act as teacher be informed of the following matters before the presentation of the microlesson begins:

- \*the presumed grade level on which the microlesson is presented so the "pupils" can act accordingly;
- \*the foreknowledge that the "pupils" ought to have at their disposal and what presumably they don't yet know.

It is necessary that students who act as pupils do everything in their power to represent real pupils. This includes the following:

- \*The students must put themselves, as far as possible, in the place of pupils of a particular grade with respect to level of thinking, language usage, typical behaviors, and more.
- \*The students must create for themselves gaps in knowing regarding the learning content in question and with which they should already be acquainted.
- \*The students can challenge, in responsible ways, the student who acts as teacher. This can be done by well planned and developed activities such as questions and patterns of behavior.

#### **7.1.3 The student as source of feedback and as evaluator**

After the presentation of the microlesson, the student acts as the source of feedback and as evaluator. In the first place, he/she is a source of feedback on and evaluator of his/her own microlesson, and in the second place also of his/her fellow students' microlessons. With respect to feedback and evaluation, he/she ought to be able to do the following:

- \*make well-founded judgments regarding his/her own and fellow students' actions: positive or negative;
- \*assign a justified score for each evaluation criterion for his/her own and fellow students' activities;
- \*make well-founded recommendations for improving his/her own and fellow students' microlesson presentations.

Although at first it might be difficult for students meaningfully and accountably to provide feedback and to evaluate themselves and fellow students--especially where evaluation results in a score--it is necessary that they keep the following in mind:

- (a) Students must realize that microteaching is a preparation situation and that feedback and evaluating must be aimed only at helping the students reap the greatest advantage from the preparation.
- (b) Students must realize that feedback and evaluating only provide indications of the degree to which they have been able to successfully practice the teaching skill aimed at.
- (c) Students must realize that their feedback and evaluating only have one aim, namely, to help the other students improve their activity and to achieve greater success.
- (d) Although no one wants their deficiencies, imperfections and gaps shown, the students need to realize that identifying, indicating and directing attention to these matters precisely is what promotes the improvement of executing the teaching skill of concern.
- (e) Students must offer feedback and evaluate with the intention to aid.
- (f) Students must realize that their feedback and evaluating always must be justifiable.
- (g) Students must realize that with their feedback and evaluating, their integrity is put into play because of the high premium placed on their honesty--especially when evaluation results as a score.
- (h) Students must realize that their feedback and evaluating make valuable contributions to the students' progress in mastering the teaching skill in focus.
- (i) Students must realize that scoring (rating) microlessons provides them with a better scale by which they can identify those aspects in need of attention and, therefore, improve them.
- (j) Identifying and mentioning good and outstanding moments in the presentation of the microlesson need to be seized by the students as starting points for and as a sources of encouragement and motivation for more practice and improvement.

Although the situation for the students at first might be strange, they soon become eager to provide and receive feedback and evaluation, and some students even are harsh critics

of themselves and their fellow students as soon as the benefits of feedback and evaluating dawn on them. (McIntyre, Macleod and Griffiths, 1977: 131-141).

#### 7.1.4 The student as video-operator

If video equipment is used to make records of the microlessons and to provide feedback, the student must be able to handle the equipment during the recording and replay. Only the most elementary operations that easily can be carried out by the most inexperienced person after brief preparation are expected of the students. These operations include the following:

- \*follow the subject (student as teacher) with a video camera;
- \*focus on the subject;
- \*"zoom" in and out on the subject;
- \*insert and eject the video cassette;
- \*make a recording: video and audio;
- \*play back a recording;
- \*interrupt a recording and the playback.

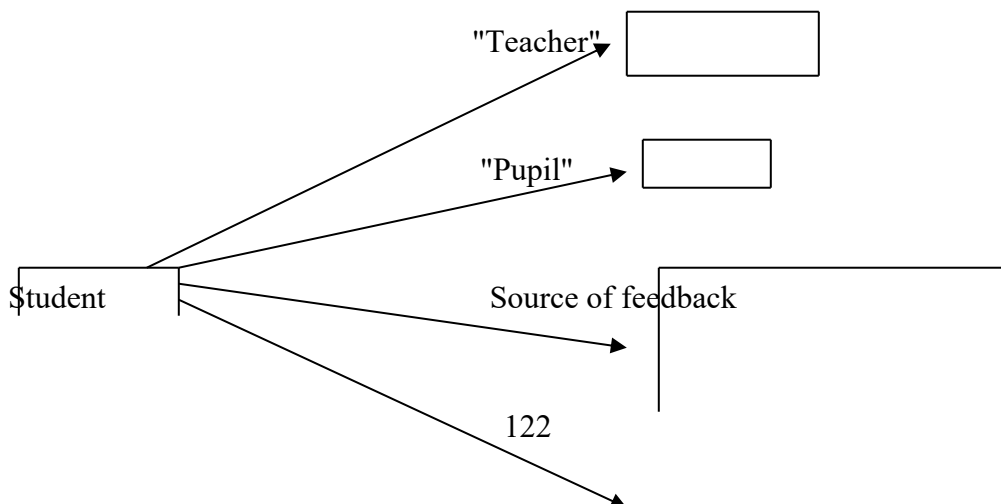
Some students' interest in the video equipment is aroused and they quickly become "professional" amateurs in the matter.

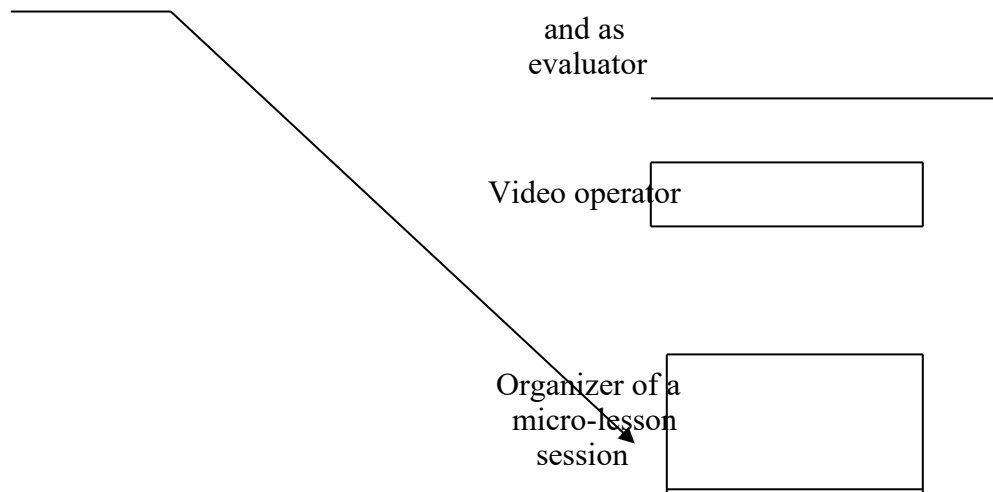
#### 7.1.5 The student as organizer of a microlesson session

During the microlesson session, the student is expected to act as organizer of the session so it can progress in an orderly way. This includes aspects such as the following:

- \*In what order will the students act as "teacher", as "pupil" and as video operator;
- \*Who will serve as timekeeper and give the sign for beginning the presentation of the microlesson, give a warning sign when time almost has expired and when it finally does expire.
- \*Who will handle the video equipment during the feedback and evaluation

#### The function of the student in the microteaching situation





## 7.2 The function of the teacher educator

In general, the task of the teacher educator ("supervisor") is two-fold:

- \*preparing the student for the eventual presentation of his/her microlesson;
- \*providing feedback and evaluating the student after his/her Micro-presentation. (De Jong, 1978: 48 and Turney et al, 1973: 17).

## 7.3 The function of the subject didactic instructor

The subject didactic preparation, more than any other preparation modality, forms the bridge between theory and practice (Kruger, 1981: 22). Because subject didactics is closest to practice, the subject didactic instructor knows how his student should be guided to interpret and refine the general didactic structures and principles with the aim of practicing the teaching skill of concern during the microlesson. (Van der Stoep and Van Dyk, 1977: 35).

The function of the subject didactic instructor especially is in guiding the students with respect to:

- \*the choice of the nature of the learning content;
- \*the choice of the amount of learning content;
- \*the attainment of harmony between the content aspects (**what**) and the form aspects (**how**) of the microlesson so that the most effective practice of the teaching skill of concern can be accomplished;

\*The total design and preparation of the microlesson.

#### 7.4 Teaching skills

Although most teaching skills only are directed to the teaching aspect, still there are other skills directed to the learning aspect. Also, there are still other skills which occupy teachers but that can be classified neither as teaching nor as learning skills. Thus, to include all possible skills with which teachers occupy themselves, the use of the overarching term **teaching skills** is preferred. \_

A wide variety of teaching skills for practice during microteaching programs have already been defined. Among others, such skills are:

- \*interchanging methods;
- \*creating context;
- \*consolidating (concluding) and evaluating;
- \*silent and non-verbal encouragement to think;
- \*encouraging and reinforcing;
- \*focusing;
- \*recognizing attentive behavior;
- \*demonstrating and using examples;
- \*lecturing;
- \*planned revising;
- \*full communication;
- \*guiding;
- \*verbal cognitive interaction;
- \*heuristics;
- \*asking questions.

Although these very valuable teaching skills can be important in a teacher's repertoire of skills, there are problems with most of them. The problems lie in the origin, nature, teaching validity and the categories in which they are classified. (Gregory, 1982: 6). The choice of teaching skills that can be used in a microteaching program thus have to be skills that do not conspicuously manifest such problems. In this respect, much valuable work has been done and several very effective works on teaching skills have appeared such as:

- verbal cognitive interaction (Gresse, 1975, entire work);
- \*heuristics (Maarschalk, 1977: entire work);
- \*guiding (Muller, 1977: entire work);
- \*asking questions (Calitz, 1978: entire work).

A distinction also has been made between general teaching skills that are valid for all subject areas and are applicable to a great variety of teaching situations, and subject typical teaching skills that are unique to a particular subject such as the analysis of a literary work in language and experimentation in the natural sciences.

#### 7.5 Video confrontation

Where video equipment is used to record students' microlessons and where the student himself is expected to handle the video equipment and where he acts before the video camera, it is necessary that he/she be subjected to a video confrontation.

The aims of the video confrontation are the following:

- \*To the extent necessary, to make the student familiar with and skilled in handling the video equipment during the recording and playback of microlessons.
- \*Because at first the whole microteaching situation is strange for most students and because most of them have not yet seen themselves on a video monitor, it is necessary that they first be oriented to this situation. This will prevent their attention from wandering and becoming focused on other aspects than practicing the teaching skill of concern.
- \*Remove any fear of the student's appearing before the video monitor. This will allow him to act before the video camera with self-confidence and thus profit from its use in microteaching.

## **8. ADVANTAGES OF MICROTEACHING**

Microteaching manifests itself in this chapter as:

- \*a reduced situation;
- \*a preparation and practice situation;
- \*a simulated situation.

In this sense, the advantages that microteaching has over other traditional teacher preparation programs are obvious. These advantages are summarized as follows:

- (a) Microteaching is a preparation opportunity, and the students can profit from the advantages of the situation.
- (b) Microteaching provides the student with a much less complex learning milieu than, e.g., school practice.
- (c) It offers the student the opportunity to practice teaching skills more easily and purposefully during the presentation of microlessons.
- (d) It provides the student with a context in which his/her primary responsibility is to learn to teach more effectively without the urgency of taking into account the needs and demands of pupils.
- (e) It offers the student the opportunity to systematically analyze and evaluate his/her teaching.

- (f) It offers the student the opportunity to practice particular teaching skills until they are mastered before the more complex real teaching situation is dared.
- (g) The systematic practice of teaching skills creates the possibility of forming a bridge between theory and practice.
- (h) Implementing interaction-analysis instruments offers an opportunity to objectively analyze particular activities and makes the student sensitive to part-activities that the skill manifests.
- (i) The fact that the microlesson takes a short time gives the student the opportunity to better identify the elements of the learning contents and then further design his/her microlesson around them.
- (j) The student him/herself, or under the guidance of a teacher educator, can easily correct problems or errors that arise because the variables he/she must consider are limited (a-j: Calitz, 1981: 46).
- (k) It gives each student an opportunity to contribute meaningfully to the improvement of his/her fellow students and at the same time it puts a great deal of responsibility on him/her.
- (l) To present a microlesson to fellow students in the same subject area gives him/her an opportunity to present his microlesson on any grade level.
- (m) It provides an opportunity to students to put themselves, as far as possible, in the position of the pupils with whom they must try to deal.
- (n) The student who presents the microlesson is challenged to communicate with his/her "pupils" about the content on an appropriate learning level even though he presents his microlesson to fellow students.

The greatest value of microteaching is the changes it brings about in students regarding their teaching. The greatest changes brought about are:

- \*a greater grasp of teaching as a complex, challenging profession;
- \*a greater interest in and enthusiasm for teaching;
- \*an increased self-confidence;
- \*a greater concern for improving and evaluating his/her own teaching. (Turney, et al, 1973: 8).

## **9. CONCLUSIONS**

As a reduced, simulated, preparation and practice situation, microteaching offers outstanding possibilities to fill the gaps in traditional teacher education. For microteaching to be truly effective the practice of teaching skills must be emphasized and

the acquired teaching skills have to be transferred to the normal teaching situation in the most effective ways.

Although extremely valuable, microteaching is only one of the many modes of preparation which can be applied. One must guard against an oversimplification of the skill aspect of microteaching. This can become the whole image of the interactive event and the anthropological (i.e., human, or personal) dimension can become lost; therefore, microteaching must be viewed as an integral part of a total teacher education program, and it should always function within this context.