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Microteaching

For

General Diploma Students (TESOL Section)

By

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Contents

TEFL/TESOL Microteaching for General Diploma Students (English section)

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CHAPTER ONE

Introducing Microteaching in ELT

1.1 Origin

Microteaching is a teacher training technique that was first developed by Dwight W. Allen and his colleagues at Stanford University in the mid 1960s. The Stanford model consisted of a three-step (teach, review and reflect, re-teach) approach using actual students as an authentic audience.

Since then, it has been adopted by a number of teacher education institutions that have become committed to it as a powerful tool in teacher training. Each institution has developed the concept of microteaching in its own way (Seidman, 1968).

It was first applied to teaching science, but later it was introduced to language teaching. The theoretical basis for the Stanford approach was initially related to the psychological theory of behaviourism. However, it is more valid to see microteaching as a technique for professional reflection than as a technique for shaping behaviour (Wahba, 1999).

Thus, it has become a means through which teaching/learning theory can be linked to practice. It acts as a clinic where novice teachers experiment with new educational concepts, models and/or techniques.

The number of students and the length of the lesson are drastically reduced. One basic assumption of micro-teaching is that practice in this scaled-down situation will have beneficial effects when the intern meets his own class of thirty students for fifty minutes.

1.2 Definition

Microteaching is a laboratory approach to teaching development designed to help individuals to develop and refine their teaching skills and to practice constructive criticism.

According to Wikipedia, micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique.

Microteaching can be defined as *a training context in which a teacher's situation has been reduced in scope or simplified in some systematic ways*. There are three ways in which teaching may be scaled down:

1. The teacher's task may be simplified and made very specific.

2. The length of the lesson may be shortened.

3. The size of class may be reduced.

Microteaching can also be defined as *a technique aiming to prepare teacher candidates to the real classroom setting* (Brent & Thomson, 1996). Microteaching can also be viewed as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviours.

According to Remesh (2013), microteaching is a teacher training technique for learning teaching skills. It employs real

teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

By the help of this technique, teacher candidates can experiment and learn each of the teaching skills by breaking them into smaller parts and without encountering chaotic environment of the crowded classes.

While instilling teaching skills in students during microteaching, reciprocal negotiation of the students actively presenting and watching about the performances can make great contribution to the acquisition of the skills.

Teacher candidates – as emphasised by Wilkinson (1996) - can experience real teaching and teaching rules with the help of this method. This method offers teachers opportunities for discovering and reflecting on both their own and others' teaching styles and enables them to learn about new teaching techniques (Wahba, 1999).

Microteaching technique is an application in which video recordings have been made possible as a result of developing technology. Audio and visual technology is an effective and reflective tool in preparing pre-service teachers to the profession of teaching. Video recordings provide pre-service

teachers with the chance of evaluating themselves by engaging them in more experiences and configurations (Jensen et al., 1994).

1.3 Importance, Uses and Benefits

Microteaching sessions – as explained above – are artificial teaching situations that simulate classroom situations. Pre-service teachers (student teachers) can benefit to a great extent from microteaching as they: reveal teaching facts and roles of the teacher; help pre-service teachers to see the importance of planning and taking decisions; enable them to develop and improve their teaching skills (Naim, 2012).

There are many advantages of microteaching. For example, reducing the length of the lesson and the number of students is extremely helpful in training as it is very economical. For an intern class of 150 candidates, approximately fifty student teachers are needed to serve in the micro-teaching clinic.

With only fifty such students, the intern (teaching candidate) has the opportunity to microteach at least three times a week, and over a period of eight weeks he gains considerable pre-

service teaching experience. Second, the scaled-down situation reduces the complexity of the teaching problems the intern faces without necessarily reducing the difficulty of the situation. The result is an increased focus on the teaching and learning process (Seidman, 1968).

For example, the intern in English when faced with a micro-teaching lesson must first pick one aspect of the language arts that he can teach in five minutes to a group of four or five students. Let us imagine that the idea the intern picks is that of literary point of view. After a little experience, the first thing that the intern will recognize is that he can not possibly teach the concept of literary point of view in five minutes. What then can he teach? What component of the concept can he deal with in five minutes? He may decide that he can have his students recognize that, when the same object is looked at from different physical vantage points, different aspects of the object are seen.

Because of the scaled-down nature of his task, the intern is required to analyze the concept he is choosing to teach, break it up into its component parts, and then choose the most effective methods for achieving his objectives. The result is a highly focused experience for the intern which increases the possibility of his insight into the teaching process.

Another vital aspect of micro-teaching that is a corollary of its highly focused nature is the teach-reteach cycle. Having chosen to teach the idea of point of view, the intern plans his lesson and then teaches it to his four students. Immediately after the lesson, he has the opportunity of discussing the lesson with his supervisor who has observed the micro-class.

In the conference, the supervisor may use the comments of the students in the class which they have written on reaction sheets; if the lesson has been videotaped, he may play it back (Seidman, 1968).

In other words, microteaching is beneficial in language learning/teaching contexts for many reasons:

- It is an excellent way to build skills and confidence.
- It helps both pre-service and in-service teachers to experience a range of teaching/learning methods, styles and techniques.
- It can help them with developing main language skills.
- It fosters communication and presentation skills.
- It is regarded as one of the most powerful techniques for improving teaching performance.

- It provides a basis for self-reflection and professional skills.
- It helps with improving personal teaching style and gaining hands-on teaching experience.
- It involves a feedback received by presenter from teachers and peers. This feedback provides invaluable comments for improving various aspects of teaching.
- It employs videotape recording as one of the most effective tools that helps with improving microteaching performance.
- It creates a specific focus on a specific teaching aspect or language skill.
- It promotes real-time teaching experiences.
- It is effective in the retention of learning behaviours.
- It eliminates errors and increases self-confidence in teachers and trainees.

1.4 Microteaching Evaluation Checklist

While the candidate teacher or student teacher explains something (a linguistic concept, aspect, skill, etc.), his/her peers/colleagues should be writing notes to evaluate his/her performance. The checklist below is a means or tool that they can use to do this job appropriately and efficiently.

The checklist is organised in a way that covers the essential language teaching elements, which include:

1. Personal traits and manner;
2. Classroom management; and
3. Teaching methods & techniques.

The suggested **rating scale** allows the observers (i.e. teachers, colleagues, peers, other students teachers, etc.) to assess the teaching performance by giving a score to each criterion ranging from *very poor* to *very good*.

The checklist also includes a *comments* section for writing down any further details, suggestions, reflections, etc. freely and when needed. These comments can be discussed later on with the supervisor after each microteaching session.

The main goal of the suggested checklist is to facilitate the process of evaluating the acting teacher or student teacher. Although there are many ways and tools that can be used to do the job, the checklist might be a suitable and practical option in microteaching. Principally, it would focus observers' attention on the teacher evaluation process and ease discussion of teaching performance later on.

EFL Teacher Evaluation/Observation Checklist

Prepared by Dr Mahmoud M. S. Abdallah

Main Teaching Aspects	Specific Teaching Aspects/Skills	Rating Scale					Comments
		Very Poor	*Poor*	*Fair*	*Good*	*Very Good*	
Personal Traits and Manners	Teacher's voice (i.e. clear, loud enough, varied, suitable, and convincing)						
	Teacher's adequate appearance (i.e. good and respectable clothes, cleanliness, tidiness, being smart, etc.)						
	Using body language and facial expressions appropriately and effectively						
	Caring for learners and being friendly/sociable demonstrating a						

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Main Teaching Aspects	Specific Teaching Aspects/Skills	Rating Scale					Comments
		Very Poor	Poor	Fair	Good	Very Good	
	reasonable level of concern for others						
	Providing constructive and appropriate feedback to learners						
	Employing good eye-contact with learners as well as adequate observation strategies/techniques (e.g., scanning class and observing entire class)						
	Effective movement inside the classroom (e.g., going around to check whether students are doing the task properly and if any assistance is needed)						
	Being encouraging and supportive to learners demonstrating good rapport						

Main Teaching Aspects	Specific Teaching Aspects/Skills	Rating Scale					Comments
		Very Poor	*Poor*	*Fair*	*Good*	*Very Good*	
	Being a good listener by listening carefully and patiently to learners and respecting their opinions						
Classroom Management	Teacher's giving of instructions (e.g., giving clear instructions before going through an activity; making sure that all learners understand exactly what they are required to do)						
	Teacher's use of both verbal and nonverbal communication appropriately						
	Teacher's transition from one stage of the lesson to another						
	Teacher's management of group and pair work						

Main Teaching Aspects	Specific Teaching Aspects/Skills	Rating Scale					Comments
		Very Poor	*Poor*	*Fair*	*Good*	*Very Good*	
	Teacher's handling of teaching/learning aids and employing them efficiently						
	Budgeting and managing time						
	Dealing with learners' misbehaviour/misconduct						
	Handling difficulties and emerging circumstances inside the classroom wisely and flexibly						
Teaching Methods & Techniques	Using appropriate warm-up techniques/activities that stimulate and engage learners at the beginning of the lesson						
	Using appropriate teaching methods and techniques to accomplish the objectives of						

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Main Teaching Aspects	Specific Teaching Aspects/Skills	Rating Scale					Comments
		Very Poor	Poor	Fair	Good	Very Good	
	the lesson						
	Using various questioning and answering techniques						
	Using various teaching strategies appropriate to learners' level						
	Following a logical sequence throughout the whole lesson and organising the activities accordingly						
	Drawing links between old material and new material						
	Employing new technologies and AV aids for effective teaching, especially during the presentation stage						

Main Teaching Aspects	Specific Teaching Aspects/Skills	Rating Scale					Comments
		Very Poor	Poor	Fair	Good	Very Good	
	Presenting new language items (i.e. vocabulary and grammar) effectively and properly						
	Dealing with the various types of language-learning activities/tasks within the lesson (e.g., grammatical exercises, language practice, speaking activities, listening activities, reading activities, and communicative activities) efficiently and properly						

CHAPTER TWO

Planning a Microteaching Session

2.1 Introduction

Microteaching – as explained in Chapter One - involves all teaching elements: teachers, learners, supervisors, teaching skills and competencies, teaching/learning aids, instructional feedback, and assessment or evaluation.

A *microteaching plan* is not the same as a normal lesson plan. Although the same essential components of a normal lesson plan (e.g. objectives, aids, steps and procedures, and opening/closure) are there in a microteaching plan, they differ in terms of quantity, scale and time frame. The candidate teacher should plan his/her microteaching session very well. This includes:

1. Writing down specific, narrow and measurable (SMART) **objectives** to be accomplished by the end of the session. Normally one or two objectives are enough in

microteaching situations. This is mainly due to: (1) shortness of teaching time (usually 5 to 10 minutes); (2) the focus on the practice of one skill or language aspect at a time.

2. Determining the needed **teaching/learning aids** and equipment (e.g. drawings, charts, flash cards, computer, projectors, etc.).

3. Including – in detail - the **steps and procedures** to be followed in order to accomplish the assigned objectives in a logical sequence.

4. Explaining how to open the session (including warming-up activities) and close it.

5. Determining the time and duration of each activity or section in the session.

In other words, a plan should entail the following components:

(a) development of clear and appropriate <u>aims</u> for lessons within the context of a well-defined and worthwhile program;

(b) <u>implementation</u> of those aims in actual classroom practice;

(c) Establishment of a co-operative, constructive and purposeful second language learning environment in the classroom;

(d) use of a <u>variety of</u> appropriate <u>techniques, activities and materials</u> to promote language learning and maximum participation by all students;

(e) appropriate and knowledgeable use of <u>resources and textbooks</u>;

(f) use of <u>teacher language</u> that is sensitive to learners' levels and that promotes learner language development;

(g) use of <u>self-evaluation</u> and <u>student input</u> about classroom work and, where appropriate, the direction of the program;

(h) use of appropriate procedures for <u>evaluating</u> what students have gained from your lessons.

The duration of a microteaching session depends on the number of participants. Microteaching should take place in two separate classrooms where the second room is required for videotape viewing. It is helpful to organize professional videotaping, although this can also be done (taken over) by the participants upon instruction.

Table: A Sample Microteaching Plan in an English Course

Date	Class	Period	Subject Matter

11-11-2016	1/2	1st	**Hello! One** (i.e. the name of the course)
			Unit One: Boys and girls at their new schools
	1/1	2nd	**Lesson One** (SB: Ex. 1 and 2, P.1 & WB: Ex. 1, P.1)
			Objectives
	1/4	4th	By the end of the session, Ss should (will/are expected to) be able to:
			1-ask and answer questions about themselves using 'wh' questions;
			2-use the past simple to talk about past events while conversing with other classmates;
			3-introduce themselves to others using the first-person (i.e. the pronoun "I").
			Teaching Aids
			TB (Teacher's Book), SB (Student's Book), WB (Work Book), BB (the Blackboard), pictures, wall charts, and an online video.
			New Language Items
			1-*New Vocabulary (Key Vocabulary):* learn, maths, preparatory school, remember, and pass.
			2-*New Grammar (Key Structure)*: Past simple tense
			e.g. – He <u>went</u> to school <u>this morning</u>.
			- We <u>learned</u> many useful things <u>last year</u>.
			- Soha <u>brought</u> new books from her new school.

Procedures

Warm-up (duration: 5 minutes)

- I'll revise with students some words they studied last year such as: school, primary, friend.
- I'll ask some students to use these words in meaningful sentences based on their real-life experiences.
- If possible, I'll let them watch a short video on YouTube in which some native speakers introduce themselves to others.

SB: Ex. 1, P. 1

- I'll ask students some Qs about the main picture in the book (e.g., 'What can you see in this picture?' 'How many people are there?' 'What are they wearing?' 'Where do you think they are going?').
- Based on students' answers, I'll help them to form many other 'wh' questions about the picture.
- I'll write on the board the questions that students produce, focussing on the 'wh' words.

SB: Ex. 2: P. 1

- I'll help students to talk about past events by asking them personal questions about the things they did yesterday.
- I'll go through the exercise introducing the new vocabulary in context.
- I'll help students to elicit the form of the 'past simple tense' from the given examples.
- I'll help them to understand the meaning of it throughout the examples in the book.

WB: Ex. 1: P. 1

- I'll ask students to work in pairs to use the correct past form of the verb to fill in the missing parts in each sentence.

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- I'll go around to check and provide any assistance or support that students might need.
- Then, I'll ask individual students to speak up and read their answers.
- I might ask some students to come out and write these answers on the board.

-Home Assignment

Answer the following questions:

- What did you do yesterday?
- What did you study last year?

2.2 Steps of Microteaching

In language microteaching, the following steps should be followed (Jamal & Sandhya, 2016).

:

1. ***Defining the skill***: A particular skill is defined in terms of teaching behaviour to provide knowledge and awareness.
2. ***Demonstration of the skill***: The selected skill is demonstrated.
3. ***Lesson plans***: A short lesson is planned under the guidance of supervisor.
4. ***Instructions***: The planned lesson is instructed to a small group of 5 to 10 students for about 5 to 6 minutes.
5. ***Discussion***: The students are allowed to discuss to provide feedback.
6. ***Re-planning***: The students are encouraged to practice keeping in view the points of discussion.
7. ***Re-teaching***: The re-planned lesson is re-taught to another (small) group of students of the same class for the same duration to practice the skill.

8. ***Re-dicuss***: The students are allowed to discuss again through some suggestions and encouragement towards their performance.
9. ***Repeating the cycle***: The cycle of the same steps is repeated till the desired level of skill is achieved

Sambunjak, et al. (2009) identifies the following steps/phases that need to be considered in a microteaching session:

I. Preparation

Each participant of the session prepares a teaching segment. The presenter gives a brief statement of the general objectives of his/her presentation to be addressed. The group may be asked to focus their attention to particular elements of the lesson or of the teaching style. This may include pace, clarity of explanation, use of media, voice and body language, level of group interaction.

II. Presentation and Observation

Each participant presents his/her 10-minute teaching segment. He/she is allowed to use the media available. During the presentation, other participants serve as members of a

supervisory team and take notes for the group feedback. Special assessment forms (Tables 1 and 2) may be helpful in standardizing the observation and feedback process. Each lesson is videotaped. Although the lesson is short, objective and procedures should be clear to generate useful discussions.

III. Videotape Viewing

The presenter watches the tape of his/her presentation and decides whether or not the objectives were accomplished. He/she also makes a list of strengths and suggestions for personal improvement. Then he/she again joins the supervisory team. In the meantime the supervisory team discussed and made conclusions about the teacher's lecturing.

IV. Discussion and Analysis

While the presenter goes to another room to view the videotape, the supervisory team discusses and analyses the presentation. Patterns of teaching with evidence to support them are presented. The discussion should focus on the

identification of recurrent behaviours of the presenter in the act of teaching. A few patterns are chosen for further discussions with the presenter. Only those patterns are selected which seem possible to alter and those which through emphasis or omission would greatly improve the teacher's presentation. Objectives of the lesson plan are also examined to determine if they were met.

It is understood that flexible teaching sometimes includes the modification and omission of objectives. Suggestions for improvement and alternative methods for presenting the lesson are formulated. Finally, a member of the supervisory team volunteers to be the speaker in giving the collected group feedback.

V. Giving and receiving feedback

Under the guidance of the professional supervisor, the presenter is first asked to present a self feed back of his mini lesson. With this new information taken into account, the supervisory team member who volunteered to be the speaker summarizes the comments generated during the analysis session.

This part of the session is intended to provide positive reinforcement and constructive criticism. The presenter is encouraged to interact freely with the team so that all comments are clarified to his/her satisfaction.

The way in which feedback is given and received contributes to the learning process. Feedback should be honest and direct, constructive, focusing on the ways the presenter can improve, and containing personal observations.

The following is a series of suggestions on how to give and receive feedback in a microteaching workshop.

2.3 Giving feedback

When you are giving feedback, try to:

Be specific rather than general. For example: rather than saying "You weren't clear in your explanations", tell the presenter where he/she was vague, and describe why you had trouble understanding him/her. Similarly, instead of saying: "I

thought you did an excellent job!", list the specific things that he/she did well.

Be descriptive and specific, rather than evaluative. For example: you would avoid starting the sentences with "you", it is better to start with "I", so you can say: "I understood the model, after you showed us the diagram".

Describe something the person can act upon. Making a comment on the vocal quality of someone whose voice is naturally high-pitched is only likely to discourage him/her. However, if the person's voice had a squeaky quality because he/she was nervous, you might say: "You might want to breath more deeply, to relax yourself, and that will help to lower the pitch of your voice as well".

Choose one or two things the person can concentrate on. If the people are overwhelmed with too many suggestions, they are likely to become frustrated. When giving feedback, call attention to those areas that need the most improvement.

Avoid conclusions about motives or feelings. For example: rather than saying: "You don't seem very enthusiastic about the lesson", you can say "Varying your rate and volume of speaking would give you a more animated style".

Begin and end with strengths of the presentation. If you start off with negative criticism, the person receiving the feedback might not even hear the positive part, which will come later.

2.4 Receiving feedback

When you are receiving feedback, try:

Not to respond to each point, rather listen quietly, hearing what other's experiences were during their review, asking only for clarification. The only time to interfere with what is being said is if you need to state that you are overloaded with too much feedback.

Be open to what you are hearing. Being told that you need to improve yourself is not always easy, but as we have pointed out, it is an important part of the learning process. Although, you might feel hurt in response to criticism, try not to let those feelings dissuade you from using the feedback to your best advantage.

Take notes, if possible. If you can, take notes as you are hearing the other people's comment. Then you will have a record to refer to, and you might discover that the comments that seemed to be the harshest were actually the most useful.

Ask for specific examples if you need to. If the critique you are receiving is vague or unfocused, ask the person to give you several specific examples of the point he/she is trying to make

Judge the feedback by the person, who is giving it. You do not have to agree with every comment. Ask other people if they agree with the person's critique.

In total, be practical, tactful, constructive critical, open toward other's ideas and opinions in the microteaching workshop.

2.5 Microteaching LESSON PLAN FORMAT:

DISCUSSION MODEL

TOTAL POINTS POSSIBLE: 20

A. PLANNING TASKS:

Include your NAME and the DATE of your microteaching

Age/grade/class-course of students: (1 Pt.)

2. TOPIC of DISCUSSION: (1 Pt.)

Explain WHY you chose this topic as the teacher: (1 Pt.)

Objective for this lesson: The student will… (3 Pts.)

(include: S = what student will do, T = testing situation, P = performance criteria)

Discussion Type used in this lesson: Arends, pp. 196-199 (1 Pt.)

Conceptual Web of major ideas/concepts of TOPIC   (2 Pts.)

Key discussion questions and possible responses to each questions (list) (3 Pts.)

7. Materials Needed (list):   (1 Pt.)

B. CONDUCTING THE DISCUSSION:

Set Induction (3 Pts.)   a) How will you explain the lesson objective

b) How will you introduce the topic? Why did you choose this topic?

c) How will you explain the discussion procedure?

Procedures for ending discussion (How will you end the discussion?) (1 Pt.)

Debriefing the discussion (How will you ask the students to examine their discussion and thinking processes?) (1 Pt.)

How will you ASSESS discussion group members? (2 Pts. total)

Individuals (1 Pt.)

Group   (1 Pt.)

2.6 Examples of Microteaching Lesson Plans

MICROTEACHING LESSON PLAN Time: 15 min.

Lesson Title: Stereotype Threat: Why we need identity-safe environments

Please check the topic of the lesson

 Your favourite theory or theorist in your field of study.

Learning objectives (list 1-2 specific objectives): (What will learners know or be able to do after your lesson?) Hint: Consult Bloom's taxonomy to select appropriate action verbs.

1. Explain what is meant by stereotype threat, and how this affects people's performance.
2. Propose an intervention to help alleviate the effects of stereotype threat.

Pre-assessment: (If you plan to find out what learners already know about your topic, how will you do it?) I will be assuming that most students will not know what

stereotype threat is, and so• the video clip and brainstorming activity (see below) will be used to introduce the topic to students.

Opening your lesson: (How will you get learners' attention and motivate them?)

 I will show them a 1 minute video clip from the television show, The Office, where• they parody diversity training. Different people in the office have to take on an ethnic identity and treat others based on that identity. I want the class to think about different stigmatized identities, and how people might feel when they become aware of the negative stereotypes associated with the group to which they belong. Duration: 1 minute

Learner engagement and participation: (How will you engage your audience with your topic and encourage their participation in the lesson?) Describe specific learning activities and interaction you are planning.

- I will ask the class to brainstorm different reasons why a minority student is not performing well in her class (I will give a more detailed example explaining the student's situation).

- Then I will ask them to imagine what it feels like to experience stereotype threat (I will guide them through a short thought experiment), and propose that the experience of stereotype threat is one reason why minority or negatively stereotyped students underperform compared to students who do not have stigmatized identities.

Duration: 3 minutes

Supporting materials/resources: (What teaching aids do you plan to use?)

- Video at the beginning of the session

- Powerpoint presentation with visuals (e.g., graphs summarizing major findings, pictures)

Post-assessment: (If you plan to assess whether you met your learning objective, how would you do it?)

- I will read a different scenario about a person with a different stigmatized identity who is not performing well in a certain domain, and ask the class how stereotype threat might play a role in this situation.

Duration: 2 minutes

Closure: (How will you end your lesson?)

- I will ask the class to think about what we can do to solve the problem of stereotype• threat effects on performance. I will then suggest a few interventions that have worked from past research to address the performance gap between negatively stereotyped students and non-stereotyped students.

Duration: 3 minutes

CHAPTER THREE

Classroom Management in Microteaching

3.1 Meaning and Rationale

The most serious problem for new teachers is classroom management which affect students learning (Clement, 2010). Without proper training, it becomes easy for a new teacher to manage as they were managed or resort to other techniques they may have been told or seen.

Some of the myths for classroom teaching are: (1) you can be taught classroom management because it is something you have to learn; (2) begin firmly to show you are in charge; (3) when all else fails turn the lights on and off to get the students attention; (4) keep a stern look by not smiling; and (5) single out the student causing all the problems and focus on them by making an example to scare others.

Teaching classroom management and experiencing it are different things completely and many new teachers are not

properly prepared for working in the classroom with students. Classroom management can contribute to a beginning teacher becoming either a good or bad teacher through how well they problem solve or handle situations in the classroom (Mahmud & Rawshon, 2013).

Classroom management is incredibly important for language classes to go as planned. The good EFL teacher is one who can achieve a reasonable level of proper classroom management so that teaching and learning can go smoothly and effectively.

As an educational term, 'classroom management' is a term which is used by teachers to describe the process of ensuring that classroom lessons **run smoothly** despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour.

Classroom management has become an irritating problem that consumes much of teachers' energy and efforts. The problem has recently become more complicated as a result of the changing social values in society and the new revolutionary culture going on in Egypt following the revolution, especially among young men and teenagers.

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Thus, **classroom management** is an extremely important component of the process of teaching English. It is the means through which instructional **goals** and learning objectives are successfully **achieved** by sustaining an optimum language learning environment.

Classroom management is closely linked to issues of *motivation, discipline and respect*. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.

3.2 Classroom Management and Teacher's Roles

There are many **roles** that a teacher is supposed to take inside the classroom: *facilitator, manager/organiser, monitor, counsellor, advisor, and evaluator*. Classroom management involves this specific role of a 'manager' or 'organiser' of teaching/learning activities and events. Also, this specific role involves how to deal with students' misbehaviour in order to sustain a supportive and encouraging learning environment.

Poor classroom management might ***indicate poor teaching***. In this regard, research shows that the time a teacher has to take to correct misbehaviour caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves ***clear communication*** of behavioural and academic expectations as well as a ***cooperative*** learning environment.

Further, in a ***language class***, a teacher is responsible to ensure that **classroom interactions** are leading to successful and effective language learning. In this regard, language teachers should:

1. Establish and sustain rapport (good and friendly relationships with learners).
2. Create a positive language learning environment (e.g. adding humour and fun, and making learners feel at ease).
3. Allow for adequate physical movement during the lesson that would serve teaching and learning.

4. Display aims and purposes of the lesson to students to make them feel more confident, and thus will share with the teacher responsibility of reaching and accomplishing the desired goals.

5. Listen to learners with all attention and care, using appropriate eye contact with them.

6. Vary voice tone and teaching style to reach more learners.

7. Use different techniques for questioning students (e.g. asking relevant questions; using both individual questioning and group questioning; re-phrasing or re-stating questions; allowing students sufficient time to think about answers; and appointing students to answer questions using many ways)

2.3 Classroom Management in the Language Class

In the language class, there are many classroom management issues that an English teacher needs to consider, which can be summarised in the following points:

1. How the teacher can *handle* students' *misbehaviour* and the best techniques to use for *punishing* some students;

2. The ways the teacher uses to *provide instructions* (which need to be clear and understandable);

3. The teacher's *organisation and management* of individual work, pair work, and group work;

4. The teacher's *talk* inside the classroom and how it can be employed efficiently, and when and how to allow a sufficient time for learners to talk in English and practice it orally;

5. How the teacher can create a **balanced atmosphere** of students' **participation** inside the classroom, without being trapped into getting certain students to dominate all the discussions;

6. How the teacher can provide **feedback** to students and correct their errors/mistakes.

3.4 Effective Classroom Management

Effective classroom management can often be the difference between a classroom that is focused and attentive and a classroom in which students struggle to achieve their educational objectives. Teachers face a variety of choices when it comes to classroom management.

While some teachers take a direct approach to managing and directing their classrooms, others focus on building a friendly, collaborative relationship with their students.

Effective classroom management is extremely important for ensuring students can learn in an environment that's free of disruption. Good classroom management is a vital component of ensuring students reach their full academic potential. When teachers can effectively control the direction and behaviour of a classroom, students are likely to achieve improved academic

results. This makes an effective classroom management system essential for teachers and students alike.

High quality classroom management lets teachers control the direction that their classroom takes while preventing students from causing disruptions to their peers and setting back their potential to learn.

Classroom management is not just about handling students' misbehaviour/misconduct and punishing them; it can also involve: (1) providing clear instructions; (2) organisation of individual work, pair work and group work; (3) balancing 'talk' inside the classroom; and (4) providing any necessary feedback properly.

Effective classroom management would guarantee effective teaching and learning. Classroom management involves many important aspects/elements that need to be handled properly. These include: (1) Appropriate physical environment; (2) seating arrangement (e.g. frontal teaching vs. horseshoe seating); (3) voice and body language (e.g. voice should be audible/varied and handwriting needs to be visible enough);

(4) achieving discipline and minimizing misbehaviour/misconduct as much as possible; (5) Establishing RAPPORT (i.e. good and affectionate relationship with students by, for example, calling them out by names); (6) planning for the unexpected (e.g. being flexible enough to accept other unplanned scenarios and deal with emergent situations which are NOT originally in the teaching plan).

Cheating acts as a common classroom management problem within the Egyptian context, which imposes challenges on the teaching/learning process; it's mainly there because of our exam-oriented educational system!

It sounds a good practice when a teacher devises (and agrees on with his/her learners) some RULES right from the start; this - in the long run - will lead to a more effective classroom management.

There are many classroom management problems for which you need to think of workable solutions (e.g. how to punish misbehaving students; how to deal with unexpected classroom events; how to budget your time properly; how to deal with talkative -and also mute - learners; how to reach most students and establish rapport with them).

3.5 Summary & Main Highlights

- Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students.

- It is the means through which instructional goals and learning objectives are successfully achieved by sustaining an optimum language learning environment.

- Classroom management is necessary for effective teaching to take place; poor classroom management might indicate poor teaching

- It is an irritating problem that consumes much of the teacher's time and energy.

- It is closely linked to issues of: (1) motivation, (2) discipline and (3) respect.

- It involves this specific role of a 'manager' or 'organiser' of teaching/learning activities and events.

- From the student's perspective, effective classroom management involves clear communication of behavioural and academic expectations as well as a cooperative learning environment.

3.6 For Workshops

- Discuss with each other the different classroom management problems that you have noticed during teaching practice.

- Work in groups to suggest solutions to some of the most common classroom management problems/issues.

- Discuss some of the classroom management issues which are closely related to English language learning.

CHAPTER FOUR

The Role of Reflection in Microteaching

4.1 Introduction

Reflection is seen to be a key tool in facilitating and measuring learning e.g. feedback, learning journals, it is important to consider how it sits within the learning process. During microteaching sessions, the candidate teachers need to note things and record them later on (e.g. strengths, weaknesses, interactions, attained objectives, suggested improvements, etc.).

Moon (2003) defines the role of reflection as the manipulation of meaning to create a new or ideally a deeper understanding. Based on a review of educational, psychological, philosophical and sociological research she proposes a five stage model of reflection in learning and professional development.

Three stages represent levels of 'surface' learning. They are 'noticing' or memorisation of data; 'making sense' where coherence is sought for the ideas being considered, and 'making meaning' where new material is related to what is known. While 'deep learning' occurs with 'working with meaning' where the learner reflects on or reasons with the new learning.

There is a greater accommodation of material within existing cognitive structures here. Or, it occurs with 'transformative learning', when new knowledge falls into place or a substantial new view emerges.

This may be as a result of persistent work towards understanding or a sudden transformation of understanding and may be accompanied by strong emotional reactions e.g. the exclamation 'eureka'! The level of understanding therefore appears to be related to the extent material challenges or adds to prior learning and is then integrated with it (Forsyth, 2005).

In a *reflective approach,* microteaching is intended not simply to provide an opportunity to master specific teaching behaviours and skills, but rather to provide experiences that can trigger a deeper understanding of teaching through processes of *critical reflection*. The personal understandings of student teachers become the focus.

Rather than feedback on micro-lessons being viewed as corrective in nature, it is seen as a way of uncovering the thinking and perceptions that provide the source of the

teacher's planning decisions as well as those decisions and understandings that occurred during teaching.

In contrast to the skills view of learning to teach then, reflective microteaching sessions involve thinking about the total teaching act in all its dimensions. A reflective approach to microteaching is hence one in which the ability to understand and reflect on the cognitive and affective aspects of teaching becomes a central focus of microteaching (Richards & Farrell, 2011).

4.2 Reflection as a Teacher Learning Element

A commonsense view of reflection is that it involves just thinking about things. Perhaps, thinking about the structure of the universe or why you disagreed with your wife last night could be regarded as reflection.

Most of us spend time thinking about what we do and the effects we have on others, but we don't take it a step further and reflect on our actions and make plans to do things differently (Scales & Kelly, 2012)..

In a professional setting, reflection is:

1. deliberate;
2. purposeful;
3. structured;
4. about linking theory and practice;
5. to do with learning;
6. about change and development – becoming a reflective teacher.

Reflection in this sense is a form of mental processing that we use to fulfil a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and, possibly emotions that we already possess (Moon, 2005).

Success in teaching requires us always to challenge and develop our practice by regular reflection and review. In order for a teacher to become an expert, s/he should always contemplate his/her teaching performance and think about ways to improve it (Scales & Kelly, 2012).

Reflecting on teaching and learning is central to effective professional development. As a reflective practitioner you

become your own 'critical friend', identifying the small changes that can have a big impact on learning outcomes.

Employing reflective practice in teaching can help you identify:

- What went well
- Areas that could have been improved
- Student engagement and learning behaviours

Applying this insight in your next lesson is known as reflective practice. However, amongst the everyday whirlwind, teacher reflection is not as always as effective as it can be.

The aim is for the teacher to be as active as possible in identifying the elements which make these teaching moments effective, reflecting on their impact and considering how they can enhance and increase their use of them.

By watching successful moments of themselves on video, teachers gain confidence in their unique responses to pupils, identify their strengths and identify any areas that might be developed.

It is key to engage systematic reflection on your own teaching. Some easy yet consistent strategies for keeping track of your teaching are to annotate assignments, tests and class plans on an ongoing basis. This will help you keep track of things to keep and/or eliminate when you teach the class again.

End-of-term summaries also help you reflect on your teaching and provide excellent fodder for the development of new classes and or improved versions of the same class.

4.3 Tools of Reflection

There are many ways and tools that a language teacher can use for self-reflection:

Developing a ***teaching portfolio***, for example, provides instructors with a powerful means to document their teaching practices, philosophies, and performances. A living document, the teaching portfolio serves to showcases accomplishments and documents professional goals.

Teaching portfolios can also help you reflect on your teaching and examine the development of your teaching over time. Most commonly, the portfolio can be used to represent your teaching

to others as you apply for jobs, grants, awards, or promotion and tenure.

Video-taping yourself can be really valuable. Explain to your students that you are focusing on improving your teaching and set up a camera to film a class. Make sure that you get permission from your students in advance, and preferably in writing – depending on camera placement, you shouldn't need to get any students in your video, just yourself.

Watching yourself teach will provide valuable insight about your body language, nonverbal cues, speaking habits and how you respond to students.

Arrange for another teacher to observe your class and offer feedback. It may help to give them specific areas to watch for, such as how well you ask questions or respond to behaviour problems. Reciprocate by observing your peer and see what you can learn from another teacher! You'll be surprised by how much this can help, we promise. There's nothing that will elevate your craft better than having a trusted peer evaluate your performance.

If you are struggling with a certain aspect of teaching, **bounce ideas off of a colleague**. Often another perspective will assist

you in solving the problem or thinking creatively. It is especially helpful to collaborate with others who teach the same course.

Gather feedback on your teaching from the ones who are most comfortable with it – your students! Don't wait until the end of a course to hear their opinions, ask frequently. Create activities where they can constructively criticise your teaching. It may be beneficial to have these be anonymous so the students will feel free to be honest.

Most importantly, you need to make and take the time to **think through the feedback** you've created and collected for yourself. We know that schools, homes, and busy training centres can be noisy and it's often difficult to find a quiet place devoid of distractions, but if you can find a quiet place and fifteen minutes or so of uninterrupted time, you'll be more successful in your reflection efforts. If you can't try to get to a coffee shop, teacher's lounge, or even your car (although it's best to have a desk or table to lay out your notes) where you won't be interrupted, then use a concentration app to help create some ambient noise which will help you focus.

Now that you're in a spot where you can do some reflection, take a look at your notes, feedback, video, student responses, or

questions that you've collected throughout the previous week, and **observe** them. Try to find a common theme or thread. Don't focus on specifics, but instead try to observe patterns that prevail across multiple days or classes (or even weeks).

Many times these will be positive reflections, and that's great, but sometimes they'll be negative, or something that needs to improve. Don't get discouraged if you're feeling like things are going well.

Simply make a list of these trends, then take a few minutes to think of some ways you can tackle these items. Often you won't be able to change everything right away, but chipping away at issues and making incremental progress can really add up over the course of a few months, semester, or a year.

Even if you have several things you'd like to improve, try to focus on no more than one or two items each week. Remember to share your reflections with a trusted coworker, spouse, partner, or teacher as you go along and value their input.

4.4 Reflective Notes Based on Microteaching

Example One: Reflection on Microteaching Exercise

When planning the microteaching exercise, I did my best to include variety in the lesson plan so that students who learn best in different ways might have their needs met and so that the short story could be approached in more than one way.

I've always been a fan of discussion-based classes, but I think that might simply be because they work very well for me, personally, and because I enjoy interacting in that format. I tried to set up the lesson in such a way that students who didn't necessarily enjoy or learn from that style as much would have some other way of getting something out of the story.

The lesson plan goes from individual silent reflection to individual open reflection to a group "project" of sorts to finally end with a full-class discussion. My thought was that this would help students "ramp up" to a discussion by letting them think of and develop ideas alone and in small groups together before bringing them

up to everyone (and potentially having to argue over them with their classmates). It would also emphasize the existence and importance of multiple interpretations and readings of a text; starting out with a discussion might have led some students not to bring up their interpretations in the face of a majority opinion or a particularly well-constructed or forcefully-argued reading from one or two particular students.

Allowing students to quietly reflect and then requiring them to share aloud before putting them into small groups just seemed like the best way to alter the traditional discussion format without completely changing the way it worked.

Obviously, I didn't get to demo my entire lesson to the class, but I think that what I did go through went rather well, if the class's response and my impression of my own teaching are anything to go by. In general, everyone in the class had appreciative things to say about the class structure, the introductory activity, and the perspective activity that I had them start on before time ran out.

People (including myself) seemed particularly happy with the small group activity on perspective; I honestly did not think that that section of the lesson would have been the most popular or the most effective part, but it seemed like everyone was very much on-board with the concept of it and my execution of it (i.e. walking around to different groups, checking in with them, asking leading questions, etc.).

In my mind, the really important parts of the lesson were the first part (individual analysis) and the last part (full-class discussion), and the middle activity was as much a transition as it was about demonstrating the importance of perspective. I think, in the future, that I will streamline that activity by making sure to assign characters who would have particularly varied perspectives on the events of the story to emphasize the point of the exercise rather than make it seem like I'm arbitrarily assigning characters for people to write through in order to take up time.

It also seems like people readily understood that the activity was meant as something of a preface to the character-based reading journal that I would assign next

to accompany As I Lay Dying; I'm glad that came across with little explanation.

I also got the impression that everyone was happy with the initial analysis and sharing activity. I feel like I could have made it a bit more organized, either by literally having everyone in a circle and just sticking to the order that people are sitting in, or by being a bit more focused with my groupings of responses.

I'm glad that people got a lot out of it, but I think it needs some tweaking in order to make it seem more cohesive and connected to the remainder of the lesson. I do, however, really like the nonspecific nature of the assignment; I had no idea I would get such varied responses, and when I was brainstorming what the potential responses might be, I put down several that no one ever brought up and missed several that quite a few people brought up (e.g. Miss Emily's house itself).

The danger in the exercise is if I (or any other teacher using the lesson) am not prepared to talk about any and every aspect of the story, the class could get derailed by unanticipated student responses or those students might

have their responses ignored or brushed over, which is both ineffective and insulting after they've done all that work. Ultimately, I'm impressed with how much this first portion of the lesson got people to think and how varied their responses were, and I think that that unexpected variety of responses meant that I wasn't as prepared to facilitate it as I'd thought.

In the future, I'm not sure I'll change much about it, but I will definitely spend more time working through the material just in case a student gives me something I've never heard before.

As far as the teaching exercise as a whole goes, I think it was definitely a worthwhile thing to do, from both a planning and an execution standpoint. I've never had to write so much about my own lesson plans before or really justify them to anyone but myself, so I think all of these written responses are quite valuable just for them forcing me to think about my own thinking.

And with execution, it's always better to have a trial run, so to speak, than to go into a classroom cold and just

expect things to work with high schoolers or even undergraduates.

That being said, I do wish I could have gotten more feedback in terms of critique. I understand the reasoning behind restricting comments to, "I think . . ." or, "I found that . . ." but I personally would have liked to hear more of what people struggled with or thought didn't work. I know that students were encouraged to talk about things they didn't understand or times when they weren't sure what to do, but I don't think there was a single comment like that amongst any of the responses to any of the teaching presentations.

I guess that speaks as much to our hesitance as students as it does to the format of the class responses, but I do think we all got the impression that there would be no critique unless it was to talk about why particular things worked well.

I find myself constantly going back to my training as a Princeton Review instructor, but I think it's relevant here: one of the most iconic and effective aspects of training was that our evaluations were given aloud immediately

after each one of our teaching presentations by the trainer. Everything was covered, including mistakes, flubs, points where we went completely off-track, etc., and I think that approach helped me improve quite a bit as a teacher. I wanted just a little bit of that here, some suggestions for improvement, because I'm still not sure if anyone thought any particular thing that I did just flat-out didn't work.

Ultimately, I am quite happy with how my teaching presentation worked out. I think that it demonstrated the effectiveness in practice of what I had intended to do in theory when I wrote the lesson plan up in the first place, combining elements of different teaching approaches into a straightforward, cohesive lesson. I think simplifying and focusing Blau's "pointing" exercise for the opening comments was a good idea, and I'll probably end up doing that for most any literature lesson I teach.

I also like that, as far as I can tell, the full-class discussion of a text can remain intact in combination with other kinds of analytical activities; I really would hate to lose that in the wake of newer styles of

presenting the material. I'm glad that people got enough out of my lesson that they feel the desire to use parts of it (e.g. the character-focused small group activity), and even more glad that other people's presentations had elements that I'd like to adapt to my own lessons.

Example Two: Effective Reading Through Microteaching

1. *What went well in your micro teaching?*

Last week, I did microteaching with my partner, Suwandi. We taught news items for 10th grader senior high school. We focused on reading comprehension. We created many activities to enhance students learning. That was so great. We were able to deliver students the material in a good way. The activity was not bored. We tried to take them in real life context of learning. As we know that news is an example of written text that they can find every day, so we want students realized what news and the purpose are. They will create simple news by the end of the lesson. It is more exciting than they should write another written text, like narrative or recount. Contextualized a lesson is not an easy thing. We have to bring them into real life situation and touch

the problem directly. Sometimes, not all students have the same experience in facing a problem. That is a big challenge for us as a teacher. So, we have to make sure that all of our students have felt the same experiences in learning. I think we were almost do those. I think it is because our teaching was not in real situation. The students were not real. So, we did not whether the students really understand our topic or not.

Even we did not show all of our activities, but I am sure that our activity is effective for students. It is written in our lesson plan. We covered diversities in learning situation. We also considered about taxonomy bloom, means that we create creative activities to enhance students learning. We started in remembering and at the end we want the students creating simple news.

2.   What did not go so well in your micro teaching? What would you do in the future to make it better?

All of the bad things that I am not satisfied are my performance in instructing. As Bu Gum and Pak Iwan said that my instruction was not clear. I think it is

because I was nervous. But I can deny that I did not rehearse better. I did not thing about my performance. I was busy to finish our lesson plan. I do not like the assessing situation ever. I have to do so much rehearsal before teaching. I realized that clear instructions are the most important part in learning. So, our students will not get lost in our teaching.

Beside the question, I felt disappointed because I got trouble in my team. We misunderstood each other. It was because we rarely met to discuss our lesson. We tried to make our own lesson plan and that was so different lesson plan. We lost our time to rehearse because of that. But I do not blame anyone, it was my fault. I also do not feel good because I guided my partner too much. I think sometimes I have to rehearse first how to work in a team, especially in accepting my friend's behavior.

3. **What is your main takeaway from PETA course this semester?**

The entire lesson in PETA will be useful in my teaching later. The most important thing is contextualized; bring

students to real life situation. As I said before, it is a big challenge for teacher. By contextualized learning, it can be more meaningful than only knowing the lesson. I really agree with this terminology. I used to feel in situation. Learning was only a part when I accepted every single lesson without knowing what the lesson for even the objective of my lesson. In PETA, I learned that students take part in learning. Sometimes direct method is good but not for a whole learning. As Pak Iwan poem, "Kami bukan makhluk bisu", so students do not want to be perceived as inanimate object. They want to share and express what they feel. That is actually learning.

Assessment is not always scoring. It is also a big lesson for me. Actually, before I entered this class, I imagined that this class will teach me how to make assessment; means that making test, question or rubric. I do not know, that was what comes to my mind when I heard the word assessment. But the class is really different. Assessment is not always scoring or grading. I really like Pak Iwan's capture when he told me about progress. Each student may start in different point. Progress is not

about who is in the top point, but how much students jumps in higher level of understanding.

4. What are your suggestions for PETA course in the future?

As I said before that this course differs from my thinking about assessment, I felt that it is not what I thought and that is why it looks like abstract. I cannot guess what I will learn in the next meeting but fortunately I have a handbook. Over all, this course is perfect. Pak Iwan delivers clear material for me. He knows that I did not have any knowledge about assessment and he captured it very clear. I do not have any suggestion.

CHAPTER FIVE

A Communicative Model for Teaching Listening

Now that communicative language teaching (CLT) is currently the dominant approach for teaching English as a foreign language, I will present here a **model** based on CLT and which is usually used in main stream education in Egypt. This model is composed of three main stages: the **pre-listening** stage, the **while-listening** (or **actual-listening**) stage, and the **post-listening** stage.

During the three stages, the teacher should consider the main principles/guidelines stated above and try his/her best to help his/her students to achieve the full benefit of the listening activity or task at hand.

a) The pre-listening stage

This is the stage that precedes playing the audio clip or saying the text, the main goal of which is to introduce students to the

task and prepare them well before they are exposed to the listening material. Thus, the teacher should:

- **Warm-up** students **and familiarise** them with **the topic** of the clip by talking generally about it and/or developing a short informal discussion among students (even in Arabic). If there are pictures in the textbook related to the task, the teacher can ask some questions to get students to understand what it is all about (e.g., What do you see in the pictures? Why do you think…? How many…are there in …?, etc.);

- **Introduce** any necessary or difficult language items that might help students to understand the clip;

- **Explain the task** by stating clearly (in simple and straightforward language) what exactly students are going to do while listening. The teacher should make sure that students understand what they are supposed to do. In this regard, s/he can check understanding, even in Arabic, to ensure that all students know what to do; otherwise, the task will be meaningless and insignificant. For example, the teacher can talk like this:

  Now you're going to listen to a conversation between two English friends who are preparing for a visit to Egypt. I'd like you to look at the map while listening to circle the city or place which both of

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them agree to visit. Please listen carefully to tell me the names of those places after I stop the recorder.

- **State any specific instructions** related to the task, such as whether you want your students to work individually, in pairs, or in small groups, and whether they will listen to the segment just once or more.

b) The while-listening (actual-listening) stage

This is the stage when the students are directly exposed to the audio clip without any interference or interruption from the teacher. But this does not mean that the teacher should go out of the classroom till the clip ends. Instead, the teacher has to do many things such as:

- **Playing the clip or recorder** (or saying the script if no recorder is used), making sure that students are listening to the right clip, and stopping it when it is over;
- **Checking, monitoring, and going around** to make sure that students are doing the task properly;
- **Keeping an eye-contact** with students and monitoring their reactions.

c) The post-listening stage

During this stage the teacher gets the main outcomes out of the task. This involves getting students to speak up and say their answers. In particular, the teacher should:

- Get students to **answer the pre-listening questions**, for example, or read any specific conclusions that they have made during listening;
- **Play the audio clip again**, if necessary, to reinforce some details or ideas, or to teach specific items;
- Ask students to **summarise** the clip and tell their **personal impressions** about it;
- **Discuss** with students how the task might have **added to their knowledge** or helped them with improving their English;
- **Guide students into similar audio clips** available online (e.g., at *www.youtube.com*) and which they might employ for further extensive listening exercises that they can do independently and informally at home at their own convenience.

CHAPTER SIX

Grammar Microteaching

6.1 Introduction

According to the official British Council website - BBC Teaching English, without grammar, words hang together without any real meaning or sense. In order to be able to speak a language to some degree of proficiency and to be able to say what we really want to say, we need to have some grammatical knowledge.

By teaching grammar we not only give our students the means to express themselves, but we also fulfil their expectations of what learning a foreign language involves. Fortunately, nowadays with the emphasis on a communicative approach and a wealth of stimulating resources, teaching grammar does not necessarily mean endless conjugation of verbs or grammar translation.

1. Which approach?

2. Presentation, practice and production (PPP) Presentation

- Presentation
- Practice
- Production

3. Conclusion

6.2 Which approach?

There are two main approaches to teaching grammar. These are the deductive and the inductive approach.

A **deductive** approach is when the rule is presented and the language is produced based on the rule. (The teacher gives the rule.)

An **inductive** approach is when the rule is inferred through some form of guided discovery. (The teacher gives the students a means to discover the rule for themselves.)

In other words, the former is more teacher centred and the latter more learner centred. Both approaches have their

advantages and disadvantages. In my own experience, the deductive approach is undoubtedly time saving and allows more time for practising the language items thus making it an effective approach with lower level students. The inductive approach, on the other hand, is often more beneficial to students who already have a base in the language as it encourages them to work things out for themselves based on their existing knowledge.

Presentation, practice and production (PPP)

A deductive approach often fits into a lesson structure known as PPP (Presentation, Practice, Production). The teacher presents the target language and then gives students the opportunity to practise it through very controlled activities. The final stage of the lesson gives the students the opportunity to practise the target language in freer activities which bring in other language elements.

In a 60-minute lesson each stage would last approximately 20 minutes. This model works well as it can be used for most isolated grammatical items. It also allows the teacher to time each stage of the lesson fairly accurately and to anticipate and

be prepared for the problems students may encounter. It is less workable at higher levels when students need to compare and contrast several grammatical items at the same time and when their linguistic abilities are far less uniform.

6.3 Presentation

In this stage the teacher presents the new language in a meaningful context. I find that building up stories on the board, using realia or flashcards and miming are fun ways to present the language.

For example, when presenting the 2nd conditional, I often draw a picture of myself with thought bubbles of lots of money, a sports car, a big house and a world map.

I ask my students what I'm thinking about and then introduce the target language.

"If I had a lot of money, I would buy a sports car and a big house."

I practise and drill the sentence orally before writing it on the board (positive, negative, question and short answer).

I then focus on form by asking the students questions. E.g."What do we use after 'if'?" and on meaning by asking the students questions to check that they have understood the concept (E.g."Do I have lots of money?" No."What am I doing?" Imagining.)

When I am satisfied that my students understand the form and the meaning, I move on to the practice stage of the lesson. During this stage of the lesson it is important to correct phonological and grammatical mistakes.

6.4 Practice

There are numerous activities which can be used for this stage including gap fill exercises, substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures.

It is important that the activities are fairly controlled at this stage as students have only just met the new language. Many

students' books and workbooks have exercises and activities which can be used at this stage.

When teaching the 2nd conditional, I would use split sentences as a controlled practice activity. I give students lots of sentence halves and in pairs they try and match the beginnings and ends of the sentences.

Example: *"If I won the lottery," …. "I'd travel around the world."*

I would then do a communicative follow up game like pelmanism or snap using the same sentence halves.

6.5 Production

Again there are numerous activities for this stage and what you choose will depend on the language you are teaching and on the level of your students. However, information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalisation activities and board games are all meaningful activities which give students the opportunity to practise the language more freely.

When teaching the 2nd conditional, I would try to personalise the lesson at this stage by giving students a list of question prompts to ask others in the class.

Example: do / if / win the lottery?

Although the questions are controlled the students are given the opportunity to answer more spontaneously using other language items and thus the activity becomes much less predictable.

It is important to monitor and make a note of any errors so that you can build in class feedback and error analysis at the end of the lesson.

6.6 Conclusion

When teaching grammar, there are several factors we need to take into consideration and the following are some of the questions we should ask ourselves:

How useful and relevant is the language?

What other language do my students need to know in order to learn the new structure effectively?

What problems might my students face when learning the new language?

How can I make the lesson fun, meaningful and memorable?

Although I try to only use English when teaching a grammar lesson, it is sometimes beneficial to the students to make a comparison to L1 in the presentation stage. This is particularly true in the case of more problematic grammatical structures which students are not able to transfer to their own language.

It is also important to note that using the PPP model does not necessarily exclude using a more inductive approach since some form of learner-centred guided discovery could be built into the presentation stage. When presenting the 2nd conditional I sometimes present the language in context and then give the students a worksheet with a series of analysis questions to do in pairs.

PPP is one model for planning a lesson. Other models include TTT (Test, Teach, Test), ARC (Authentic use, Restricted use, Clarification and focus) and ESA (Engage, Study, Activate). All

models have their advantages and disadvantages and I, like many other teachers I know, use different models depending on the lesson, class, level and learner styles.

CHAPTER SEVEN
Microteaching: Final Remarks

7.1 Microteaching defined

- Microteaching is a teacher training technique that was first developed by Dwight W. Allen and his colleagues at Stanford University in the mid 1960s.

- The Stanford model consisted of a three-step (teach, review and reflect, re-teach) approach using actual students as an authentic audience.

- It has become a means through which teaching/learning theory can be linked to practice. It acts as a clinic where novice teachers experiment with new educational concepts, models and/or techniques.

- The number of students and the length of the lesson are drastically reduced. One basic assumption of micro-teaching is that practice in this scaled-down situation will have beneficial effects when the intern meets his own class of thirty students for fifty minutes.

- **Microteaching** is a laboratory approach to teaching development designed to help individuals to develop and refine their teaching skills and to practice constructive criticism.

- According to Wikipedia, microteaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique.

- **Microteaching** can also be defined as *a technique aiming to prepare teacher candidates to the real classroom setting.*

- Microteaching can also be viewed as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviours.

7.2 Why is microteaching important?

Microteaching is beneficial in language learning/teaching contexts for many reasons:

- It is an excellent way to build skills and confidence.

- It helps both pre-service and in-service teachers to experience a range of teaching/learning methods, styles and techniques.

- It can help them with developing main language skills.

- It fosters communication and presentation skills.

- It is regarded as one of the most powerful techniques for improving teaching performance.
- It provides a basis for self-reflection and professional skills.
- It helps with improving personal teaching style and gaining hands-on teaching experience.
- It involves a feedback received by presenter from teachers and peers. This feedback provides invaluable comments for improving various aspects of teaching.
- It employs videotape recording as one of the most effective tools that helps with improving microteaching performance.
- It creates a specific focus on a specific teaching aspect or language skill.
- It promotes real-time teaching experiences.
- It is effective in the retention of learning behaviours.
- It eliminates errors and increases self-confidence in teachers and trainees.

7.3 How is a microteaching session planned?

- A *microteaching plan* is not the same as a normal lesson plan.

- Although the same essential components of a normal lesson plan (e.g. objectives, aids, steps and procedures, and opening/closure) are there in a microteaching plan, they differ in terms of quantity, scale and time frame.

- The candidate teacher should plan his/her microteaching session very well. This includes:

7.4 Components of a microteaching plan

1. Writing down specific, narrow and measurable (SMART) **objectives** to be accomplished by the end of the session. Normally one or two objectives are enough in microteaching situations. This is mainly due to: (1) shortness of teaching time (usually 5 to 10 minutes); (2) the focus on the practice of one skill or language aspect at a time.

2. Determining the needed **teaching/learning aids** and equipment (e.g. drawings, charts, flash cards, computer, projectors, etc.).

3. Including – in detail - the **steps and procedures** to be followed in order to accomplish the assigned objectives in a logical sequence.

4. Explaining how to open the session (including warming-up activities) and close it.

5. Determining the time and duration of each activity or section in the session.

7.5 An Example of Microteaching Lesson Plans

MICROTEACHING LESSON PLAN Time: 15 min.

Lesson Title: Stereotype Threat: Why we need identity-safe environments

Please check the topic of the lesson

Your favourite theory or theorist in your field of study.

Learning objectives (list 1-2 specific objectives): (What will learners know or be able to do after your lesson?) Hint: Consult Bloom's taxonomy to select appropriate action verbs.

3. Explain what is meant by stereotype threat, and how this affects people's performance.
4. Propose an intervention to help alleviate the effects of stereotype threat.

Pre-assessment: (If you plan to find out what learners already know about your topic, how will you do it?) I will be assuming that most students will not know what stereotype threat is, and so• the video clip and brainstorming activity (see below) will be used to introduce the topic to students.

Opening your lesson: (How will you get learners' attention and motivate them?)

• I will show them a 1 minute video clip from the television show, The Office, where they parody diversity training. Different people in the office have to take on an ethnic identity and treat others based on that identity. I want the class to think about different stigmatized identities, and how people might feel when they become aware of the negative stereotypes associated with the group to which they belong. Duration: 1 minute

Learner engagement and participation: (How will you engage your audience with your topic and encourage their participation in the lesson?) Describe specific learning activities and interaction you are planning.

- I will ask the class to brainstorm different reasons why a minority student is not performing well in her class (I will give a more detailed example explaining the student's situation).
- Then I will ask them to imagine what it feels like to experience stereotype threat (I will guide them through a short thought experiment), and propose that the experience of stereotype threat is one reason why minority or negatively stereotyped students underperform compared to students who do not have stigmatized identities.

Duration: 3 minutes

Supporting materials/resources: (What teaching aids do you plan to use?)

- Video at the beginning of the session
- Powerpoint presentation with visuals (e.g., graphs summarizing major findings, pictures)

Post-assessment: (If you plan to assess whether you met your learning objective, how would you do it?)

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- I will read a different scenario about a person with a different stigmatized identity who is not performing well in a certain domain, and ask the class how stereotype threat might play a role in this situation.

Duration: 2 minutes

Closure: (How will you end your lesson?)

- I will ask the class to think about what we can do to solve the problem of stereotype• threat effects on performance. I will then suggest a few interventions that have worked from past research to address the performance gap between negatively stereotyped students and non-stereotyped students.

Duration: 3 minutes

7.6 What is Classroom Management? Is it Important?

- Classroom management is incredibly important for language classes to go as planned.
- The good EFL teacher is one who can achieve a reasonable level of proper classroom management so that teaching and learning can go smoothly and effectively.
- As an educational term, 'classroom management' is a term which is used by teachers to describe the process of

ensuring that classroom lessons **run smoothly** despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour.

- Classroom management has become an irritating problem that consumes much of teachers' energy and efforts.

- The problem has recently become more complicated as a result of the changing social values in society and the new revolutionary culture going on in Egypt following the revolution, especially among young men and teenagers.

- Thus, **classroom management** is an extremely important component of the process of teaching English.

- It is the means through which instructional **goals** and learning objectives are successfully **achieved** by sustaining an optimum language learning environment.

- Classroom management is closely linked to issues of *motivation, discipline and respect*.

- Once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.

7.7 Teacher's Roles in Classroom Management

- There are many **roles** that a teacher is supposed to take inside the classroom: ***facilitator, manager/organiser, monitor, counsellor, advisor, and evaluator***.

- Classroom management involves this specific role of a 'manager' or 'organiser' of teaching/learning activities and events.

- Also, this specific role involves how to deal with students' misbehaviour in order to sustain a supportive and encouraging learning environment.

- Poor classroom management might ***indicate poor teaching***. In this regard, research shows that the time a teacher has to take to correct misbehaviour caused by poor classroom management skills results in a lower rate of academic engagement in the classroom.

- From the student's perspective, effective classroom management involves ***clear communication*** of behavioural and academic expectations as well as a ***cooperative*** learning environment.

- In a ***language class***, a teacher is responsible to ensure that **classroom interactions** are leading to successful and effective language learning. In this regard, language teachers should:

(a) Establish and sustain rapport (good and friendly relationships with learners).

(b) Create a positive language learning environment (e.g. adding humour and fun, and making learners feel at ease).

(c) Allow for adequate physical movement during the lesson that would serve teaching and learning.

(d) Display aims and purposes of the lesson to students to make them feel more confident, and thus will share with the teacher responsibility of reaching and accomplishing the desired goals.

(e) Listen to learners with all attention and care, using appropriate eye contact with them.

(f) Vary voice tone and teaching style to reach more learners.

(g) Use different techniques for questioning students (e.g. asking relevant questions; using both individual questioning and group questioning; re-phrasing or re-stating questions; allowing students sufficient time to think about answers; and appointing students to answer questions using many ways)

7.8 Reflection as a Teacher Learning Element

- A commonsense view of reflection is that it involves just thinking about things. Perhaps, thinking about the structure of the universe or why you disagreed with your wife last night could be regarded as reflection.

- Most of us spend time thinking about what we do and the effects we have on others, but we don't take it a step further and reflect on our actions and make plans to do things differently.

- In a professional setting, reflection is:

  i.   deliberate;
  ii. purposeful;
  iii. structured;
  iv. about linking theory and practice;
  v.   to do with learning;
  vi. about change and development – becoming a reflective teacher.

- Reflection in this sense is a form of mental processing that we use to fulfil a purpose or to achieve some anticipated outcome.

- It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on

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the reprocessing of knowledge, understanding and, possibly emotions that we already possess (Moon, 2005).

- Success in teaching requires us always to challenge and develop our practice by regular reflection and review.
- In order for a teacher to become an expert, s/he should always contemplate his/her teaching performance and think about ways to improve it.
- Reflecting on teaching and learning is central to effective professional development.
- As a reflective practitioner you become your own 'critical friend', identifying the small changes that can have a big impact on learning outcomes.

Employing reflective practice in teaching can help you identify:

- What went well
- Areas that could have been improved
- Student engagement and learning behaviours

Applying this insight in your next lesson is known as reflective practice. However, amongst the everyday whirlwind, teacher reflection is not as always as effective as it can be.

- The aim is for the teacher to be as active as possible in identifying the elements which make these teaching moments effective, reflecting on their impact and considering how they can enhance and increase their use of them.
- By watching successful moments of themselves on video, teachers gain confidence in their unique responses to pupils, identify their strengths and identify any areas that might be developed.
- It is key to engage systematic reflection on your own teaching. Some easy yet consistent strategies for keeping track of your teaching are to annotate assignments, tests and class plans on an ongoing basis.
- This will help you keep track of things to keep and/or eliminate when you teach the class again.
- End-of-term summaries also help you reflect on your teaching and provide excellent fodder for the development of new classes and or improved versions of the same class.

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