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MICRO-TEACHING GUIDELINES

HANDBOOK FOR MICRO-TEACHING, SIMULATION AND SCHOOL INTERNSHIP

Teaching skills comprise three essential components (Singh & Joshi, 1990):

Perception: This involves the ability to observe and receive feedback effectively. Teachers must observe and select the appropriate skills they need to develop.

Cognition: Cognition refers to the awareness involved in knowing, which includes thinking and problem-solving. Teaching skills are cognitive strategies that enable teachers to perform their teaching and learning tasks, acquired through education and training. This knowledge helps teachers interpret situations, make judgments, and decide on various teaching-learning activities.

Action: Teaching skills require teachers to apply their perceived and acquired knowledge effectively in the classroom. These skills consist of overt, observable behaviors that must be practiced in real teaching scenarios.

Teaching Skills from the Perspective of Teacher Education & Training

In teacher education and training, we categorize teaching skills into three broad groups:

1. **Core Teaching Skills**
2. **Specific Teaching Skills**
3. **Target Group Specific Teaching Skills**

The aim of this discussion is to highlight the importance of teaching skills, encouraging you to practice them in your teaching. While beginner teachers may not use these skills perfectly, with effort and practice, they can master them to enhance the effectiveness of their teaching.

1. Core Teaching Skills

Core teaching skills are fundamental skills used by all teachers, regardless of the educational level. These include a variety of essential skills, such as:

- Introducing the lesson
- Questioning techniques
- Blackboard usage
- Explaining concepts
- Illustrating ideas
- Stimulus variation
- Reinforcement
- Response management
- Probing questioning
- Classroom management
- Achieving closure

2. Specific Teaching Skills

Certain specific skills are necessary for teaching particular subjects or topics, and teachers may need specialized skills based on the grade they are teaching. Specific teaching skills can be divided into two types:

a) Subject-Based Teaching Skills

While core teaching skills provide a foundation, each subject requires additional specific skills to teach effectively. For example, the skills needed to teach Hindi are different from those needed for science or social studies. Specific skills may also be required for teaching particular topics, such as:

- Map reading in geography
- Conducting experiments in chemistry
- Preparing dishes in home science

b) Grade-Based Teaching Skills

Teachers instructing different grade levels must demonstrate varying teaching skills. For instance, elementary school teachers often teach multiple subjects to the same group of students throughout the day. In contrast, secondary teachers typically specialize in specific subjects and share classrooms during scheduled periods. Skills needed for lower grades may include:

- Giving dictation
- Developing handwriting
- Narration and storytelling
- Recitation techniques

3. Target Group Specific Teaching Skills

It is well established that students learn at different rates, yet this aspect is often overlooked in classrooms. Teachers sometimes wish to exclude students who struggle to keep pace, rather than addressing their needs.

Understanding individual differences in education is crucial, as education should help each student develop their potential to the fullest, considering their strengths and limitations. Teachers may frequently encounter students with learning disabilities, which refer to difficulties in performing tasks that are typically manageable for their age group. Learning disabilities can involve gaps in essential learning processes, including perception, integration, and verbal/non-verbal expression.

By recognizing and adapting to these differences, teachers can create a more inclusive and effective learning environment.

Characteristics of Micro-Teaching

Micro-teaching has several distinct characteristics:

- **Experimental Approach:** It is an experiment within teacher education, integrated into the practice teaching schedule.
- **Individualized Training:** Micro-teaching serves as a personalized training tool focused on developing teaching skills, rather than a traditional teaching method.
- **Practice-Based Learning:** The primary goal is to provide participants with a practice-oriented environment that fosters self-evaluation skills.
- **Simplified Teaching Encounter:** It involves a scaled-down teaching experience that minimizes the complexities of real teaching, which includes:

- Practicing one skill at a time
- Reducing class size to 5–10 students
- Limiting lesson duration to 5–10 minutes
- Focusing on a single concept
- Providing immediate feedback to enhance and motivate learning.

Assumptions of Micro-Teaching

Key assumptions underlying micro-teaching include:

1. Teaching is complex but can be broken down into simpler skills.
2. Teaching skills can be practiced individually until mastery is achieved in specific, simplified contexts.
3. Systematic feedback is crucial for mastering each skill.
4. Once all skills are mastered, they can be integrated into real classroom teaching.
5. Skill training can be effectively transferred from simulated environments to actual classroom settings.

Phases of Micro-Teaching Procedure

According to Clift and others (1976), micro-teaching consists of three phases:

Knowledge Acquisition Phase:

In this phase, the student teacher learns about the skill to be practiced by studying relevant literature and observing a demonstration lesson led by an expert. This provides both theoretical and practical knowledge.

Skill Acquisition Phase:

The student teacher practices the skill through preparation and teaching of a micro-lesson, followed by feedback to evaluate performance. Based on this feedback, the lesson is modified and re-taught, allowing for continuous improvement and mastery of the skill.

Transfer Phase:

In this final phase, the teacher integrates the various skills learned and applies them in a real classroom setting with 30-40 students. Lessons typically last 30 to 35 minutes, where the teacher aims to combine all the skills developed in the earlier phases.

Micro-Teaching Cycle

The micro-teaching procedure consists of several key steps designed to enhance teaching skills:

Defining the Skill: The specific teaching skill is clearly defined for trainees, focusing on its behavior, purpose, and components. This includes suitable examples to ensure trainees have a comprehensive understanding of the skill.

Demonstrating the Skill: The teacher educator demonstrates the particular skill in a simulated environment, allowing teacher trainees to observe its practical application.

Planning the Lesson: The student teacher creates a short (micro) lesson based on the demonstrated skill, with guidance from their supervisor. This lesson serves as a platform for practicing the specific skill.

Teaching the Lesson: The pupil teacher delivers the lesson to a small group of 5 to 10 pupils, with supervision from the instructor and peers to ensure a supportive learning environment.

Discussion and Feedback: After the lesson, the supervisor provides feedback based on observations. This includes suggestions for improvement and reinforcement of effective skill usage, highlighting both strengths and areas for development.

Re-planning: Based on the feedback received, the pupil teacher revises the lesson, making necessary improvements and modifications to enhance the effectiveness of the skill in the next trial.

Re-teaching: The revised lesson is then taught again to another small group of students from the same class, maintaining the same duration to focus on practicing the skill effectively.

Re-discussion and Feedback: The supervisor observes the re-taught lesson and provides additional feedback, facilitating a discussion that offers further suggestions and encouragement for the teacher trainee's performance.

Repeating the Cycle: The "teach-reteach" cycle continues until the trainee achieves the minimum desired level of proficiency in the skill, ensuring a thorough mastery of the teaching technique.

This structured approach allows for continuous improvement and refinement of teaching skills through practice and feedback.

The micro-teaching process aims to enhance and assess teaching skills, including lesson planning, instructional delivery, classroom management, questioning techniques, feedback and assessment, as well as teaching aids. These skills are meticulously observed and evaluated during micro-teaching sessions to gauge teachers' proficiency. Lesson planning is assessed based on the clarity of learning outcomes and content organisation. Instructional delivery is evaluated by students' engagement and comprehension levels. Classroom management skills are observed by maintaining a positive learning environment and smooth lesson flow. Questioning techniques are assessed on their ability to stimulate critical thinking and assess understanding. Feedback and assessment skills are evaluated based on the clarity and effectiveness of feedback provided to students and the alignment of assessments with learning objectives. The use of teaching aids is measured by their relevance and impact on student learning. Each skill is defined through predetermined criteria or rubrics, and feedback is provided to teachers to highlight strengths and areas for improvement. Through this process, teachers systematically enhance their teaching abilities and refine their instructional practices.

In micro-teaching, the simulated audience of learners is carefully considered to ensure that teaching strategies and content delivery are adapted to accommodate diverse learning styles, preferences and potential challenges. Teachers consider students' prior knowledge, language proficiency levels and individual learning needs when planning and delivering their lessons. Measures are in place to adjust teaching strategies based on the characteristics of the simulated

audience. This may include incorporating visual, auditory and kinesthetic learning activities to cater to different learning styles, providing additional support or scaffolding for students who require it and offering opportunities for active engagement and participation. Feedback from peers and instructors during the micro-teaching session also helps teachers identify areas where adjustments may be needed to better meet the needs of the learners.

The lesson design and structure are carefully crafted in a microteaching session to achieve the targeted skill development. The micro-lesson typically begins with an introduction that sets the stage for the lesson, clearly stating the objectives and the specific teaching skill(s) being focused on while also providing a brief overview of the content and flow. The main body of the micro-lesson then consists of a series of structured activities designed to allow the teacher-in-training to practice and demonstrate the targeted instructional skill(s). This may involve modelling the skill or technique, providing opportunities for guided practice, facilitating interactive tasks or discussions and incorporating diverse instructional strategies, such as questioning techniques, explanations, or engaging learners in hands-on activities. The micro-lesson's closing section consolidates the learning and provides opportunities for reflection, where the teacher-in-training summarizes the key takeaways, solicits feedback from the learners, facilitates a reflection exercise, and receives constructive feedback from the instructor and/or peers.

Feedback on the effectiveness of micro-teaching sessions is typically collected through various methods, including peer evaluation, instructor feedback, self-reflection and, in some cases, student feedback. Peers and instructors observe the session and provide feedback based on predetermined criteria or rubrics, assessing aspects such as lesson structure, clarity of instruction, student engagement and alignment with learning objectives. Teachers also engage in self-reflection to evaluate their performance, identifying strengths and areas for improvement. The university implemented a systematic and digitalized procedure for the feedback and assessment mechanisms. Using an integrated online platform, participants can submit evaluations and feedback on courses and instructors, while faculty can provide timely and detailed assessments of their performance. This digital approach ensures transparency, consistency, and real-time access to data, enhancing the overall quality of the educational process. Feedback for interns is primarily collected through the centralized teaching and learning online Hemis Platform and Google Docs, allowing for timely and convenient responses. Criteria used to evaluate the success of micro-teaching sessions include alignment with learning objectives, student engagement and participation, clarity and organization of instruction, effectiveness of instructional strategies, quality of feedback and assessment practices and demonstration of reflection and growth. By collecting feedback through these mechanisms and evaluating against established criteria, educators gain valuable insights to enhance their teaching practice and promote professional development.

Educators are encouraged to engage in post-session reflection on their teaching performance following micro-teaching sessions through structured processes and supportive feedback mechanisms. This reflection often involves self-assessment prompted by questions designed to elicit critical analysis of teaching practice. Additionally, peer and instructor feedback provide valuable insights into areas of strength and opportunities for improvement. Educators implement various measures and strategies to ensure continuous improvement based on this feedback. These include acting on actionable feedback by developing improvement plans, participating in professional development opportunities focused on targeted skills, collaborating with peers and mentors, setting SMART goals, maintaining reflective journals or portfolios, conducting action

research projects and participating in professional learning communities. Through these efforts, educators reflect and refine their teaching practice, fostering a culture of continuous learning and growth.

GUIDELINES FOR PREPARATION OF MACRO/SIMULATION LESSON PLAN

When designing lesson plans for two consecutive 45-minute lessons, it's essential to consider various elements to ensure effective teaching and learning. Below are detailed guidelines to help you create comprehensive lesson plans.

1. Profile of Learners

Identify the Learners:

Choose a specific group of students for your lessons. Consider the following aspects in your profile:

- **Grade Level:** Specify the grade (e.g., 6th grade, 10th grade, or college level).
- **Age:** Indicate the average age of the learners (e.g., 11-12 years for 6th grade).
- **Language Proficiency:** Mention their first language (L1) and any other languages they may speak.
- **Gender:** Note the gender distribution within the group.
- **Cultural Background:** Briefly describe the cultural context of the learners, including any relevant traditions or values that may influence their learning.
- **Learning Needs:** Identify any specific needs, such as students requiring additional support or those with advanced skills.

2. Place of the Lesson in the Curriculum

Curricular Context:

Explain how the lesson fits into the broader curriculum. For example, is it part of a unit on a specific topic, such as ecosystems in science, or a particular skill, like essay writing in language arts? Indicate how these lessons contribute to the overall learning objectives for the course.

3. Aims and Objectives

Clearly Define Aims:

- **Aims:** State the general goals of the lesson (e.g., to introduce the concept of ecosystems).
- **Objectives:** List specific, measurable objectives that students should achieve by the end of each lesson (e.g., students will be able to identify different components of an ecosystem).

4. Materials and Resources

List Required Resources:

Identify all materials and resources needed for the lessons, such as:

- Textbooks
- Handouts
- Visual aids (charts, diagrams)

- Digital resources (videos, online articles)
- Tools or equipment (e.g., microscopes for science lessons)

5. Stages of the Lesson

Outline the Lesson Stages:

Break down each lesson into distinct stages, including:

- **Introduction:** Briefly introduce the topic and engage students' interest.
- **Main Activity:** Describe the core activities where students will learn and practice new skills or concepts.
- **Closure:** Summarize the lesson and reinforce key points.

6. Timing

Allocate Time for Each Stage:

Provide a detailed timing breakdown for each stage of the lesson. For example:

- Introduction: 5 minutes
- Main Activity: 30 minutes
- Closure: 10 minutes

7. Interaction Patterns

Define Interaction Patterns:

Specify how students will interact during the lesson. Common patterns include:

- **Teacher-Students:** Direct instruction or Q&A.
- **Students-Students:** Pair work or group discussions.
- **Individual Work:** Tasks completed by students independently.

8. Homework

Assign Relevant Homework:

Provide a homework assignment that reinforces the lesson objectives. Ensure it is manageable and relevant to what was taught. For instance, ask students to create a poster about ecosystems based on what they learned.

9. Anticipated Problems

Identify Potential Challenges:

Consider possible difficulties that may arise during the lesson. These could include:

- Students struggling with specific concepts.
- Distractions or disruptions in the classroom.
- Varying levels of student engagement.

By following these guidelines, you can design effective lesson plans that cater to the diverse needs of your learners while ensuring a structured and engaging learning experience.

GUIDELINES FOR EVALUATION OF LESSON PLAN AND PROVIDING FEEDBACK

For this task you will have to:

- write an evaluative essay (not less than 600 words) addressing the following issues:
 - What kind of learners do you think this lesson plan is suitable for (e.g. age, level, gender, needs, cultural background, L1 etc.)?
 - What skills and language areas does the lesson plan address?
 - Are the set aims and objectives realistic to achieve?
 - What framework is chosen for sequencing the lesson?
 - Are the activities logically sequenced and contribute to achieving the lesson aims?
 - Is the timing realistic in relation to the content and objectives?
 - Is there variety of interaction patterns in the lesson plan?
 - Does the lesson address different learning styles?
 - What you liked about the lesson plan?
 - What would you change in this plan if you teach this lesson?
- Attach the evaluated lesson plan (specifying the source) to your writing.

MICRO – TEACHING

You will be involved in micro teaching that focuses on language skills based practice activities. Work out a learner profile (age, level) and context (school, kindergarten, university, college; name of the course) for which you are planning to conduct this activity. You will be preparing a 40 minute lesson in pairs and each of you will be responsible for delivering 20 minutes of it. Note that your target audience will be your group mates who will be playing the role of your students. You can use available sources (books on methodology, language areas, internet, films and songs) with appropriate referencing. And you are also encouraged to adapt existing materials or to create your own activity. Your micro teaching should show the evidence of awareness of the following areas:

- Teaching receptive and productive skills
- Planning for teaching
- Appropriate use of materials
- Classroom language and management

Afterwards you will be required to write a reflection (450-500 words) on the lesson you have delivered. Your reflective writing should also refer to the mentioned above areas. Consider the following questions while writing your reflection:

1. Did your lesson go according to the plan? If not, why?
2. How did you select and develop the materials?
3. What language skills were practiced in your lesson?
4. How did you feel as a teacher? Did you face any problems in managing the class?
5. How helpful was your partner in preparing the lesson plan?
6. If you were given an opportunity to deliver this lesson again what would you have changed?

Criteria for reflection on micro teaching

- Task response (keeping to word limit, giving reasonable answers, providing examples)
- Organization (demonstrating appropriate organization of ideas)
- Quality of reflection (evidence of critical thinking, self-evaluation)

Consider the following criteria while preparing and delivering your micro teaching lesson. Your work will be evaluated based on these criteria.

Look for evidence of some or all of the following statements.	
1.	Relationship between planning and teaching <ul style="list-style-type: none">• Evidence of achieving lesson objectives• Making changes from the original plan due to circumstances• Making smooth transitions between activities• Demonstrating appropriate time management
2.	Classroom language and management <ul style="list-style-type: none">• Demonstrating appropriate teacher presence (voice, body language and movement)• Varying interaction patterns according to the context• Using appropriate questioning and elicitation techniques• Making effective use of teaching aids• Clear instructions
3.	Materials development <ul style="list-style-type: none">• Evidence of authenticity and cultural appropriacy• Catering for the level of students• Demonstrating adequate design (eye catching, appropriate layout)
4.	Teaching language skills for communication <ul style="list-style-type: none">• Evidence of skills integration (more than one)• Providing sufficient practice of language skills• Encouraging use of authentic English
Name:	

Reflection on microteaching

Once you've done the microteaching write a reflective essay (no less than 350 words) covering the following:

- Do you think you've been able to achieve the aim(s) stated in your lesson plan?
- Have you followed your plan strictly or deviated from the plan? What made you do so?
- What do you think were the strengths of your lesson plan?

What would you like to change in your lesson plan if you teach this lesson again?

REFERENCES

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- Woodward, T. (2001). Planning Lessons and Courses. Cambridge, CUP

CLASSROOM OBSERVATION FORM

Teacher _____	Observer _____	Group level _____
Number of students _____	Students' age _____	ADC branch _____
Date _____	Subject _____	Topic _____

***Tick under the legends where appropriate**

1. Exceeds expectations
2. Meets expectations
3. Needs improvements
4. Unacceptable
5. Not observed

	1	2	3	4	5
CLASS STRUCTURE					
Evidence of lesson planning					
Takes attendance					
Support materials used (cards, h/outs)					
Classroom management					
Maintenance of accurate records					
Homework is given					
Managing student behavior					
Interruptions to the flow of lesson					
METHODS					
Framework of the lesson					
Types of teaching methods used					
Technology incorporated in lesson					
Medium of instruction used in class					
The level of student involvement					
Comprehensible input					
The amount of STT					
Sequence of lesson activities					
Relevant and interesting delivery of content					

ASSESSMENT					
Type of assessment tool used by teacher					
Ss' understanding is checked by questions					
Mistakes and misconceptions are recognized					
Questions aren't ignored or delayed					
OTHER					
Use of mother tongue					
Use of English					

SUMMARY OF OBSERVATIONS:

Areas of strength:

Barriers for success:

Possible suggestions for improvement

Signature: _____

CLASSROOM OBSERVATION FORM

General Information	Performance level:
Instructor:	Exceeds expectations
Number of Students:	Meets expectations
Date:	Needs improvements
Time:	Unacceptable
Lesson:	Not observed

A. CLASS PLANNING AND ORGANIZATION

	Comments
➤ Class terminal and enabling objectives were accomplished	
➤ There were smooth transitions between activities	
➤ The instructor use class time effectively	

B. KNOWLEDGE AND PREPARATION

	Comments
➤The instructor is well prepared for the class.	
➤The instructor is knowledgeable and current in the subject area	
➤The instructor presents new knowledge or skills clearly	
➤The instructor suggests additional material to facilitate students learning	
The instructor explains tasks and assignments clearly with ICQ	

C. TEACHING METHODS / STYLE

	Comments
➤The method(s) of instruction is appropriate for the students' language level	
➤The instructor stimulates students thinking	
➤The instructor provides enough opportunity for STT and students' questions	

