

Micro Teaching as A Training Tool in Special and General Education Teacher Training Programmes: An Opinion Survey

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Abstract

Generally, programmes for training teachers require certain amount of practice teaching. The traditional practice teaching follows imitation method and is planned at two levels namely observation, and practice. This spreads over a period of a few weeks, a few months or a few years depending on how the practical part of the trainee's programme fit into his/her professional course. Very often, imitation methods produce incompetent teachers who are hardly prepared to face real time challenges in education. To overcome this limitation and to curtail the practice of practicing and experimenting on children directly without adequate training, micro-teaching was included. As years passing by, a lot of changes have appeared in the educational philosophies and practices including teacher education. Recently, the revised teacher training programmes of 2 years comprising of both traditional and modern practices in training have been implemented in both special and general education teacher training in the country. In this context, it is very essential to look at the opinion of teachers about the skill development through microteaching, which will enable us to introspect whether microteaching could be continued or not as a training tool in both teacher training programmes. The present study compared the opinion of special and general teachers about microteaching in improving the teaching skills of teacher trainees. 52 special teachers of children with hearing impairment and 40 general teachers of children without hearing impairment participated in the study. An opinionnaire developed by the researchers in consultation with the experts was used as the tool. The participants marked their opinions on a 4 - point scale. Unpaired 't' test was applied for data analysis. The major finding was that the general teachers of children without hearing impairment have more favorable opinion about microteaching as a training tool in improving the teaching skills of teacher trainees than the special teachers of children with hearing impairment.

KEYWORDS: Microteaching, Special Education, General Education, Training Programme, Opinion

INTRODUCTION:

Education is conceived as a powerful agency, which is instrumental in bringing about desired changes in the social and cultural life of a nation. The whole process of education is shaped and molded by the teachers, who play a pivotal role in any system of education. It is, to a great extent, the teachers who shape the students' life, play a vital role in their overall development. Not only are they responsible for imparting academic knowledge,

but are also responsible for inculcating the right values and principles to their students. The teachers in any educational institutions are expected to follow the best practices and strategies while addressing the students. If the teachers are well trained and highly inspired, they can meet the expectations of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning. Very often, teacher training programmes act as a key catalyst in preparing such teachers. It is an experienced phenomenon provided for transforming the behavior of the teacher trainees and arranged to influence learning that produces changes in knowledge, skills and attitudes. Hence, teacher training at all levels is designed to develop highly specific and immediately useful skills in teacher trainees. Teacher training through therefore is a specialized and important segment of education involving systematic preparation for the development of teaching skills among those who may have attracted towards teaching profession. Teacher training should be imparted so effectively with effective methods and strategies that the teacher trainees may be able to perform in a better way in a practical situation. Hence, improving teaching skills among trainees during teacher training has great relevance in the field of special and general education.

Generally, programmes for training teachers is based on the skill development through practice teaching. The traditional practice teaching is planned in two stages: (i) observation, and (ii) practice. Observation is the first stage of practice teaching. It is divided into two phases namely identification and analysis. A teacher trainee cannot be expected to give a performance of good teaching if he/she has never seen any. Therefore, the first thing to do is to show the trainee the model of good teaching that he/she may observe, study and analyze. However, a trainee can learn from such observation only if he/she knows what he/she is looking at. He /she should be further able to identify the parts of the teaching process and should look at the right thing at the right time. It is also important on the part of the trainee to know when one part of it ends and the other begins. The trainee should realize what he/she wants to observe. At this stage, the trainee's attention is concentrated on the teaching and not on the learning. There are several criticisms against this practice. A major one is in terms of the quality of observation and trainees observation skills. The teaching process is complicated even under ideal conditions. There could be several distractions on the part of the trainee and mistakes in performance on the part of the presenter. Very often, without much thinking, the trainee copies the style of teaching of the presenter knowingly or unknowingly.

Generally, observation of the teaching of teachers by the trainee is followed by analysis of what she/he has observed. Before arriving at this stage, the trainee is given enough opportunities for observation of teaching of others. After having observed sufficient number of lessons, the trainee is asked to analyze them. At the beginning, the trainee is asked to identify the parts of the lesson that he/she has observed. This is followed by the analysis of all the other essentials of teaching including the methods, techniques, maxims etc. and studies their appropriateness to meet the needs and demands of the learners. Very often, trainees are interested in analyzing 'what' the teacher did while teaching and not on 'why' she did. As time passes, the trainee learns how to evaluate what she/he has observed in the classrooms. Generally, evaluation is a higher order skill. A major criticism raised in terms of the competency of the trainee as a beginner in evaluating what she /she has observed, which in turn can cause errors in evaluation and conclusion of other's teaching.

The second stage of training is practice. Once the trainee has acquired knowledge of what constitutes teaching and the various essentials of it, she/he enters the second stage of practice teaching. She/he prepares the lesson plans and starts teaching in the allotted class. Very often, the trainees carry forward the same framework of teaching which was provided to them during observation stage. There are several criticisms emerged in this traditional type of teaching practice.

The traditional practice of teaching skills is mainly based on imitation method. In the yester years, the trainers considered this imitation method convenient and easy considering the manpower required for training and the time available. As years passed by, several trainers experienced that observation to imitation alone may not be enough for developing teaching skills in trainees. Observation does not give any opportunity for trial & practice. Additionally, hundred percentage imitations are not possible under any circumstances and all the aspects of teaching skills may not be visible / demonstrable. Apart these, several trainers opined that the real classroom situation is difficult to handle for the beginning student teachers for training because of long duration, complexity of the unit and the act of teaching is complex (Kessels, 1999). According to Rather (2004), traditional system of training produces incompetent teachers who are hardly half prepared for the job. As a trainee, she/he may encounter difficulties to teach the students directly without having any practice. This resulted in the emergence of micro teaching in teacher education.

MICROTEACHING

Microteaching is an age old training tool and has been used as a teacher-training procedure parallel to the traditional training method in many training institutions. This training procedure is geared towards simplification of the complexities of the regular teaching-learning process. Class size, time, task, and content are scaled down to provide optimal training environments for the student teachers. Microteaching is a scaled down teaching encounter in class-size and class-time. The supervisor demonstrates the skill to be practiced. This may be a live demonstration, or a video presentation of the skill. Then, the group members select a topic and prepare a lesson of five to ten minutes. The teacher trainee then has the opportunity to practice and evaluate his/her use of the skills. Practice takes the form of a five-ten minute micro-teaching session in which five to seven mock students are involved.

Microteaching is developed based on two assumptions: (i) teaching can be broken down into skills, and (ii) these skills can be learned through microteaching. It's purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject. During microteaching practice, trainee teacher teaches an initial five to ten minute, single element lesson. The teaching will be observed live by the supervisor or videotaped. The supervisor discusses the strengths and weaknesses of the trainee's teaching. The trainee teacher would then revise the lesson and then re-teach the same lesson to a different group. Immediate and focused feedback combined with the opportunity to practice based on the suggested improvements in the same training session, are the foundations of microteaching. Microteaching can improve both content and methods of teaching and develop specific teaching skills such as questioning, the use of examples and simple artifacts to make lessons more interesting, effective

reinforcement techniques, and introducing and closing lessons effectively (Paintal,1976). As a scientific approach, micro-teaching emerged effectively in the field of teacher training as a valid and useful method for developing adequate teaching skills in trainees (Cruickshank et al. 1996). According to Levine, (1993) and Peker (2006)., microteaching is used to expand the scope of student teachers while mastering various teaching skills and teaching experiences; alternatively, it orients them to gain teaching experiences for natural classroom environments.

NEED FOR THE STUDY

Like other fields, research based evidences often act as a solid foundation for inclusion or exclusion of certain practices in the teaching training programmes. The researchers conducted on the efficacy of micro teaching on improving the teaching skills of general teachers showed a positive effect (Naik, 1994; Rather, 2004; Amobi and Irwin, 2009). On the other hand, the teacher training programmes in special education in the early years followed a focused approach in training. They allotted substantial time for trainees in schools for classroom teaching observation, observing demonstration lesson, school visits etc. Micro teaching was included in the teacher training curriculum of special education in the last decade only. Only a few batches of special education teacher trainees had the opportunity to undergo training through micro teaching. Till date, little research was initiated to study the opinion about microteaching in improving the teaching skills of teachers of children with and without hearing impairment who had undergone micro teaching on the efficacy of this technique. This created a dilemma in the minds of curriculum developers whether to include or exclude microteaching in the newly developed training curriculum. Hence the present study has great relevance which will enable them to look at the possibility of inclusion or exclusion of microteaching while during programme evaluation.

AIM

To compare the opinion of special and general teachers about microteaching as a training tool in improving the teaching skills of teacher trainees

OBJECTIVES

1. To compare the opinion of special and general teachers about microteaching as a training tool in improving the planning skills of teacher trainees.
- 2.To compare the opinion of special and general teachers about microteaching as a training tool in improving the introductory skills of teacher trainees.
- 3.To compare the opinion of special and general teachers about microteaching as a training tool in improving the presentation skills of teacher trainees.
- 4.To compare the opinion of special and general teachers about microteaching as a training tool in improving the managerial skills of teacher trainees.
5. To compare the opinion of special and general teachers about microteaching as a training tool in improving the closure skills of teacher trainees.
- 6.To compare the opinion of special and general teachers about microteaching as a training tool in improving the evaluation skills of teacher trainees.

HYPOTHESES

- i. There exists a significant difference in the opinion of special and general teachers about microteaching as a training tool in improving the planning skills of teacher trainees
- ii. There exists a significant difference in the opinion of special and general teachers about microteaching as a training tool in improving the introductory skills of teacher trainees
- iii. There exists a significant difference in the opinion of special and general teachers about microteaching as a training tool in improving the presentation skills of teacher trainees
- iv. There exists a significant difference in the opinion of special and general teachers about microteaching as a training tool in improving the managerial skills of teacher trainees
- v. There exists a significant difference in the opinion of special and general teachers about microteaching as a training tool in improving the closure skills of teacher trainees
- vi. There exists a significant difference in the opinion of special and general teachers about microteaching as a training tool in improving the evaluation skills of teacher trainees

RESEARCH METHODOLOGY

SUBJECTS:

52 teachers of children with hearing impairment from special schools and 40 general teachers of children without hearing impairment from general schools were selected randomly as the subjects of the study. They were matched on the parameters like qualification, teaching experience and language known.

TOOL

The researchers developed an opinionnaire and got it validated from five experts in the field of teaching and microteaching. The opinionnaire included 27 statements based on the micro teaching skills selected for the study. A four point scale was selected for marking the responses. The blue print and sample items are given in tables 1 & 2.

Table 1 : Blue print of the opinionnaire

Items	No. Of Statements												Tot
	Desirable						Undesirable						
General items	7						1						8
Skill based items	Planning skills		Introductory skills		Presentation skills		Managerial skills		Closure skills		Evaluation skills		
	Desirable	Undesirable	Desirable	Undesirable	Desirable	Undesirable	Desirable	Undesirable	Desirable	Undesirable	Desirable	Undesirable	
	4	1	3	1	5	1	3	1	2	1	4	1	

Table2: Sample items in the opinionnaire

Microteaching skill	Sample statements
Planning	Training in planning skills enables to choose learning activities according to the content, nature of students and duration of teaching.
	Training in planning skills helps in identifying and selecting educational materials well in advance.
Introduction	The training in introductory skills develops confidence in introducing the topic, which is brief short and adequate.
	Training in introductory skills helps in linking introduction with the previous knowledge of students.
Presentation	The habit of writing the important points anywhere on the blackboard will not removed/modified through the training in presentation skills.
	Training in presentation skills helps in linking the main points while teaching the students in the classrooms.
Managerial	Training in managerial skills does not help in leaving the habit of focusing only a few students in the class.
	Training in managerial skills helps in creating a conducive atmosphere of interaction with students in the classrooms.
Closure	Training in closure skills helps in bringing the students focus to all the major points taught in the class at the end of the lesson.
	Training in closure skills does not help in connecting the missing links of students' learning.
Evaluation	Training in evaluation skills helps in diagnosing the student's difficulty in understanding any fact, concept or theory.
	Training in evaluation skills helps in realizing the fact that the students can be evaluated for learning at length and depth.

DATA COLLECTION

As a part of data collection procedure, the first step carried out by the researcher was to contact the special and regular schools in Mumbai and Thane and obtained consents from teachers for participation. Based on the schedule developed, the opinionnaire was given to both the Group-A (n=52) and B (n=40) personally. The teachers with and without hearing impairment were requested to follow the instructions given by the researcher and mark their opinion (tick mark) on the most appropriate column which they feel at the right hand side of each statement. All the duly filled opinionnaire of special teachers (Group-A) and general teachers (Group-B) were collected. The qualitative data converted into quantitative data for convenience of data analysis. Unpaired t test was used for statistical analysis.

RESULTS AND DISCUSSION

(i)Opinion about microteaching in improving the planning skills of teachers

Unpaired 't' test was applied to see, whether there exists a significant difference or not in the opinion of Group-A and Group-B in improving the planning skills of teachers. The calculated values of mean (x), standard deviation (SD), 't' and 'p' are shown in table 3.

Table 3: 't' test analysis: Planning skills

Parameter	Groups	Mean (x)	SD	Df	't'	P (1- tail)
Planning skills	Group-A n=52	16.86	2.99	90	3.2683	0.0008 (Significant)
	Group-B n=40	18.37	1.27			

The obtained mean and SD of group A were 16.86 and 2.99, similarly group-B were 18.37 and 1.27. The obtained value of 't' is 3.2683. The corresponding 'p' (1-tail) value at degree of freedom 90 is 0.0008. This 'p' value is less than the significant level of 0.05. This suggests that the obtained 't' value was statistically significant; the null hypothesis was not retained. That is, "*there exists no significant difference in the opinion about microteaching in improving the planning skills of teachers of children with and without hearing impairment*" was not retained. Thus the result obtained was "***there exists a significant difference in the opinion about microteaching in improving the planning skills of teachers of children with and without hearing impairment***". The teachers of children without hearing impairment have more favorable opinion about microteaching in improving the planning skills that teachers of children with hearing impairment. The difference in the opinion could be discussed in the light of sample used for the present study.

Planning skill in teachers is one of the major components of the microteaching training programme. Training in planning skills enables the teachers to plan the aims, objectives, content, learning experiences, and evaluation of lessons well in advance. Planning for a small group of children during microteaching will enable the teachers to transfer the same for a large group of children in the class. Hence, general educators might have experienced the importance and utility of training on planning skills as a part of microteaching.

The special teachers have to address only smaller classrooms with the limited number of children with hearing impairment. Very often, their intervention is individualized in nature. Hence, the challenges faced by special educators in the classrooms are less than the general educators. Very often, training in microteaching often acts as a solution to solve the problems in planning more for general educators than special educators. Hence, it is obvious that general educators have more favorable opinion than special educators.

(ii) . Opinion about microteaching in improving the introductory skills of teachers

Unpaired 't' test was applied to see, whether there exists a significant difference or not between Group-A and Group-B in improving the introductory skills of teachers. The calculated values of mean (x), standard deviation (SD), 't' and 'p' are shown in table 4.

Table 4: 't' test analysis: Introductory skills

Parameter	Groups	Mean (x)	SD	df	't'	p (1- tail)
Introductory skills	Group-A n=52	13.59	1.65	89.934872	2.697729	0.0042 (Significant)
	Group-B n=40	14.42	1.29			

The obtained mean and standard deviation of group A were 13.59 and 1.65, similarly the mean and standard deviation of group-B were 14.42 and 1.29. The obtained value of 't' is 2.697729. The corresponding 'p' (1-tail) value at degree of freedom 89.934872 is 0.0042. This 'p' value is less than the significant level of 0.05. This suggests that the obtained 't' value was statistically significant. The null hypothesis "there exists no significant difference in the opinion about microteaching in improving the introductory skills of teachers of children with and without hearing impairment" was not retained. Thus, the result obtained was "*there exists a significant difference in the opinion about microteaching in improving the introductory skills of teachers of children with and without hearing impairment*". Therefore, it may be inferred that teachers of children without hearing impairment have more favorable opinion about microteaching in improving the introductory skills than teachers of children with hearing impairment. The difference in the opinion could be discussed in the light of sample used for the present study.

Introducing a lesson is one of the major developing components of the microteaching training programme. Such training enables the teachers to introduce the selected topic to the students very effectively. This type of training develops confidence in introducing the topic, which is brief, short and adequate. Introducing for a small group of children during microteaching enables the teachers to transfer the same for a large group of children in the class. Hence, general educators might have experienced the importance and utility of training on introducing skills as a part of microteaching than the special educators.

(iii) Opinion about microteaching in improving the presentation skills of teachers

Unpaired 't' test was applied to see, whether there exists a significant difference or not between Group-A and Group-B in improving the presentation skills of teachers. The calculated values of mean (x), standard deviation (SD), 't' and 'p' are shown in table 5.

Table 5: ‘t’ test analysis: Presentation skills

Parameter	Groups	Mean (x)	SD	df	‘t’	p (1- tail)
Presentation skills	Group-A n=52	20.29	2.39	90	2.294222	0.0121 (Significant)
	Group-B n=40	21.22	1.51			

The obtained mean and standard deviation of group A were 20.29 and 2.39, and the mean and standard deviation of group-B were 21.22 and 1.51. The obtained value of ‘t’ is 2.294222. The corresponding ‘p’ (1-tail) value at degree of freedom 90 is 0.0121. This ‘p’ value is less than the significant level of 0.05. This suggests that the obtained ‘t’ value was statistically significant. The null hypothesis “there exists no significant difference in the opinion about microteaching in improving the presentation skills of teachers of children with and without hearing impairment” was not retained. Thus the result obtained was “*there exists a significant difference in the opinion about microteaching in improving the presentation skills of teachers of children with and without hearing impairment*”. Therefore, it may be inferred that teachers of children without hearing impairment have more favorable opinion about microteaching in improving the presentation skills than teachers of children with hearing impairment.

Like introductory skills, presentation skills in teachers are also a developing component of the microteaching training programme. Such training enables the teachers to master the art of asking question to students, which are grammatically correct, concise, specific and relevant etc. prior to actual classroom teaching. Presentation for a small group of children during microteaching enables the trainee to understand the methods and techniques of delivering the content while teaching the same for a large group of children in the class. Hence, general educator might have experienced the importance and utility of training on presentation skills as a part of microteaching. On the other hand, special teachers do not have such big classrooms. As mentioned in (i) and (ii) , special teachers have to address only smaller classrooms with a limited number of children. Very often, their intervention is individualized in nature. Hence, the challenges faced by special educators in the classroom are less than the general educators. Hence the difference in group A & B.

(iv) Opinion about microteaching in improving the managerial skills of teachers

Unpaired ‘t’ test was applied to see, whether there exists a significant difference or not in the opinion of Group-A and Group-B in improving the managerial skills of teachers. The calculated values of mean (x), standard deviation (SD), ‘t’ and ‘p’ are shown in table 6.

Table 6 : ‘t’ test analysis: Managerial skills

Parameter	Groups	Mean (x)	SD	df	‘t’	p (1- tail)
Managerial skills	Group-A n=52	13	1.34	90	6.319791	0.0001 (Significant)
	Group-B n=40	14.75	1.29			

The obtained mean and standard deviation of group A were 13 and 1.34, Similarly, the mean and standard deviation of group-B were 14.75 and 1.29. The obtained value of ‘t’ is 6.319791. The corresponding ‘p’ (1-tail) value at degree of freedom 90 is 0.0001. This ‘p’ value is less than the significant level of 0.05. This suggests that the obtained ‘t’ value was statistically significant. The null hypothesis “there exists no significant difference in the opinion about microteaching in improving the managerial skills of teachers of children with and without hearing impairment” was not retained. Thus the obtained result shows that “*there exists a significant difference in the opinion about microteaching in improving the managerial skills of teachers of children with and without hearing impairment*”. Therefore, it may be inferred that teachers of children without hearing impairment have more favorable opinion than the teachers of children with hearing impairment about microteaching in improving the managerial skills of teaching.

Training in managerial skills enables the teachers to leave the habit of focusing only a few students in the class. During this type of training, teachers are made to know the importance of addressing all children, though they are heterogeneous in nature. Managerial skills developed for a small group of children during microteaching enables the teachers in creating a conducive atmosphere of interaction even for a large number of students. Hence general educators might have experienced the importance and utility of training on managerial skills as a part of microteaching. All the other points discussed above hold true here also. Hence the result.

(v)Opinion about microteaching in improving the closure skills of teachers

Unpaired ‘t’ test was applied to see, whether there exists a significant difference or not in the opinion of Group-A and Group-B in improving the closure skills of teachers. The calculated values of mean (x), standard deviation (SD), ‘t’ and ‘p’ are shown in table7.

Table7 : t’ test analysis: Closure skills

Parameter	Groups	Mean (x)	SD	df	‘t’	p (1- tail)
	Group-A n=52	10.11	1.11			

Closure skills	Group-B n=40	10.65	1.03	90	2.385682	0.0096 (Significant)
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The obtained mean and standard deviation of group A were 10.11 and 1.11; similarly the mean and standard deviation of group-B were 10.65 and 1.03. The obtained value of 't' is 2.385682. The corresponding 'p' (1-tail) value at degree of freedom 90 is 0.0096. This 'p' value is less than the significant level of 0.05. This suggests that the obtained 't' value was statistically significant. The null hypothesis "there exists no significant difference in the opinion about microteaching in improving the closure skills of teachers of children with and without hearing impairment" was not retained. Thus the result obtained was "*there exists a significant difference in the opinion about microteaching in improving the closure skills of teachers of children with and without hearing impairment*". Therefore, it may be inferred that teachers of children without hearing impairment have more favorable opinion than the teachers of children with hearing impairment about microteaching in improving the closure skills. Training in closure skills enables the teachers in bringing the lesson presentation to an appropriate conclusion. All the discussions made above hold true here also.

(vi) Opinion about microteaching in improving the evaluation skills of teachers

Unpaired 't' test was applied to see, whether there exists a significant difference or not in the opinion of Group-A and Group-B in improving the evaluation skills of teachers. The calculated values of mean (x), standard deviation (SD), 't' and 'p' are shown in table 8.

Table 8: 't' test analysis: Evaluation skills

Parameter	Groups	Mean (x)	SD	df	't'	p (1- tail)
Evaluation skills	Group-A n=52	16.81	1.60	90	3.544921	0.0003 (Significant)
	Group-B n=40	17.9	1.54			

The obtained mean and standard deviation of group A were 16.81 and 1.60, and the mean and standard deviation of group-B were 17.9 and 1.54. The obtained value of 't' is 3.544921. The corresponding 'p' (1-tail) value at degree of freedom 90 is 0.0003. This 'p' value is less than the significant level of 0.05. This suggests that the obtained 't' value was statistically significant. The null hypothesis "there exists no significant difference in the opinion about microteaching in improving the evaluation skills of teachers of children with and without hearing impairment" was not retained.

The result obtained was "*there exists a significant difference in the opinion about microteaching in improving the evaluation skills of teachers of children with and without hearing impairment*". Therefore, it may be inferred that teachers of children

without hearing impairment have more favorable opinion than the teachers of children with hearing impairment about microteaching in improving the evaluation skills.

Evaluation skills during training enable the teachers to develop different types of questions according to the needs and levels of students well in advance for classroom evaluation. Evaluation skills developed for a small group of children during microteaching enable the teachers to understand the coverage of whole content and skills in evaluation for a large group of children in the class. Hence general educator might have experienced the importance and utility of training on evaluation skills than this special educator colleague. All the other points mentioned before holds true here also.

Thus, it can be concluded that as expected, there exists a significant difference in the opinion about microteaching in improving the teaching skills of teachers of children with and without hearing impairment. Teachers of children without hearing impairment were found to have more favorable opinion about microteaching in improving the teaching skills than the teachers of children with hearing impairment.

Educational Implications

Micro teaching is an age old practice followed in teacher preparation programmes in India and abroad. Recently, debates have been initiated regarding its continual practice in the revised teacher education curriculum. In this context, the results obtained have great relevance. Yeung and Watkins (2000) state that teaching skills, gained during teaching practices will have some positive influences on the development of student teachers' professional success and self-efficiency. Furthermore, in a study carried out by Liston et al. (2006) Deniz 345 new teachers say the theoretical grounding learnt in teacher preparation does not equip them sufficiently for the demands of daily classroom life. Additionally, Klinzing (2002) suggests that such procedures as micro-teaching in pre-service and in-service education can lead to positive and long term effects on transferring this experience into professional practices. As against special educators, general educators were more favorable in following microteaching in teacher preparation programmes. Hence discontinuing this practice in the two year teacher training programme needs to be revisited. The authors believe that providing the student teachers with the opportunity for self practice and self-evaluation by means of videotaping the lessons and the immediate feedback and correction process can help student teachers to identify their weaknesses and strengths and look forward for remediation.

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